



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

**Reynolds School District  
Board of Education Business Meeting**

April 23, 2025

6:00 PM

Building I, Edgefield Campus

2408 SW Halsey Street

Troutdale, Oregon 97060

I.	<b>5:30p - Executive Session</b>	<b>3</b>
	The Reynolds School Board and the Superintendent will recess into Executive Session at 5:30p, under ORS 192.660(2)(a) Personnel. Executive Session is closed to the public.	
II.	<b>6:00p - Call to Order</b>	<b>4</b>
	A. Roll Call	
	B. Consider Approval of the April 23, 2025 Agenda	
	C. Pledge of Allegiance	
	D. Land Acknowledgement	5
	E. Mission and Vision	6
III.	<b>6:10p - Recognition</b>	<b>7</b>
	A. Student Recognition - RMS	
	B. Resolution 2024-2025-027: Asian-American and Pacific Islander Heritage Month	8
	C. Resolution 2024-2025-028 Jewish American Heritage Month	9
	D. Resolution 2024-2025-029 Teacher Appreciation Week	10
	E. Resolution 2024-2025-030 School Lunch Hero Day	11
	F. Resolution 2024-2025-031 School Nurse Day	12
IV.	<b>6:35p - High School Student Report</b>	<b>13</b>
V.	<b>6:40p - Public to be Heard</b>	<b>14</b>
	Members of the public will address the board with comments and the board will listen only. Public Comment will be limited to 7 speakers with 3 minutes each. Forms must be turned in before the meeting start time.	
VI.	<b>6:55p - Bargaining Group Updates</b>	<b>15</b>
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	A. Individual Board Members - Announcements and Reports	
	B. Upcoming Board Meetings	
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*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Executive Session**

Type:  Action Item  Report / Presentation

Policy: BDC: Executive Session

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students      | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development       |
- 

**Summary / Background:**

The Reynolds School Board and the Superintendent will recess into Executive Session at 5:30p, under ORS 192.660(2)(a) Personnel. Executive Session is closed to the public.

**Previous Board Action:**

Not Applicable.

**Financial Implications:**

Not Applicable.

**Motion:**

Not Applicable.



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Call to Order**

Type:  Action Item       Report / Presentation

Policy: BDDF: Conduct of Board Meetings

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students      | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development       |
- 

**Roll Call:**

- |  |   |
|--|---|
| • Position 1: Director Aaron Muñoz     | • Position 5: Director Patty Carrera      |
| • Position 2: Vice Chair Joyce Rosenau | • Position 6: Director Ana Gonzalez Muñoz |
| • Position 3: Chair Michael Reyes      | • Position 7: Director Francisco Ibarra   |
| • Position 4: Director Cayle Tern      | • Student Board Rep: Mason Ho             |

**Motion to Approve Agenda:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the April 23, 2025 agenda as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

**Pledge of Allegiance**

**Land Acknowledgement**

**Mission and Vision**

# Land Acknowledgement

We respectfully acknowledge that the land on which we are gathering today is the traditional homeland of a diverse array of indigenous tribes and bands. Multnomah County rests on traditional village sites of the Multnomah, Wasco, Cowlitz, Kathlamet, Clackamas, Bands of Chinook, Tualatin, Kalapuya, Molalla, and many other tribes who made their homes along the Columbia River, creating communities and summer encampments to harvest and use the plentiful natural resources of the area. Multnomah County is now home to a vibrant indigenous community representing over 400 different tribal nations.

We recognize Indigenous peoples as the traditional stewards of this land and acknowledge the enduring relationship between the land and the people since time immemorial. We make this acknowledgement to open a space of recognition, inclusion, and respect for our sovereign tribal partners and all indigenous students, families, and staff in our community.

# mission:

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

# vision:

As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.





*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Recognition**

Type:  Action Item       Report / Presentation

Policy: KAA: Community Relations

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students      | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development       |
- 

**Summary / Background:**

The Board will recognize students from Reynolds Middle School.

The Board will read the following resolutions into the record:

- Resolution 2024-2025-027: Asian-American and Pacific Islander Heritage Month
- Resolution 2024-2025-028 Jewish American Heritage Month
- Resolution 2024-2025-029 Teacher Appreciation Week
- Resolution 2024-2025-030 School Lunch Hero Day
- Resolution 2024-2025-031 School Nurse Week

**Previous Board Action:**

Not Applicable.

**Financial Implications:**

Not Applicable.

**Motion:**

Not Applicable.



**Resolution 2024-2025-027**

**Proclaiming the Celebration of National Asian-American and Pacific Islander Heritage Month**

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**WHEREAS**, Asian American and Pacific Islander Heritage in the United States was FIRST celebrated in 1978 and was made into a month-long event in 1992; and

**WHEREAS**, Native Hawaiians were formally added to the Asian American and Pacific Islander Month in 2021 by a presidential proclamation.

**WHEREAS**, Asian American, Native Hawaiian, and Pacific Islander Heritage Month seeks to honor and recognize the contributions of residents from Asia, India, and the Pacific Islands; and

**WHEREAS**, Native Hawaiians, Chinese, and Japanese were the first to migrate to the Pacific Northwest and were known for handling canoes and transporting goods, construction, railroad expansion, and settling the region; and

**WHEREAS**, 11% of enrolled students are Asian or Pacific Islanders; and

**WHEREAS**, Asian Americans, Native Hawaiians, and Pacific Islanders have courageously maintained vibrant cultures and traditions and made many contributions to history, industry, art, and community; and

**WHEREAS**, the Reynolds School Board has established that each and every student is to be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, language, ideas, beliefs, and values within a school community; and

**NOW, THEREFORE, BE IT RESOLVED** that the Reynolds School Board of Directors proclaims May 2025 as Asian American and Pacific Islander Heritage Month. The struggles and achievements of Asian Americans and Pacific Islanders contributed profoundly to the culture and community of the United States. The Reynolds School District affirms the contributions and reaffirms its ongoing commitment to building awareness and an inclusive society.

The Board of Directors strongly encourages our staff and community to observe, recognize, and celebrate the culture, heritage, and contributions of Asian Americans, Native Hawaiians, and Pacific Islanders to our country, our state, our cities, and our schools.

Adopted this 23rd day of April 2025.

Signed:

Attest:

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Chair, Reynolds School Board of Directors

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Superintendent / Clerk



**Resolution 2024-2025-028**

**Proclaiming the Celebration of Jewish-American Heritage Month**

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**WHEREAS**, May is Jewish American Heritage Month, a month that opens a space for all people to appreciate the achievements and contributions of Jewish Americans throughout history, and

**WHEREAS**, in 1980 President Jimmy Carter adopted a proclamation annually recognizing Jewish American Heritage Week. In April 2006, President George W. Bush adopted a proclamation that May would be recognized as Jewish American Heritage Month, and

**WHEREAS**, Jewish Americans continually face unspeakable discrimination and adversity, yet for hundreds of years they have fought heroically in battle, pursued peace, and always persevered; and

**WHEREAS**, Jewish Americans have made significant contributions to our nation, our communities, and our schools in the fields of arts, business, education, entertainment, finance, government, law, medicine, politics, science, military service, and philanthropy; and

**WHEREAS**, this month, we not only celebrate their heritage and express our appreciation for those contributions, but reaffirm our commitment to combating racism and discrimination against Jewish Americans; and

**WHEREAS**, this month Reynolds School District encourages staff, students, and community members to remember and reflect, celebrate, and educate future generations about the past and current struggles Jewish Americans endure and the importance of their role in communities across our nation.

**NOW, THEREFORE, BE IT RESOLVED**, the Reynolds School District recognizes May 2025 as Jewish American Heritage Month.

Adopted this 23rd day of April 2025.

Signed:

Attest:

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Chair, Reynolds School Board of Directors

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Superintendent / Clerk



**Resolution 2024-2025-029**

**Proclaiming the Celebration of Teacher Appreciation Week**

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**WHEREAS**, teachers mold influential citizens through guidance and education; and

**WHEREAS**, teachers encounter and serve students of widely differing backgrounds; and

**WHEREAS**, the future depends upon providing quality education to all students; and

**WHEREAS**, teachers are entrusted with the educational and emotional development of all children to reach their full potential; and

**WHEREAS**, teachers spend countless hours preparing lessons, evaluating progress, counseling, and coaching students, and performing community service; and

**WHEREAS**, teachers fill many roles including but not limited to; listeners, role models, motivators, mentors, leaders, and advocates; and

**WHEREAS**, the importance and impact of teachers on students is widely acknowledged, and teachers make a difference in the lives of students every day; and

**WHEREAS**, our community recognizes and supports its teachers in educating the children of this community.

**NOW, THEREFORE, BE IT RESOLVED** that the Reynolds School District Board of Directors proclaims May 5-9, 2025, to be Teacher Appreciation Week; and

**BE IT FURTHER RESOLVED** that the Reynolds School District Board of Directors strongly encourages all members of our community to join in personally expressing appreciation to our teachers for their dedication and commitment to their work.

Adopted this 23rd day of April 2025.

Signed:

Attest:

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Chair, Reynolds School Board of Directors

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Superintendent / Clerk



**Resolution 2024-2025-030**

**Proclaiming the Celebration of School Lunch Hero Day**

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**WHEREAS**, the School Nutrition Association and Jarrett Krosoczka, author of the "Lunch Lady" graphic novel series, have designated the first Friday in May, as School Lunch Hero Day; and

**WHEREAS**, nutritious school meals are an essential part of the school day; and;

**WHEREAS**, School Nutrition professionals are committed to providing healthful, nutritious meals to the District's children so they are ready to learn; and

**WHEREAS**, the staff who prepare and serve school meals help nurture our children through their daily interaction and support; and

**WHEREAS**, School Nutrition professionals demonstrate patience and kindness toward our students daily; and

**WHEREAS**, their efforts and commitment to children and their contributions are extremely important to the overall operation of our schools; and

**NOW, THEREFORE, BE IT RESOLVED**, the Reynolds Board of Education publicly thanks our School Nutrition workers for the vital role they play in the lives of students in our school district.

Adopted this 23rd day of Month 2025.

Signed:

Attest:

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Chair, Reynolds School Board of Directors

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Superintendent / Clerk



**Resolution 2024-2025-031**

**Proclaiming the Celebration of National School Nurse Day**

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**WHEREAS**, families deserve to feel confident that their children will be cared for when they are at school; and

**WHEREAS**, all students have a right to have their physical and mental health needs safely met while in the school setting; and

**WHEREAS**, students today face more complex and life-threatening health problems requiring care in school; and

**WHEREAS**, school nurses address the home and community factors (e.g. social determinants) that impact students' health; and

**WHEREAS**, school nurses are professional nurses that advance the well-being, academic success, and life-long achievements of all students by serving on the frontlines and providing a critical safety net for our nation's most fragile children; and

**WHEREAS**, school nurses act as a liaison to the school community, families, and healthcare providers on behalf of children's health by promoting wellness and improving health outcomes for our nation's children; and

**WHEREAS**, school nurses support the health and educational success of students by providing access to appropriate care when children's cognitive development is at its peak; and

**WHEREAS**, school nurses deeply understand the link between health and learning and are in a position to make a positive difference for children every day; and

**NOW, THEREFORE, BE IT RESOLVED**, The Reynolds School District publicly thanks our school nurses for the vital role they play in the lives of students in our school district and celebrates May 7, 2025 as National School Nurse Day.

Adopted this 23rd day of April 2025.

Signed:

Attest:

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Chair, Reynolds School Board of Directors

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Superintendent / Clerk



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Student Report**

Type:  Action Item  Report / Presentation

Policy: BDDH: Public to be Heard; BDDH-AR: Public to be Heard at Board Meetings

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

Marginalized Students

Culturally Responsive Teaching

Student and Staff Wellness

Professional Development

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**Summary / Background:**

According to policy BCBA-AR, student reporters may be appointed by each high school to provide school news to the Board at each Business Meeting.

Student reporters are encouraged to share news about school events, activities, sports, academic happenings and other high interest activities at the school.

**Previous Board Action:**

Not Applicable.

**Financial Implications:**

Not Applicable.

**Motion:**

Not Applicable.



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Public to be Heard**

Type:  Action Item  Report / Presentation

Policy: BDDH: Public to be Heard; BDDH-AR: Public to be Heard at Board Meetings

Date: April 23, 2025

---

**Connection to Strategic Plan Goal Topics:**

Marginalized Students

Culturally Responsive Teaching

Student and Staff Wellness

Professional Development

---

**Summary / Background:**

Members of the public will address the Board with comments and the Board will listen only. The Board may choose not to address a request if it does not fall within the scope of Board Governance. Oregon law prohibits the Board from discussing specific employees or their job performance.

Those wishing to speak must sign-up prior to the start of the meeting. The first 7 submissions will be able to speak for 3 minutes.

Written Public Comment can be submitted on the RSD website at any time.

**Previous Board Action:**

Not Applicable.

**Financial Implications:**

Not Applicable.

**Motion:**

Not Applicable.



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Bargaining Group Updates**

Type:  Action Item       Report / Presentation

Policy: BD/BDA: Board Meetings

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students      | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development       |
- 

**Summary / Background:**

Reynolds Education Association (REA) and Oregon School Employees Association, Chapter 37 (OSEA), will provide an update to the Board of Directors.

**Previous Board Action:**

Not Applicable.

**Financial Implications:**

Not Applicable.

**Motion:**

Not Applicable.



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Science and Health Instructional Material Adoption**

Type:  Action Item       Report / Presentation

Policy: IFD: Curriculum Adoption

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input type="checkbox"/> Student and Staff Wellness       | <input checked="" type="checkbox"/> Professional Development       |
- 

**Summary / Background:**

To follow state instructional materials adoption laws and provide high-quality standards-based instruction for all students, Reynolds School District convened Elementary (K-5) and Secondary (6-12) Science and Health Instructional Materials Adoption Committees starting in the winter of 2025. Each committee consisted of educators and administrators from across the district to determine which instructional materials would be recommended to the school board for adoption.

The Elementary Science Adoption Committee recommends developing grade-level units that align with the adopted Oregon Science Standards and *HMH Into Reading*. The Middle School Science Adoption Committee recommends the adoption of *STILE* science instructional materials, and the High School recommends the development of a scope sequence that incorporates the implementation of two Open Educational Resources (OERs): *Patterns High School Science* Sequence (Portland Metro STEM Hub) and *OpenSciEd*.

The Elementary Health Adoption Committee recommends continuing to use *The Great Body Shop*. The Middle School Health Adoption Committee recommends Human Kinetics: Live Well: Middle School Health. The High School Health Adoption Committee recommends developing a scope and sequence that uses Human Kinetics: Live Well Comprehensive High School Health as a resource.

**Previous Board Action:**

The Board voted on May 22, 2024, to postpone the Science Instructional Material adoption and apply for a two-year waiver from the Oregon Department of Education. The Oregon Department of Education approved this request on May 31, 2024.

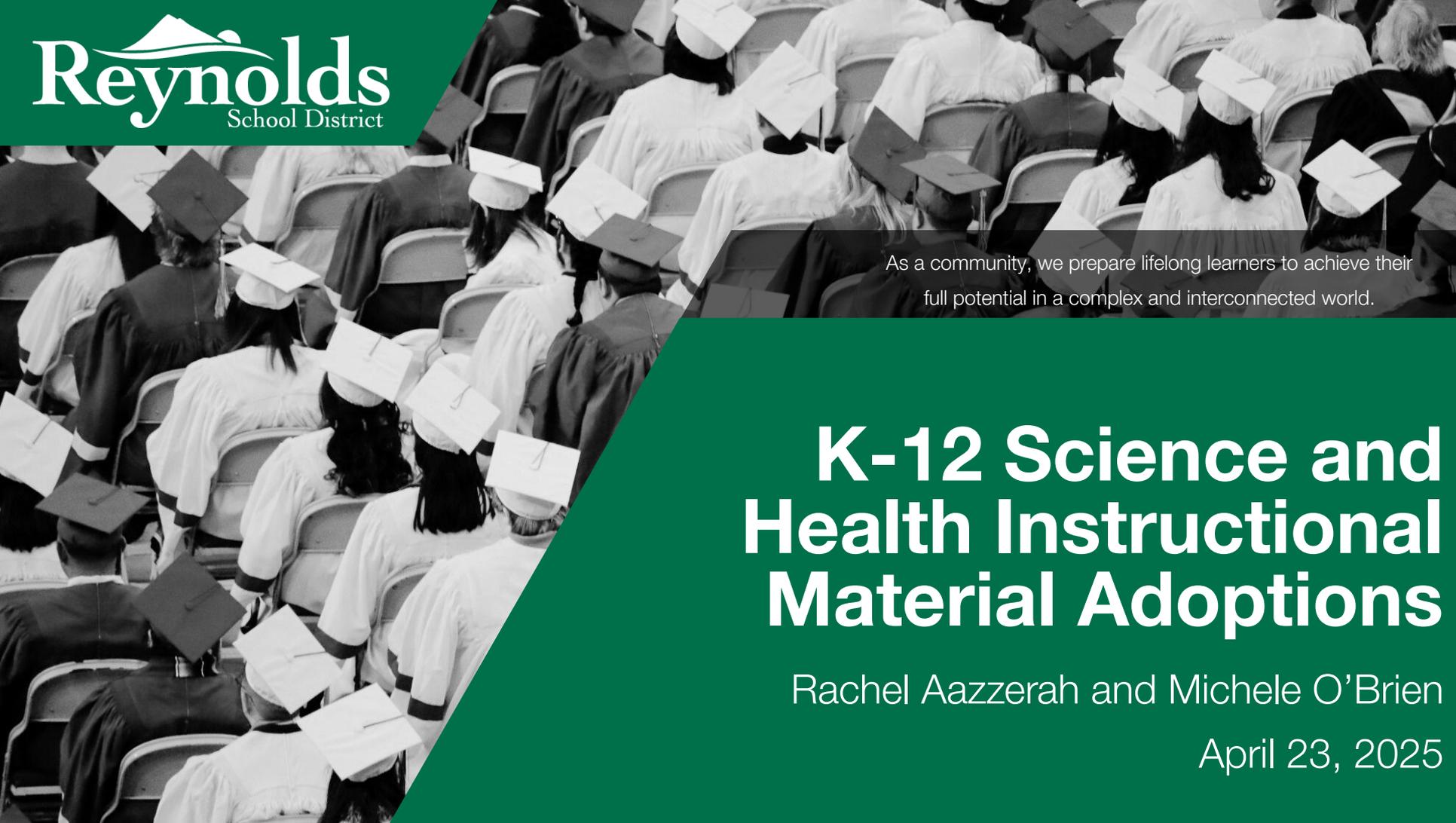
**Financial Implications:**

The cost to purchase 6 years of the recommended science instructional materials for K-12 is \$846,749 (\$141,125 per year).

The cost to purchase 6 years of the recommended health instructional materials for K-12 is \$567,475 (94,580 per year).

**Motion:**

Not Applicable.

The background of the slide is a black and white photograph of a graduation ceremony. Graduates in white gowns and caps are seated in rows of chairs, viewed from behind. The image is partially obscured by a dark green diagonal overlay on the right side.

As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

# K-12 Science and Health Instructional Material Adoptions

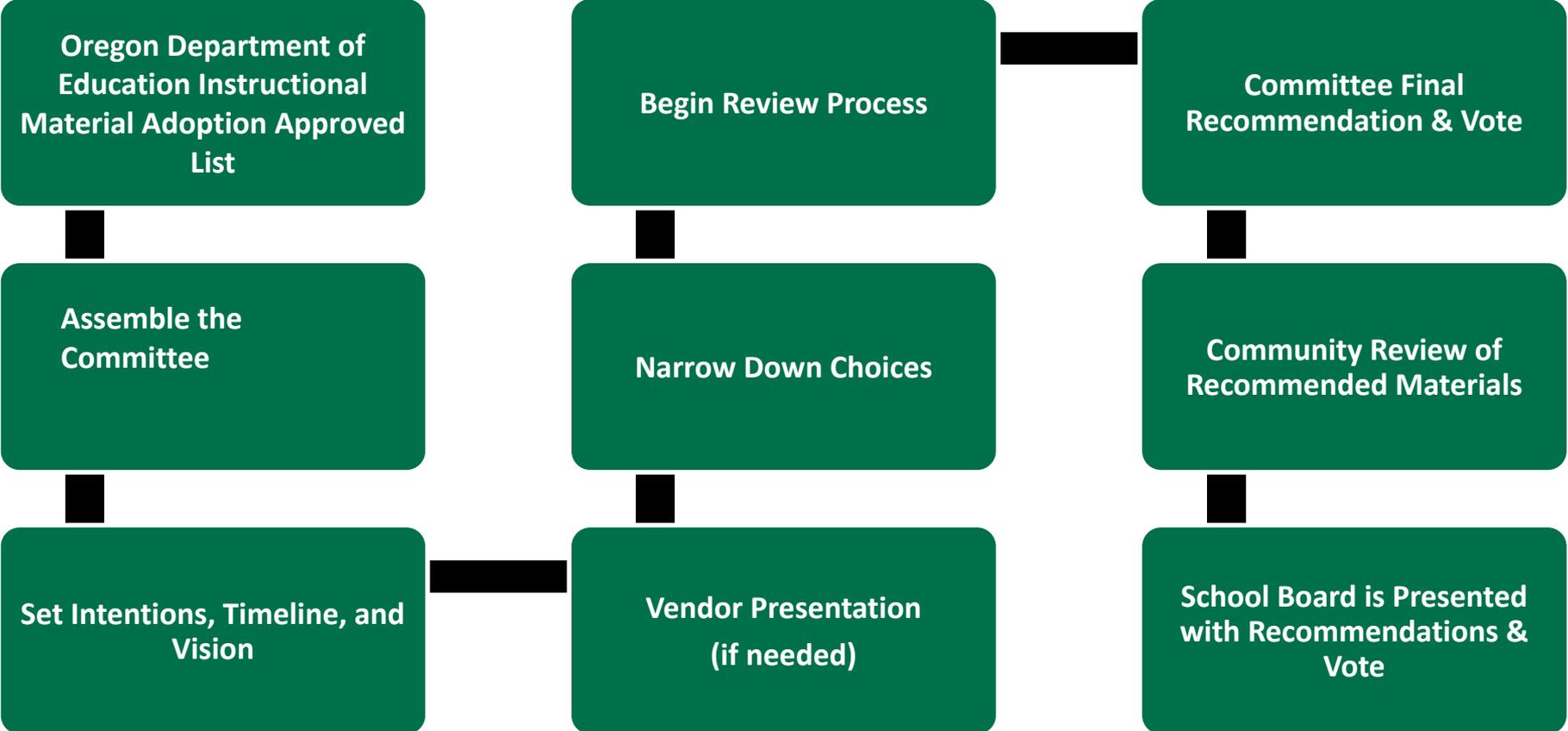
Rachel Aazzerah and Michele O'Brien

April 23, 2025

# Science and Health Instructional Materials Adoption

- Required by the Oregon State Board of Education
  - \*Division 22 Assurances
- Required by Reynolds School District Board Policy IFD

# Adoption Committee Process





# Science

# Science Instructional Materials Adoption: 2022 Oregon Science Standards

- Earth and Space Science
- Engineering, Technology, and the Application of Science
- Life Science
- Physical Science



# Science Instructional Material Recommendations

## Elementary School

Reynolds School District  
Developed Grade-Level  
Science Units that align  
with *HMH Into Reading*

## Middle School

Stile

## High School

Patterns Science



Physics



Chemistry



Biology





# Health

# Health Instructional Materials Adoption: 2023 Oregon Health Standards

- Wellness and Health Promotion (WHP)
- Safety and First Aid (FSA)
- Substance Use, Misuse and Abuse (SUB)
- Food, Nutrition, and Physical Activity (FNP)
- Social, Emotional, and Mental Health (SEM)
- Healthy Relationships and Violence/Abuse Preven
- Growth and Development (GD)
- Sexual and Reproductive Health (SRH)

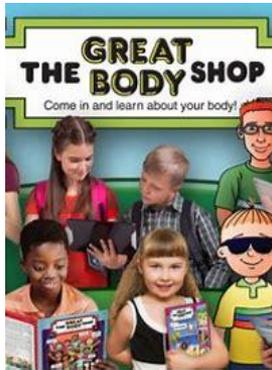


# Health Instructional Materials Adoption: Oregon Laws and Mandates

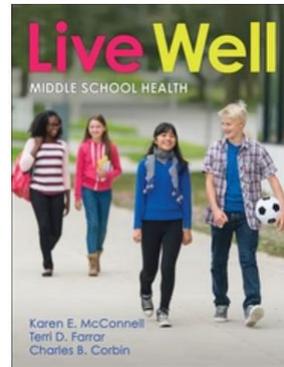
- [HB 2969](#) (Oral Health, K-12)
- [SB 790](#) (Domestic Violence Education, 7-12)
- [SB 52](#) (Suicide Prevention Policy and Education, K-12)
- [SB 79](#) (CPR, 7-12)
- [SB 238](#); [OAR 581-022-2045](#) (Substance Use & Abuse Prevention, K-12)
- [ORS 336.059](#); [SB 856](#); [OAR 581-022-2050](#) (Child Sexual Abuse Prevention Instruction, K-12) “Erin’s Law”
- [ORS 339.366](#); [HB 4077](#) (Healthy Teens Relationship Act, 7-12)
- [ORS 336.455](#); [OAR 581-022-2050](#) (Human Sexuality Education, K-12)
- [ORS 339.366](#) (Teen Dating Violence and Domestic Violence, 7-12)
- [ORS 336.474](#) (Organ and Tissue Donation, 9-12)
- [OAR 581-022-2030](#) (District Curriculum, K-12)
- [OAR 581-022-2045](#)\* (Prevention Education in Drugs and Alcohol, K-12)
- [OAR 581-022-2050](#)\* (Human Sexuality Education, K-12)
- [OAR 581-022-2515](#) (Menstrual Dignity Act, K-12)

# Health Instructional Material Recommendations

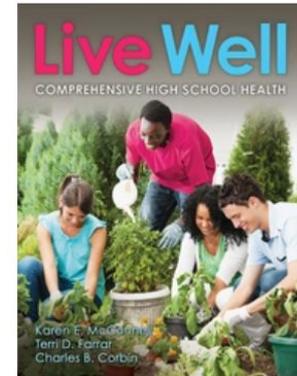
## Elementary School



## Middle School



## High School





# Questions Thank you!

As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Dr. Frank Caropelo, Superintendent

**Subject: Integrated Programs Application**

Type:  Action Item       Report / Presentation

Policy: IA: Instructional Goal

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students      | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development       |
- 

**Summary / Background:**

Reynolds School District has been developing the Integrated Programs budget, plan, and application for the next biennium. The plan is in final form and is being brought to the Board for approval.

Six targeted programs have been integrated into one grant application process. All six programs have combined processes for community engagement, needs assessment, planning, budgeting, and evaluation. The integrated guidance and application is designed to reduce burden and redundancies and improve the framework by which progress can be measured over time.

**Previous Board Action:**

The Board has previously approved Student Investment Account applications and High School Success applications in previous biennia. The Board approved the Integrated Guidance Plan for the 2023-25 biennium in March 2023.

**Financial Implications:**

The Integrated Guidance Plan includes roughly \$36 million dollars in planned expenditures for the Reynolds School District and partner charter schools for the 2025-27 biennium.

**Motion:**

Not Applicable.

# Reynolds School District



## 2025-27 Integrated Application Presentation to Governing Board

# Contents

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- Purpose of Presentation
- Background & Context
- Planning Team
- Plan Inputs
- Plan Overview
- What's Next

# Purpose for Presentation

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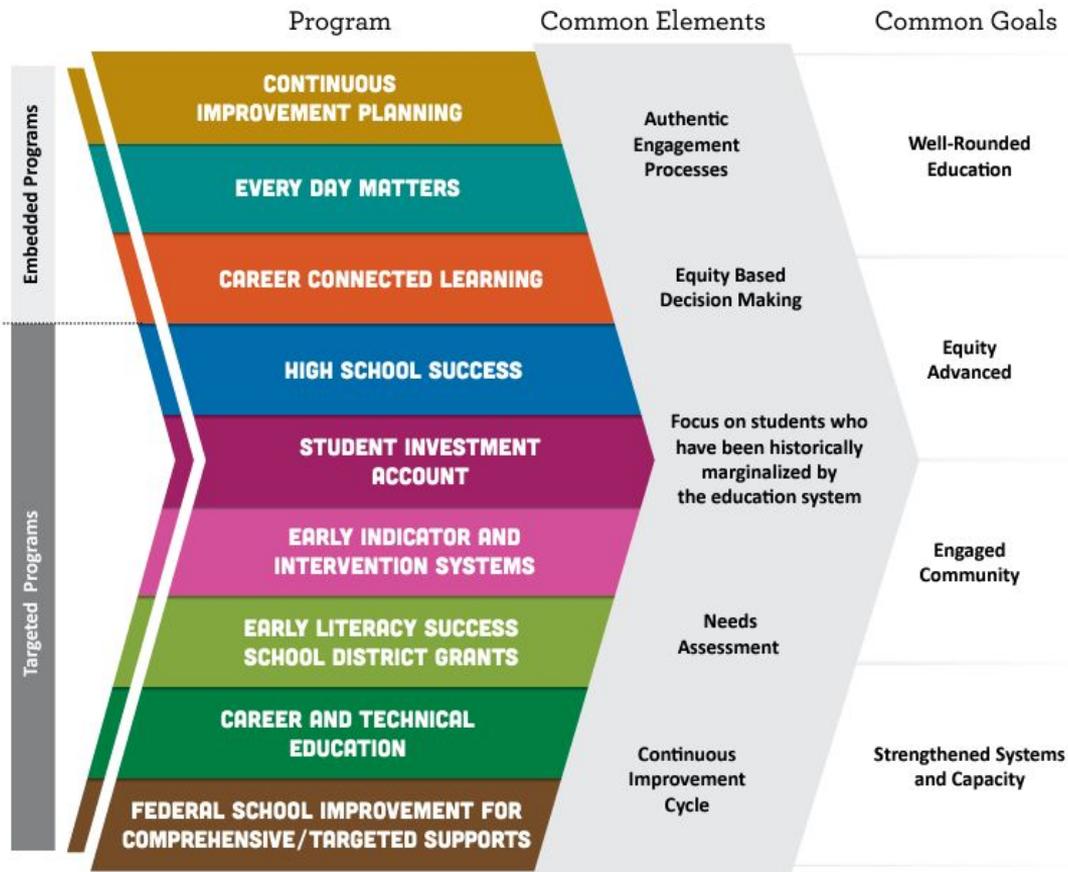
- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed
- To seek board approval



# Background

- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for nine programs
- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

# Aligned Programs & Common Goals



# Summary of Program Purpose

*Centering supports from kindergarten readiness through college & career and especially for focal group students.*

**Continuous Improvement Planning (CIP)** - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

**Every Day Matters - (EDM)** - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

**Career Connected Learning (CCL)** - Framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.

# Summary of Program Purpose, continued

*Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.*

**High School Success (HSS)** - Systems to improve graduation rates and college/career readiness.

**Student Investment Account (SIA)** - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

**Early Indicator and Intervention System (EIS)** - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

# Summary of Program Purpose, continued

*Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.*

**Early Literacy Success School District Grants (ELGSSG)** - Grants to school districts in order to increase early literacy for children from birth to third grade, reduce literacy academic disparities for student groups that have historically experienced academic disparities, increase support to parents and guardians around literacy, and to increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

**Career and Technical Education - Perkins V (CTE)** - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

**Federal School Improvement** - Address the academic disparities for named focal student groups and subject areas at schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

# Required Planning Processes

- Use of an Equity Lens
- Community Engagement
- Comprehensive Needs Assessment
- Potential Impact on Focal Students
- Development of a four-year plan with clear Outcomes, Strategies, and Activities
- The existing plan to review and revise
- Input from District Equity Committees
- Recommendations from the Quality Education Model (QEM)
- Recommendations from Statewide Student Success Act Plans
- Reviewing and Using Regional CTE Consortia Inputs

# Informing and Assessing Our Plan

Students	Community	Staff
<ul style="list-style-type: none"><li>• ESS Survey</li><li>• Focal Student Group Conversations</li></ul>	<ul style="list-style-type: none"><li>• ESS Survey</li><li>• Community Partner Conversations</li><li>• Budget Survey</li></ul>	<ul style="list-style-type: none"><li>• ESS Survey</li><li>• Budget Survey</li></ul>

# Informing and Assessing Our Plan

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- Longitudinal Performance Growth Targets (LPGTs)
  - Essentially level
- STAR slight increases overall
  - Increases in focal student groups (Black/African American, Emerging Multilinguals, Students with Disabilities)

# These priorities emerged:

- Maintaining class size and caseload reduction
- Providing a well-rounded, equitable education, where all students see themselves reflected in the staff, curriculum, and instructional practices
- Increasing academic achievement of students while reducing barriers and academic disparities for focal student groups
- Supporting the behavioral and mental health needs of students
- Providing ongoing and meaningful community engagement that is inclusive of race, culture and linguistics

# Outcomes and Key Strategies/Investments

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Ensure lower class size averages through additional teaching staff.

Enhance career technical education and work-based learning opportunities for high school students.

Provide staffing and planning time to support ninth grade students on track.

Increase dual credit opportunities for high school students.

Provide targeted attendance supports and interventions through specialized staff.

# Outcomes and Key Strategies/Investments

We will offer continuous learning opportunities from onboarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes

Implement professional learning and PLC time focused on high effect instructional practices and collective efficacy.

Support curriculum and instruction knowledge in math, literacy, and language, and by growing the Model Teacher Program.

# Outcomes and Key Strategies/Investments

We will interrupt bias and microaggression in instructional practices.

Provide instructional staffing and supplies to support core reading and math programs.

Provide staffing to support language needs for Newcomer Students.

Provide access to diverse resources and media literacy through Media Specialists.

Increase opportunities for extended day and year learning, as well as flexible and personalized learning.

# Outcomes and Key Strategies/Investments

We will promote a healthy learning and working environment that provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors

Ensure well rounded education through additional administrative and restorative justice staff.

Ensure that students are healthy, have their medical and dental needs met, and necessary vision correction.

Provide increased and equitable access for students and families to social, mental and behavioral health supports through increased mental and behavioral health staff and services.

Implement family engagement and partnership opportunities.

# Website:

**Application and Integrated Planning and Budget Template is posted on the district website**

[reynolds.k12.or.us/district/integrated-programs](https://reynolds.k12.or.us/district/integrated-programs)

# Our Plan - Tiered Approach

Tiers of Planning & Budgeting allow for nimble course changes that have been pre-considered but aren't within the current budget parameters.

In our district, we intend to increase or decrease the number of teachers, counselors, social workers or educational assistants as needed to work within the current budget/plan.

# How the State Understands Success

There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

1. High School Success Eligibility Requirements
2. State CTE Perkins Performance Targets
3. Federal School Improvement Accountability Data
4. Longitudinal Performance Growth Targets (LPGTs)
5. Local Optional Metrics (LOMs)
6. Progress Markers

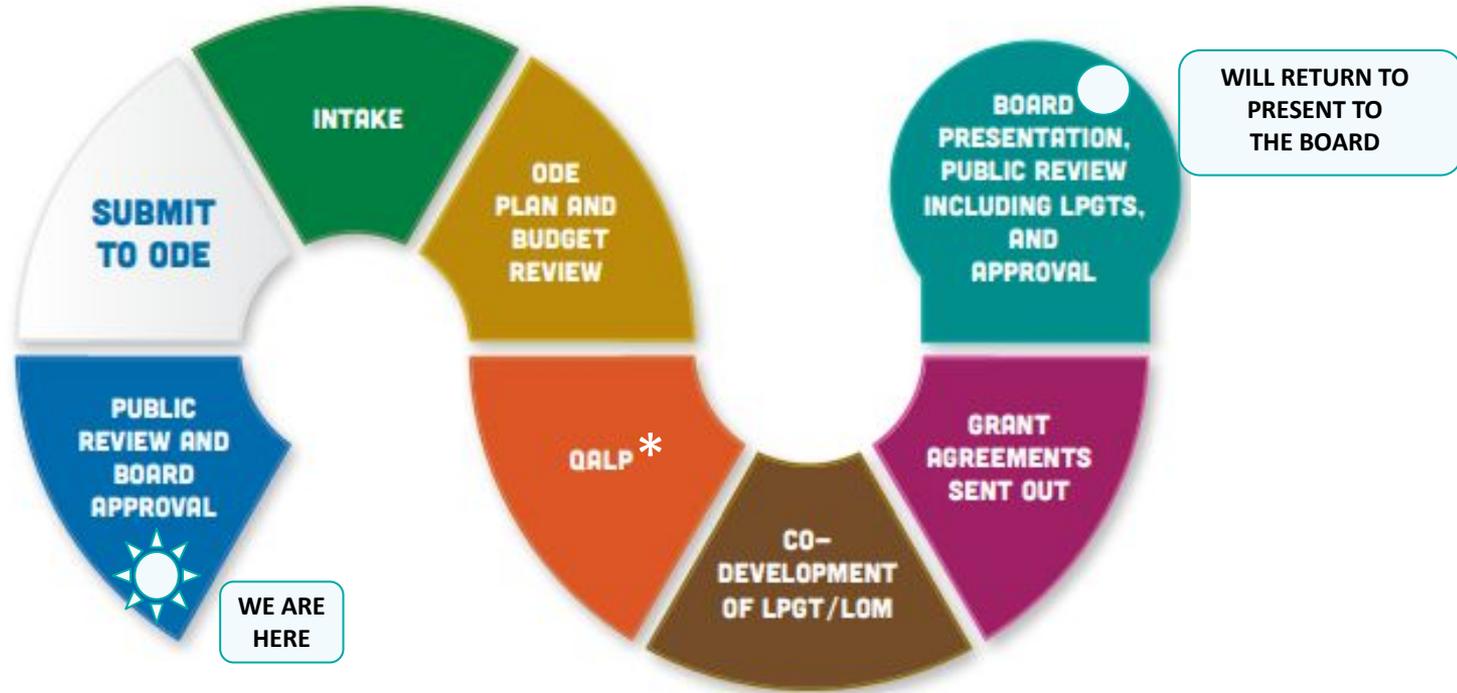
# Longitudinal Performance Growth Targets (LPGTs)

**ODE will co-develop Longitudinal Performance Growth Targets with grant recipients, based on:**

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following metrics:
  - Third-grade reading proficiency rates measured by ELA
  - Ninth-grade on-track rates
  - Regular attendance rates
  - Four-year or on-time graduation rates
  - Five-year completion rates

\*Grantees may also set local optional metrics

# What Happens Next?



# Questions & Comments

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# 2025-2027 Integrated Programs Application

## Section 1: Needs Assessment Summary

Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment.

Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

A Planning Team conducted a comprehensive needs assessment using disaggregated data, identifying key themes and priorities for improvement:

### 1. Academic Performance and Achievement Gaps

- Low Proficiency Levels: OSAS scores remain stagnant, with only 24% proficiency in ELA and 12.7% in Math. High school ELA proficiency declined by 7% with a 74% participation rate.
- Math Struggles: Proficiency remains especially low in grades 6, 8, and 11 with single-digit percentages.
- Growth in Key Areas: Certain elementary schools improved OSAS scores, and focal groups—Black/African American students, Emerging Multilinguals, and Students with Disabilities—showed notable gains in STAR Reading and Math.
- CTE Readiness Gap: While CTE students graduate at high rates (95% for Concentrators, 83% for Participants), only 59% demonstrate reading proficiency and 20% in math, revealing a need for stronger academic alignment in career pathways.

Priority: Expand targeted literacy and math interventions, particularly in middle and high school. Strengthen early intervention strategies to maintain focal group progress.

### 2. Student Engagement and Rigor

- Limited Challenge and Engagement: Only 50% of students feel their teachers challenge them with engaging activities, and 56% feel their teacher helps them tackle difficult content.
- Concerns About Rigor: 56% of families and 55% of students believe coursework is rigorous.
- Instructional Gaps: Only 31% of staff feel district leaders communicate a clear instructional vision, and 33% see effective district support for school improvement.
- Lack of Instructional Variety: At RHS, 49% of students report over-reliance on lecture-based teaching.

Priority: Increase student-centered, engaging instructional methods and professional development to ensure rigor, differentiation, and relevance. Improve district-wide communication on instructional expectations.

### 3. School Climate, Equity, and Well-Being

- Safety and Enjoyment: Only 49% of students feel safe (though up 5% from last year), and 39% enjoy coming to school.
- Equity and Conflict Concerns: 63% of staff and 60% of students believe equity practices are effective, but staff discussions on race/bigotry declined by 8%, and willingness to address conflict dropped by 7%.
- SEL Training Deficit: Only 35% of staff received social-emotional learning (SEL) training.
- Counseling Impact Unmeasured: While referrals for social workers and counselors remain high, effectiveness lacks empirical measurement.
- 45% of students are chronically absent.

Priority: Enhance student belonging and engagement through culturally responsive practices, conflict resolution training, and SEL integration. Examine root causes for chronic absenteeism.

#### 4. College and Career Readiness

- Strong CTE Graduation Rates: 95% of CTE Concentrators graduate within four years.
- Academic Readiness Gap in CTE: Only 59% of CTE students are proficient in reading and 20% in math, signaling a need for better academic integration.
- Post-High School Uncertainty: While 71% of students expect to graduate, only 63% have a clear post-graduation plan.

Priority: Strengthen academic rigor within CTE programs, embed literacy and numeracy supports, and expand career planning and post-secondary guidance.

#### **Additional requirement if applying with a sponsored charter:**

**Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)**

Multnomah Learning Academy uses a collaborative, data-driven approach to identify needs and guide improvement efforts. Leadership teams, including administrators, coaches, and counselors, analyze OSAS, MAP, and classroom assessment data to inform instruction and interventions. SEL and behavior teams use TFI scores, attendance, and student surveys to guide social-emotional supports. Monthly MTSS meetings and regular coaching help staff adjust practices. Budget and staffing decisions are aligned to student needs. MLA uses the Oregon Integrated Systems Framework (ORIS) to set quarterly goals focused on leadership, talent development, stakeholder engagement, inclusive practices, and well-rounded learning.

HOLLA embeds student and family voice throughout its decision-making process. Student reflections, progress reports, and family surveys inform planning, including for the 2025-27 Integrated Application. Recognizing that 30% of students have IEPs or 504 plans, and many others are neurodivergent or have experienced trauma, HOLLA secured funding for a school counselor to support SEL and behavioral needs. Family input guides decisions related to curriculum, staff, attendance barriers, and restorative practices. Literacy remains a key priority, driven by early data revealing K–2 reading gaps.

Reynolds Arthur Academy engaged students, staff, families, and board members in its needs assessment process through interviews, surveys, and feedback sessions. The school reviewed multiple data sources, including OSAS, easyCBM, and internal assessments, to identify strengths and gaps. This process highlighted the need to focus on improving ELA and math achievement and creating a culture of safety and respect for all students. The school's improvement efforts center on academic growth and fostering an inclusive, supportive environment.

#### **Section 2: Equity Advanced**

**Explain how you incorporated your equity lens or tool into your planning and budgeting process.**

**Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.**

The questions in the Reynolds School District Equity Lens for Decision Making were reviewed throughout the comprehensive needs assessment process, and the development of the strategic plan, outcomes and investments. All strategies are centered on creating a more equitable experience for students and families. With the investments in increased Assistant Principals, Restorative Practices TOSAs at Reynolds HS, professional learning in restorative practices and social-emotional learning for staff, as well as increased number of counselors and social workers, the potential impact for students, staff and community in an increased sense of safety is great. These investments allow us to continue to refine our systems to support both physical and emotional safety. Aligned with our efforts to recruit and retain staff who better reflect our student body, including supportive on-boarding, our focal groups of students will hopefully feel more connected.

As an outcome of increased safety and targeted professional development, students will feel more engaged in their school communities. Additional support from Instructional TOSAs, increased opportunities for professional learning on curriculum and instructional strategies, as well as having smaller class sizes, will result in students being more engaged in their learning. Strong Career-Technical Education programs, career-connected learning, and opportunities for

There is a need for on-going student acceleration in the area of literacy and math, and Reynolds is investing in staff that will assist in improving academic outcomes for all students, but most importantly historically marginalized students at the individual school level.

Our ninth-grade students will be supported in their transition to high school by Access classes, increased counselor access, teaming, and additional attendance supports and the percentage of students on track to graduation will increase.

A new strategy is to provide staffing to support language needs for Newcomer Students at Reynolds High School. The number of newcomer students is increasing annually and strategies to help them successfully transition are prioritized.

**What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?**

Throughout the current biennium, Reynolds has prioritized professional development that addresses the academic, social-emotional, and cultural needs of all students, especially focal student groups. Key initiatives include K-5 educator participation in the LETRS program, and science of reading training for classified staff. At all levels, there has been a focus on increasing student engagement and academic discourse.

The Equity Department has led monthly professional development with the District Leadership Team (DLT), focusing on the skill, will, and disposition to lead equity work. This includes building a shared language and strategies to move from reactive to preventative systems. Principals also received PD on exclusionary discipline, manifestation determination, and how to use real-time disaggregated Synergy data to drive equitable outcomes. We provide Mandt (de-escalation strategies for behavior communication) for administrators and classified staff.

Looking ahead, the upcoming biennium will expand and deepen this work with several key initiatives:

- Implementation of a Culturally Responsive PBIS framework to create inclusive, supportive school climates and disciplinary practices
- Examination of the Adolescent Literacy Framework and alignment of instructional systems and strategies.

- Ongoing Tier 2 Reading Intervention training to meet the needs of students requiring targeted support.
- A focus on Oracy—developing academic language, vocabulary, and discourse strategies to improve student engagement and access to rigorous content.
- New TEVAL training and calibration to ensure principal evaluations are consistent, equity-centered, and aligned with district goals.
- Deepening equity-focused training to include building-level implementation strategies.

**What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?**

Reynolds School District addresses the needs of students experiencing homelessness, emphasizing a commitment to avoiding stigmatization and ensuring equitable access to education and services. Key points include:

**Policy JECBD:** Reaffirmed in September 2022, this policy ensures that students experiencing homelessness can access the education and services necessary to meet academic standards. It establishes a district liaison dedicated to McKinney-Vento services.

**Supportive Staffing:** A central liaison, supported by social workers and an assistant, focuses on connecting students and families to resources such as transportation, housing, and basic needs (e.g., food, clothing, laundry). Building-based social workers and counselors act as direct contacts for families, facilitating identification, service connections, and basic needs support.

**Policy and Plan Adjustments:** Attendance and discipline policies have been revised to accommodate the unique challenges faced by students experiencing homelessness. These policies contribute to a monitoring system that identifies early warning indicators for these students.

**Professional Development:** The district collaborates with the Multnomah Education Service District (MESD) to provide ongoing training and technical assistance for staff, ensuring effective support for students in need.

This comprehensive approach demonstrates the district's commitment to creating a supportive and inclusive environment for all students."

**Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.**

Efforts to ensure opportunities for all students to participate in Career and Technical Education (CTE) programs that are traditionally considered male- or female-dominated focus on creating equitable access, addressing stereotypes, and fostering an inclusive environment.

**Work-Based Learning Opportunities:**

Reynolds High School and Reynolds Learning Academy emphasize work-based simulations, workplace examples, and community-based learning, ensuring that students gain practical, real-world experience in their chosen fields.

**Integration of Employability Skills:**

Employability skills, as outlined by Oregon's standards, are integrated into coursework and across various content areas. This holistic approach ensures students are prepared for diverse career paths.

#### Commitment to Accessibility and Inclusion:

When establishing partnerships or projects, the schools carefully vet collaborators to ensure alignment with equity, diversity, and inclusion guidelines set by the district, state, Oregon Department of Education (ODE), and Bureau of Labor and Industries (BOLI). Collaborating with organizations that advocate for diversity in the workforce can provide additional resources, internships, and scholarships tailored to underrepresented genders.

#### Supportive Scheduling:

The shift to a block schedule helps enhance workplace learning and concurrent enrollment opportunities, allowing more students to access these experiences and benefit from industry partnerships.

#### Supportive Learning Environments:

Creating safe and welcoming spaces for all students in non-traditional fields encourages participation. This includes program culture, addressing discrimination, and culturally-responsive practices.

### Section 3: Well Rounded Education

#### **Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework.**

#### **Additional requirement if applying with a sponsored charter: Please include any updates for charters.**

Our program review and assessment of implementation led to minimal changes in the program plan. At the end of the 2024-25 school year, all elementary teachers will have completed their LETRS training. In the 23-25 biennium, we have focused on oral language, foundational skills and reading models based in research. Elementary educators have been refining their routines in ECRI and honing their skills in direct and explicit instruction. Teachers who have already completed LETRS training reviewed and deepened their understanding on Volume 2. For the 25-27 biennium, the focus will shift to writing, comprehension, and building vocabulary and background knowledge. We will be focusing on a Routine for Explicit Teaching of a New Word and the Comprehension Planning Checklist from LETRS. Learning about and integrating the Science of Writing and writing in response to texts is an area of growth.

#### A few notes on indicators in Core Instruction and Assessment:

Educators avoid "curricular chaos" by aligning instructional materials, strategies, language of instruction, and routines to create a connected literacy learning experience for students.

- k/1/2 support the core - no replacement or intervention programs that have different pacing, curriculum scope and sequence, instructional routines.
- We continue to refine and align the elements and timing of the core reading blocks.

All students have ample opportunities to read and/or listen to complex texts that provide an appropriate level of rigor, align with grade-level standards, and support the purpose of instruction.

- Teachers received professional development in Depth of Knowledge (DOK) and sheltering instruction.
  - Focusing on moving away from the mentality that "students can't read and can't access grade level texts."
- Finding more opportunities for students to access texts regardless of word reading ability.

Formative assessment process is used by educators and involves students in the course of learning, to respond to, and adjust instruction for growth.

- This is an area of opportunity/growth.

Educators use early literacy tests, such as universal screeners, as a starting point to get curious about potential areas of growth and by looking at additional data sources to get a clearer picture of students' literacy development.

- Reynolds is no longer using STAR assessments at elementary. Acadience gives us the data we need. We also use the LETRS phonics survey.

- Grade levels implement Tier I Core Review Meetings three times a year after Universal Screening.

- We continue to train principals to train teachers to live it out in PLCs.

We are seeing the impact in our Acadience data. Students are outperforming and growth is higher than the 23-24 cohort. The midyear composite score for kindergarteners is 13% higher than the midyear composite for kinders last year. And 1st graders are nearly 10% higher. Kinder growth is 17% higher than last year. Grades 2-5 are all also outperforming the 23-24 cohort.

**How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?**

Reynolds has a robust and inclusive process for curriculum adoption and implementation, ensuring alignment with standards and responsiveness to community and student diversity. Key Steps in the Curriculum Adoption and Implementation Process:

**Inclusive Committee Formation:** Involves teachers, staff, and administrators from each school, surveys students to incorporate their perspectives, ensuring voice and choice in the process.

**Customized Evaluation Rubrics:** State rubrics are adapted into a district-specific rubric (RSD rubric) that ensures curriculum selection prioritizes cultural appropriateness.

**Selection of State-Approved Materials:** Materials are chosen from the approved state instructional materials list. Includes bilingual options (English and Spanish) to support diverse language needs.

**Standards Crosswalk and Pilot Testing:** A crosswalk is created to articulate alignment with all relevant standards. Pilot testing involves a diverse group of educators and students to gather feedback and assess material efficacy.

**Community Involvement and Feedback:** Opportunities are provided for community members to review potential instructional materials before final adoption.

**Professional Learning:** Comprehensive training on the curriculum is offered to both educators and administrators to ensure effective implementation.

**Define a Clear Scope and Sequence:** For each curriculum, a Scope establishes the breadth and depth of content to be covered at each grade level. This involves identifying key concepts, skills, and competencies for every subject. A Sequence develops a logical order for content delivery that builds upon previous learning and prepares students for future objectives, and ensures all standards are addressed during the year.

Incorporate Core and Supplemental Resources: Evaluate supplemental materials to ensure they enhance and do not contradict or replace the core curriculum.

Conduct Regular Reviews: Adjust scope and sequence based on new standards, emerging educational needs, effectiveness data or stakeholder feedback.

**Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.**

Reynolds School District is committed to providing an inclusive, well-rounded education that meets the diverse needs of all students. In the 2024–25 school year, the district has prioritized strengthening Tier 1 Core Support through the implementation of HMH's Into Reading. Reading specialists and classroom teachers collaborate to differentiate instruction, ensuring all learners are supported. A major focus has also been increasing student engagement and academic discourse, emphasizing strategies like “all students talking, all students learning,” using techniques such as choral response, turn and talk, and structured think time.

Professional development for principals has included the distinction between sheltered instruction and designated ELD, with an emphasis on sheltering instruction for English learners. Training highlighted sensory, interactive, and graphic strategies and focused on high-leverage engagement techniques such as repeat, rephrase, reword, and record.

Districtwide, culturally and gender-identity diverse texts aligned to Ethnic Studies standards and Every Student Belongs guidelines have been embedded into instruction. Elementary schools now offer full-time PE, Music, and Media Specialists. A vertically aligned K–12 course catalog supports consistent access to CTE and the Arts. Middle and high school students access a variety of electives and career-focused pathways, including dual credit opportunities through CAL and hands-on programs at RLA such as Computer Science and construction trades.

Through these targeted efforts in curriculum, instruction, and engagement, Reynolds continues to create inclusive, responsive learning environments where every student is seen, supported, and empowered to thrive.

**How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?**

Reynolds School District (RSD) is committed to ensuring a safe and welcoming environment for all students, families, and community members. Guided by the district's Equity Policy and Every Student Belongs Policy, RSD actively works to eliminate bias and promote inclusion. Individuals can report bias incidents using the Bias Incident Report Form or by contacting any district leadership team (DLT) member.

The DLT is also engaged in a year-long professional learning initiative focused on transforming systems to enhance safety and belonging. This effort is supported by ongoing collaboration between school sites and the RSD Equity Department to turn learning into meaningful action.

To ensure safety from drugs, gangs, and violence, RSD enforces clear policies:

Policy JFCG/JFCH/JFCI prohibits the use, possession, or distribution of drugs, alcohol, tobacco, or inhalant delivery systems on school grounds or at school events. Violations may result in suspension, expulsion, or law enforcement referral.

Policy JFCF bans harassment, intimidation, bullying, cyberbullying, teen dating violence, and retaliation. Students or staff found in violation face disciplinary action.

Policy JFC defines expected student conduct, including zero tolerance for threats, violence, or weapons.

RSD also partners with community organizations to offer prevention and treatment resources, such as those provided by LifeWorks NW.

### **How do you ensure students have access to strong school library programs?**

To ensure students have access to strong library programs, we focus on several key strategies:

**Equitable Staffing:** We ensure that every school has a dedicated Library/Media Specialist, with elementary students receiving library instruction twice a week. At the secondary level, we support the role of Media Assistants who assist with digital literacy and ensure libraries meet the evolving needs of students.

**Comprehensive Library Collections:** We prioritize expanding and diversifying our library collections by providing funding through Title IV SSAE. This includes ensuring a range of reading materials that cater to different reading levels, languages, and cultural backgrounds. The goal is to make sure every student finds materials that reflect their identity and interests.

**Inclusive and Culturally Relevant Resources:** We review and update library collections to ensure they are culturally responsive and aligned with K-12 library standards. This involves offering books that represent diverse races, cultures, and experiences, promoting an inclusive and enriching learning environment.

**Digital Literacy Integration:** Through the work of Media Assistants, we integrate digital literacy skills into the library program, preparing students for the demands of the 21st century. This includes making digital resources and virtual learning materials accessible.

**Collaboration with Educators:** Library/Media Specialists work closely with classroom teachers to support curriculum needs and ensure that library resources are effectively integrated into classroom learning.

By focusing on these areas, we aim to create strong, accessible library programs that support student success, foster a love of reading, and bridge achievement gaps.

### **Section 4: Engaged Community**

#### **What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?**

Over the past two years, we have made several meaningful improvements to engage more authentically with our community, particularly focal students, families, and staff. We introduced a district-wide budget prioritization survey to elevate community voice in financial decision-making. Monthly newsletters now provide consistent, accessible updates on key initiatives and opportunities for involvement. In addition, we continued targeted listening sessions with focal student groups, including neurodivergent students, to better understand and respond to their unique experiences and needs.

These efforts reflect a broader commitment to equity and inclusion, ensuring that historically underrepresented voices help shape our school improvement work. While these steps have strengthened communication and built trust, significant barriers remain. Chief among them is the linguistic diversity of our community—over 105 languages are spoken in the district, making truly inclusive outreach a persistent challenge. Additionally, we lack a district-wide or school-level infrastructure for sustained, two-way community engagement. Without consistent systems to gather, analyze, and respond to student and family input, we risk missing critical insights that could drive improvement.

**List the strategies used to engage with focal students and families about the integrated plan throughout the planning process.**

**(At least two strategies are required.)**

Listening sessions with high school students, parent groups and culturally-specific Community Based Organizations that work with our families and students.

Surveys (both budgetary and perceptual) to staff, family members and students - disaggregated results.

**List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process.**

**(At least two strategies are required.)**

Surveys (both budgetary and perceptual) to all staff.

Series of meetings with Association members.

**Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.**

Key themes are (in ranked order): Academic success, staff wellness and retention, safe and well-maintained facilities, student support systems, school safety and security, robust and culturally-specific community partnerships. These continue to align with our current outcomes and priorities in our plan, and support the continuation of the current strategies and investments.

## **Section 5: Strengthened Systems and Capacity**

**What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?**

Recruitment Practices:

- Develop Strategic Institutional Relationships: Establish connections with universities and colleges offering programs aligned with our hard-to-fill hiring needs. Share hiring needs proactively and build pipelines to support student teachers.

- Enhance Relationship-Based Recruitment: Engage in mock interviews, participate in campus visits, and invite potential candidates to school or district events to connect with educators and staff.
- Expand Relationship Networks: Leverage current staff, teachers of color, and community members to build networks that strengthen ties with communities of color and attract diverse candidates.

#### Hiring and Selection Practices:

- Publish Vacancies Early: Advertise openings as early as possible to attract a larger pool of candidates and secure hires before the school year ends.
- Engage Diverse Staff in Hiring: Involve staff of color in the recruitment and selection process to ensure a more inclusive approach.
- Address Implicit Bias: Train administrators and educators to recognize implicit bias and use behavior-based interviewing techniques, allowing candidates to demonstrate potential through past experiences.
- Use Comprehensive Evaluation Criteria: Analyze applications holistically, incorporating multiple measures to evaluate qualifications beyond certifications, education, and experience. Include performance-based tasks in assessments.

#### Onboarding and Retention:

- Provide Robust Induction Support: Offer access to an intranet with essential resources and system information, along with ongoing professional development and learning opportunities.
- Foster Inclusion and Belonging: Promote diversity through training programs and affinity spaces to support tolerance, inclusion, and acceptance.
- Strategically Place Educators for Success: Ensure a balanced distribution of leadership and experience across schools to maximize effectiveness.
- Maintain Competitive Compensation: Offer competitive salaries, benefits, and professional development opportunities to support career growth and retention.

### **What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?**

RSD ensures that all students, including focal students, are taught by effective, highly qualified teachers through the following integrated systems of support:

1. Professional Development: District-wide coordinated professional development, including LETRS training for all elementary teachers, training on sheltered instruction and culturally responsive teaching practices.
2. Ongoing Teacher Support and Mentorship: Teachers are paired with mentors and receive ongoing feedback and professional development to foster continuous growth in their practice, particularly those in high-need areas.
3. FTE Allocations: Adequate staffing allows time for data teams to meet, analyze student data, and make instructional decisions based on student needs.

4. Coaching Support: The Department of Multilingual Education provides professional development, coaching, and resources for ELD teachers. The Special Education Department assigns program administrators and TOSAs to assist educators with best practices. Sheltered instruction coaches help align strategies to support all learners into district professional development, as well as provide school and individual coaching.

5. Collaboration and Data-Driven Decision Making : Teachers collaborate through professional learning communities and data teams allowing for the sharing of best practices and resources to support student success. Regular analysis of student performance data through formative assessments and progress monitoring ensures that instructional strategies are tailored to meet the needs of all students, especially those at risk.

6. Classroom Observations and Feedback: Regular classroom observations and coaching sessions provide teachers with actionable feedback to enhance their instructional practices and ensure high-quality teaching. We are currently revising the Teacher Evaluation Rubric and adopting CEL 5D+.

**Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups.**

Schools use data cycles within PLCs and student study teams to review, disaggregate and analyze disciplinary data to look for trends or opportunities for improvement. Principals receive a monthly report via email of any students with disabilities who have been suspended or expelled to assist them in tracking exclusionary discipline. Special education program administrators follow up with school teams to ensure behavior intervention plans are in place to support students.

In the 2024-25 school year we provided additional professional learning to our principals on exclusionary discipline, formal and informal removals, and manifestation determination processes.

RSD has partnered with the East Multnomah Outreach Prevention Intervention (EMOPI) regarding students who are up for expulsion due to weapons possession. This Ceasefire partnership is an initiative designed to reduce gun violence through a coordinated, collaborative approach.

**What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?**

A transition coordinator works with LTCT, YCEP, and JDEP programs to ensure a smooth reentry. School counselors, social workers, and McKinney-Vento liaisons provide additional support. Students receive a personalized transition plan covering academics, credit needs, and behavioral supports, developed through coordination meetings with families and partners. Schools ensure immediate enrollment and follow ORS 326.580 for timely transfer of records, including IEPs and 504 plans. Students have access to credit recovery programs, online learning, and alternative education to stay on track for graduation. Schools implement trauma-informed practices, counseling, and behavioral interventions in collaboration with mental health partners. Families are involved in planning and connected to community resources like housing, employment, and mentoring.

**How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades?**

## **From middle grade to high school? From high school to postsecondary education and/or workforce?**

For incoming kindergarteners, we partner with DDS to access IFSP data and begin pre-registration in the spring, enabling school teams to observe and develop IEPs before fall. A two-week Early Kindergarten Transition (EKT) program is offered at many elementary schools, prioritizing students without preschool experience to ease the start of school.

To support the move from elementary to middle and middle to high school, principals collaborate on aligned programming, transition events, and school visits. Counselors, specialists, and teachers meet to review student strengths and needs.

9th Grade Counts, a summer bridge program, and enrollment in AVID or Access classes ensure every freshman receives academic and social-emotional support.

The Department of Multilingual Education (DOME) supports English learners through a thoughtful forecasting process, ensuring access to appropriate ELD courses and a wide range of electives—especially for newcomers.

At the high school level, the College and Career Center (CCC) provides guidance on college and career planning, including admissions, financial aid (FAFSA/ORSAA), scholarships, Oregon Promise, and career exploration.

Students with disabilities are supported through the Youth Transition Program (YTP) and Summer Works, which offer pre-employment training and paid work experiences. For students ages 18–21, our Community Transition Program offers job skill development through volunteer work and student-run enterprises like a greenhouse and coffee cart.

## **What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands?**

**Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.**

Career readiness courses are available to all students at RLA and RHS, with support from community partners to provide career fairs, site visits, job connections, interviews, job shadows, guest speakers, internships, and pre-apprenticeships. School counselors, youth transition specialists, vocational rehab specialists, school-to-career coordinators, and teachers work together to guide students toward their post-secondary goals.

At RHS, the College and Career Center is open for drop-in visits, offering students access to tours, expositions, and career fairs. Freshmen in Access class use Naviance to set post-secondary goals and build personalized learning plans.

## **Section 6: Early Literacy**

**Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory.**

Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). No narrative response required.

**What is the name of the funding source for the 25% match for early literacy?**

Student Investment Account (SIA)

**Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)**

High Dosage Tutoring

**If you have more than one elementary school and/or schools serving elementary grades, select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district. Prioritization was determined based on schools that:**

Identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (PL 114-95 129 Stat 1803) base in part on literacy score

**If you have more than one elementary school and/or schools serving elementary grades, list the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each.**

**Use Format [School - xx%]. (write N/A if you have only one elementary school)**

Woodland Elementary School - 16%  
Salish Ponds Elementary School - 15%  
Fairview Elementary School - 15%  
Margaret Scott Elementary School - 16%  
Wilkes Elementary School - 23%  
Hartley Elementary School - 16%

## **Section 7: Plan Summary**

**Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach.**

**Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)**

Reynolds School District's plan is grounded in the belief that every student deserves equitable access to high-quality learning experiences and inclusive support systems. Rooted in our needs assessment, this plan addresses both persistent challenges and emerging strengths—particularly in supporting historically underserved student groups and strengthening Career and Technical Education (CTE) pathways.

Our vision centers on amplifying student voice, eliminating barriers, and fostering high expectations through actionable strategies that support both academic and well-being outcomes. Outcome A focuses on removing systemic barriers while honoring the voices of marginalized populations. By reducing class sizes (A1), increasing targeted supports for ninth grade students (A3), and expanding CTE and dual credit offerings (A2, A4), we aim to improve engagement, on-time graduation, and access to postsecondary opportunities. These strategies directly strengthen our CTE programming by ensuring students are not only college-ready but also career-prepared through work-based learning and industry-aligned experiences.

Outcome B ensures our educators are well-supported throughout their careers with professional learning that emphasizes collective efficacy and high-impact instruction (B1). Continued investment in math, literacy, and language support through a dedicated Math TOSA and the Model Teacher Program (B2) ensures that educators have the tools and mentorship necessary to meet diverse student needs.

Outcome C addresses equity in instruction by providing diverse instructional materials, culturally responsive teaching, and inclusive access for newcomer students (C1–C3). Media Specialists and extended learning opportunities (C4) ensure students have access to engaging, relevant, and personalized content that reflects and values their identities.

Outcome D promotes a safe, healthy, and supportive learning environment. Through increased restorative practices staff (D1), expanded mental and behavioral health services (D2), and strong family engagement structures (D3), we are building the foundation for long-term student well-being and academic resilience.

This comprehensive plan addresses areas identified in the needs assessment, including attendance disparities, academic achievement gaps, limited access to CTE, and the need for stronger staff development. It also aligns directly with our co-developed Local Plan Goal Targets (LPGTs) and Local Optional Metrics, particularly by improving access and outcomes for focal students in CTE pathways, boosting ninth-grade success, and expanding opportunities for dual credit and work-based learning.

Through these interconnected strategies, we aim to create a system that is responsive, inclusive, and academically rigorous—where every student thrives.

**Additional requirement if applying with a sponsored charter:**

**Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district’s plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)**

Multnomah Learning Academy uses a collaborative, data-driven approach to identify needs and guide improvement efforts. Leadership teams, including administrators, coaches, and counselors, analyze OSAS, MAP, and classroom assessment data to inform instruction and interventions. SEL and behavior teams use TFI scores, attendance, and student surveys to guide social-emotional supports. Monthly MTSS meetings and regular coaching help staff adjust practices. Budget and staffing decisions are aligned to student needs. MLA uses the Oregon Integrated Systems Framework (ORIS) to set quarterly goals focused on leadership, talent development, stakeholder engagement, inclusive practices, and well-rounded learning.

HOLLA embeds student and family voice throughout its decision-making process. Student reflections, progress reports, and family surveys inform planning, including for the 2025-27 Integrated Application. Recognizing that 30% of students have IEPs or 504 plans, and many others are neurodivergent or have experienced trauma, HOLLA secured funding for a school counselor to support SEL and behavioral needs. Family input guides

decisions related to curriculum, staff, attendance barriers, and restorative practices. Literacy remains a key priority, driven by early data revealing K–2 reading gaps.

Reynolds Arthur Academy engaged students, staff, families, and board members in its needs assessment process through interviews, surveys, and feedback sessions. The school reviewed multiple data sources, including OSAS, easyCBM, and internal assessments, to identify strengths and gaps. This process highlighted the need to focus on improving ELA and math achievement and creating a culture of safety and respect for all students. The school's improvement efforts center on academic growth and fostering an inclusive, supportive environment.

### **How can ODE support your continuous improvement process?**

Provide timely and accessible data tools that help districts monitor progress toward Local Plan Goal Targets (LPGTs), especially disaggregated data related to focal student groups in areas such as ninth-grade success, CTE participation, and dual credit attainment. Real-time access to meaningful data will strengthen our ability to make responsive, data-informed decisions.

Offer guidance and technical assistance in implementing and sustaining high-impact practices, including culturally responsive pedagogy, effective PLC structures, and systems for monitoring Tier 1 and Tier 2 instruction. Support with evidence-based strategies for newcomer students, multilingual learners, and students with disabilities will also be essential.

Strengthen cross-agency partnerships that connect districts to resources in workforce development, higher education, and community-based mental health services. Expanding connections to regional career technical education and work-based learning opportunities will allow us to deepen our CTE pathways and better serve students transitioning to the workforce.

Continue and expand funding flexibility that allows districts to invest in what works locally—including staffing for class size reduction, restorative practices, extended learning time, and mental health services. Sustainable funding models are key to maintaining the outcomes outlined in our plan.

Create opportunities for district collaboration and shared learning, especially through networks or communities of practice focused on equity, CTE, and ninth-grade success. Learning from other districts engaged in similar work can accelerate innovation and help scale effective practices.





Activity ID #	Outcome and Strategy	Activity	FTE 25-26	FSI (CSI/TSI) Activity Budget 25-26	Early Literacy Success Activity Budget 25-26	EIIS Activity Budget 25-26	HSS Activity Budget 25-26	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)
		<b>Total Allocation</b>		\$555,512.08	\$735,191.08	\$24,651.57	\$2,617,914.22	\$9,941,080.10	\$13,874,349.05
		<b>Unbudgeted (Autocalculate)</b>		\$0.00	-\$0.00	\$0.00	\$0.00	\$0.00	\$0.01
		<b>Total Budgeted Amounts (Autosum)</b>		\$555,512.08	\$735,191.08	\$24,651.57	\$2,617,914.22	\$9,941,080.10	\$13,874,349.04
1		Indirect/Administration (3.86%)			\$27,323.68	\$916.19	\$97,295.87	\$369,464.37	\$495,000.10
2 D1		Assistant Principals	9					\$1,293,168.00	\$1,293,168.00
2 D1		Benefits for above						\$665,063.62	\$665,063.62
3 D2		Social Workers	4.5					\$413,489.18	\$413,489.18
3 D2		Benefits for above						\$233,078.30	\$233,078.30
4 D2		Counselors	15.5				238058.85	\$972,960.49	\$1,211,019.34
4 D2		Benefits for above					218731.69	\$543,918.00	\$762,649.69
5 A1		Elementary Classroom Teachers	12					\$1,213,225.16	\$1,213,225.16
5 A1		Benefits for above						\$650,097.80	\$650,097.80
6 A1		Elementary Music Teachers	3.18					\$256,560.83	\$256,560.83
6 A1		Benefits for above						\$151,415.11	\$151,415.11
7 A1		Elementary PE Teachers	0.67					\$70,730.17	\$70,730.17
7 A1		Benefits for above						\$37,535.17	\$37,535.17
8 A1		Middle School Math Teachers	2					\$176,112.51	\$176,112.51
8 A1		Benefits for above						\$99,115.43	\$99,115.43
9 A1		Middle School ELA Teachers	1					\$75,878.49	\$75,878.49
9 A1		Benefits for above						\$45,136.51	\$45,136.51
10 A1		Middle School Science Teachers	0.5					\$50,000.00	\$50,000.00
10 A1		Benefits for above						\$30,000.00	\$30,000.00
11 A1		Subs for Elementary and Middle School Teachers (lines 11-22)						\$30,000.00	\$30,000.00
12 C2		Elementary Media Specialists	11					\$1,213,620.29	\$1,213,620.29
12 C2		Benefits for above						\$638,140.68	\$638,140.68
13 C1		Kindergarten Educational Assistants	20.3125		\$341,383.43			\$316,267.24	\$657,650.67
13 C1		Benefits for above			\$326,693.16			\$240,475.93	\$567,169.09
14 C1		Subs for Kinder EAs			\$39,790.81				\$39,790.81
15 D2		Autism and Behavior Specialist	1					\$101,205.69	\$101,205.69
15 D2		Benefits						\$54,421.13	\$54,421.13
16 A2		Career Technical Education Teachers	3				\$250,173.01		\$250,173.01
16 A2		Benefits for above					\$146,675.43		\$146,675.43
17 A2		Subs for CTE Teachers					\$5,000.00		\$5,000.00
18 A2		Equipment maintenance stipend for CTE Teachers					\$19,299.22		\$19,299.22
19 A5		HS Attendance Intervention Specialists & Secretary	6				\$225,906.22		\$225,906.22
19 A5		Benefits for above					\$166,309.52		\$166,309.52
20 A3		RHS Access Teachers	4.67				\$423,722.41		\$423,722.41
20 A3		Benefits for above					\$239,810.75		\$239,810.75
21 A3		Subs for Access Teachers					\$8,000.00		\$8,000.00
22 C4		Night School Teacher	1				\$112,270.38		\$112,270.38
22 C4		Benefits for above					\$62,136.56		\$62,136.56
23 A2		Trades Crew Leader	1				\$41,480.40		\$41,480.40
23 A2		Benefits for above					\$19,543.91		\$19,543.91
24 C3		Newcomer Language Support at RHS	2				\$91,000.00		\$91,000.00
24 C3		Benefits for above					\$70,000.00		\$70,000.00
25 A3		Ninth Grade Success Team and Access Team meeting additional pay					4000		\$4,000.00
25 A3		Benefits for above					500		\$500.00
26 D3		Family Engagement Supplies and Materials (AVID Senior Award Night)					1500		\$1,500.00
27 A2		HSS pass-through to Center for Advanced Learning for 0.5 ADM for enrolled students					10000		\$10,000.00
28 A2		Field Trips - fees					2500		\$2,500.00
28 A2		Field Trips - transportation expenses					500		\$500.00
29 A4		Exam Fees - Driver's Ed, BYU Language Exams					3000		\$3,000.00
30 A4		Tuition - Middle College		60000			100000		\$160,000.00
31 A2		Cognia Fees					1500		\$1,500.00
32 A2		CTE Consumable Supplies					7000		\$7,000.00
33 A2		CTE Nonconsumable Supplies					4000		\$4,000.00
34 A2		CTE Equipment Repairs					5000		\$5,000.00
35 A2		CTE Facilities Improvements					40000		\$40,000.00
36 A2		CTE Curriculum					3000		\$3,000.00

37 B1	Multi-Tiered System of Support Subscription for the Student Information System			\$23,735.38	\$23,735.38
38 C1	Educational Assistants to Support Literacy and Math	5.3	208272.67		\$208,272.67
38 C1	Benefits for above		90462.88		\$90,462.88
39 C1	Math teacher for math intervention classes at Lee MS	0.5	33986.62		\$33,986.62
39 C1	Benefits for above		14565.69		\$14,565.69
40 D2	Add SpEd Secretary at RHS	0.333	13031.87		\$13,031.87
40 D2	Benefits for above		9638.77		\$9,638.77
41 C1	Reading Specialist	0.15	17560.28		\$17,560.28
41 C1	Benefits for above		9528.82		\$9,528.82
42 C1	Intervention and Acceleration Programs for Reading and Math		22500		\$22,500.00
42 C1	Intervention and Acceleration Programs for Reading and Math		3000		\$3,000.00
42 C1	Intervention and Acceleration Programs for Reading and Math		8347.48		\$8,347.48
43 B1	Additional Pay for PLCs and Data Teams		24900		\$24,900.00
43 B1	Benefits for above		4717		\$4,717.00
44 B2	Substitutes for Professional Learning Conference Attendance (contract with ESS)		2000		\$2,000.00
44 B2	Training Fees for Professional Learning (PLC, equity, SEL)		13000		\$13,000.00
44 B2	Travel Fees for Professional Learning (PLC conference)		20000		\$20,000.00

Activity ID #	Outcome and Strategy	Activity	FTE 26-27	FSI (CSI/TSI) Activity Budget 26-27	Early Literacy Success Activity Budget 26-27	EIIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)
		<b>Total Allocation</b>			\$765,198.88	\$24,651.57	\$2,724,767.86	\$10,346,838.47	\$13,861,456.78
		<b>Unbudgeted (Autocalculate)</b>		\$0.00	-\$0.00	\$0.00	\$0.00	\$0.00	\$0.01
		<b>Total Budgeted Amounts (Autosum)</b>		\$0.00	\$765,198.88	\$24,651.57	\$2,724,767.86	\$10,346,838.47	\$13,861,456.77
1		Indirect/Administration (3.86%)			\$28,438.93	\$916.19	\$101,267.13	\$384,544.55	\$515,166.79
2 D1		Assistant Principals	9					\$1,323,168.00	\$1,323,168.00
2 D1		Benefits for above						\$695,063.62	\$695,063.62
3 D2		Social Workers	4.5					\$443,489.18	\$443,489.18
3 D2		Benefits for above						\$263,078.30	\$263,078.30
4 D2		Counselors	15.5				313058.85	\$1,002,960.49	\$1,316,019.34
4 D2		Benefits for above					246614.07	\$573,918.00	\$820,532.07
5 A1		Elementary Classroom Teachers	12					\$1,243,225.16	\$1,243,225.16
5 A1		Benefits for above						\$680,097.80	\$680,097.80
6 A1		Elementary Music Teachers	3.18					\$286,560.83	\$286,560.83
6 A1		Benefits for above						\$181,415.11	\$181,415.11
7 A1		Elementary PE Teachers	0.67					\$80,730.17	\$80,730.17
7 A1		Benefits for above						\$47,535.17	\$47,535.17
8 A1		Middle School Math Teachers	2					\$196,112.51	\$196,112.51
8 A1		Benefits for above						\$119,115.43	\$119,115.43
9 A1		Middle School ELA Teachers	1					\$85,878.49	\$85,878.49
9 A1		Benefits for above						\$55,136.51	\$55,136.51
10 A1		Middle School Science Teachers	0.5					\$57,000.00	\$57,000.00
10 A1		Benefits for above						\$33,678.19	\$33,678.19
11 A1		Subs for Elementary and Middle School Teachers (lines 11-22)						\$30,000.00	\$30,000.00
12 C2		Elementary Media Specialists	11					\$1,213,620.29	\$1,213,620.29
12 C2		Benefits for above						\$638,140.68	\$638,140.68
13 C1		Kindergarten Educational Assistants	21.125		\$361,383.43			\$316,267.24	\$677,650.67
13 C1		Benefits for above			\$335,585.71			\$240,475.93	\$576,061.64
14 C1		Subs for Kinder EAs			\$39,790.81				\$39,790.81
15 D2		Autism and Behavior Specialist	1					\$101,205.69	\$101,205.69
15 D2		Benefits						\$54,421.13	\$54,421.13
16 A2		Career Technical Education Teachers	3				\$250,173.01		\$250,173.01
16 A2		Benefits for above					\$146,675.43		\$146,675.43
17 A2		Subs for CTE Teachers					\$5,000.00		\$5,000.00
18 A2		Equipment maintenance stipend for CTE Teachers					\$19,299.22		\$19,299.22
19 A5		HS Attendance Intervention Specialists & Secretary	6				\$225,906.22		\$225,906.22
19 A5		Benefits for above					\$166,309.52		\$166,309.52
20 A3		RHS Access Teachers	4.67				\$423,722.41		\$423,722.41
20 A3		Benefits for above					\$239,810.75		\$239,810.75
21 A3		Subs for Access Teachers					\$8,000.00		\$8,000.00
22 C4		Night School Teacher	1				\$112,270.38		\$112,270.38
22 C4		Benefits for above					\$62,136.56		\$62,136.56
23 A2		Trades Crew Leader	1				\$41,480.40		\$41,480.40
23 A2		Benefits for above					\$19,543.91		\$19,543.91
24 C3		Newcomer Language Support at RHS	2				\$91,000.00		\$91,000.00
24 C3		Benefits for above					\$70,000.00		\$70,000.00
25 A3		Ninth Grade Success Team and Access Team meeting additional pay					4000		\$4,000.00
25 A3		Benefits for above					500		\$500.00
26 D3		Family Engagement Supplies and Materials (AVID Senior Award Night)					1500		\$1,500.00
27 A2		HSS pass-through to Center for Advanced Learning for 0.5 ADM for enrolled students					10000		\$10,000.00
28 A2		Field Trips - fees					2500		\$2,500.00
28 A2		Field Trips - transportation expenses					500		\$500.00
29 A4		Exam Fees - Driver's Ed, BYU Language Exams					3000		\$3,000.00
30 A4		Tuition - Middle College					100000		\$100,000.00
31 A2		Cognia Fees					1500		\$1,500.00
32 A2		CTE Consumable Supplies					7000		\$7,000.00
33 A2		CTE Nonconsumable Supplies					4000		\$4,000.00
34 A2		CTE Equipment Repairs					5000		\$5,000.00
35 A2		CTE Facilities Improvements					40000		\$40,000.00
36 A2		CTE Curriculum					3000		\$3,000.00

37 B1	Multi-Tiered System of Support Subscription for the Student Information System		\$23,735.38	\$23,735.38
38 C1	Educational Assistants to Support Literacy and Math	5.3		\$0.00
38 C1	Benefits for above			\$0.00
39 C1	Math teacher for math intervention classes at Lee MS	0.5		\$0.00
39 C1	Benefits for above			\$0.00
40 D2	Add SpEd Secretary at RHS	0.333		\$0.00
40 D2	Benefits for above			\$0.00
41 C1	Reading Specialist	0.15		\$0.00
41 C1	Benefits for above			\$0.00
42 C1	Intervention and Acceleration Programs for Reading and Math			\$0.00
42 C1	Intervention and Acceleration Programs for Reading and Math			\$0.00
42 C1	Intervention and Acceleration Programs for Reading and Math			\$0.00
43 B1	Additional Pay for PLCs and Data Teams			\$0.00
43 B1	Benefits for above			\$0.00
44 B2	Substitutes for Professional Learning Conference Attendance (contract with ESS)			\$0.00
44 B2	Training Fees for Professional Learning (PLC, equity, SEL)			\$0.00
44 B2	Travel Fees for Professional Learning (PLC conference)			\$0.00

OUTCOMES & STRATEGIES		FSI	CTE	EIIS	HSS	SIA
	<b>Outcome-A</b>	In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.				
Strategies	A1	Ensure lower class size averages through additional teaching staff.				x
	A2	Enhance career technical education and work-based learning opportunities for high school students.			x	
	A3	Provide staffing and planning time to support ninth grade students on track.			x	
	A4	Increase dual credit opportunities for high school students.			x	
	A5	Provide targeted attendance supports and interventions through specialized staff.			x	
	<b>Outcome-B</b>	We will offer continuous learning opportunities from onboarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes				
Strategies	B1	Implement Professional Learning Communities focused on high effect instructional practices and collective efficacy.			x	x
	B2	Provide professional learning opportunities focused on high effect instructional practices and collective efficacy.	x			
	<b>Outcome-C</b>	We will interrupt bias and microaggression in instructional practices.				
Strategies	C1	Provide instructional staffing and supplies to support core reading and math programs.	x			x
	C2	Provide access to diverse resources and media literacy through Media Specialists.				x
	C3	Provide staffing to support language needs for Newcomer Students.				x
	C4	Increase opportunities for extended day and year learning, as well as flexible and personalized learning.			x	
	<b>Outcome-D</b>	We will promote a healthy learning and working environment that provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors				
Strategies	D1	Ensure well rounded education through additional administrative and restorative justice staff.			x	
	D2	Provide increased and equitable access for students and families to social, mental and behavioral health supports through increased mental and behavioral health staff and services.			x	x
	D3	Implement family engagement and partnership opportunities.			x	x

# Tiered Planning

Outcome and Strategy	Activity	Partnership	FTE	FTE Type	Perkins Function Code	Early Literacy Success Allowable Use Code	EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code
	<b>Total Budgeted Amounts (Autosum)</b>									
A2	Social Workers		+ or -	School Counselor/School Social Worker					H&S	111
A2	Benefits for above								H&S	2XX
A2	Counselors		+ or -	School Counselor/School Social Worker				DP STA	H&S	111
A2	Benefits for above							DP STA	H&S	2XX
A1	Elementary Classroom Teachers		+ or -	Elementary Teacher					RCS	111
A1	Benefits for above								RCS	2XX
A1	Middle School Math Teachers		+ or -	Math					RCS	111
A1	Benefits for above								RCS	2XX
A1	Middle School ELA Teachers		+ or -	Language Arts					RCS	111
A1	Benefits for above								RCS	2XX
A1	Middle School Science Teachers		+ or -	Science/Technology/Social Science/ Computer Science (not CTE POS)					WRE	111
A1	Benefits for above								WRE	2XX
C3	Kindergarten Educational Assistants		+ or -	Other: Other staff position not listed (include staff title in activity line)		SGHDT			RCS	112
C3	Benefits for above								RCS	2XX
C1	Educational Assistants to Support Literacy and Math		+ or -	Other: Other staff position not listed (include staff title in activity line)						112
C1	Benefits for above									2XX
E3	Americorps Fee for MYC							CTE OCG *Start Up/Approved CTE POS*		31X
E2	Trades/Industry Certifications							CTE OCG *Start Up/Approved CTE POS*		31X

## Early Literacy Allowable Uses

Allowable Use	Year(s) of Programming: (select all that apply)	PD: Entity (select one per row)	PD: Participants (select all that apply)	PD: Frequency (select one)	PD: Focus (select all that apply)
Professional Development	SY 25-26 SY 26-27	District (internally led)	Administrators Teachers	Monthly	Assessment - Benchmark/ Progress Monitoring/ or Summative Assessment - Formative Assessment Practices Background Knowledge Core Curriculum Implementation Foundational Skills PD for administrators on leading for literacy Reading Comprehension Supporting Multilingual Learners Vocabulary Writing

Allowable Use	Year(s) of Programming: (select all that apply)	HDT: Entity (select one per row)	HDT: Staff (select all that apply)	HDT: Before/After/During School (select one)	HDT: Ratio (select one)	HDT: Duration (select one)	HDT: Frequency (select all that apply)
High Dosage Tutoring	SY 25-26 SY 26-27	District (internally led)	Licensed Teachers Qualified Tutors	During School (Cannot be during regular core instruction)	Group Size Will Vary Between 1 and 4 Students Per Tutor	>20 Weeks	2x Per Week 3x Per Week 4x Per Week 5x Per Week

Allowable Use	Year(s) of Programming: (select all that apply)	ExtL: Entity (select one per row)	ExtL: If "Other" entity please describe	ExtL: Staff (select all that apply)	ExtL: Before/After/Summer (select all that apply)	ExtL: Program Description
Extended Learning	SY 25-26 SY 26-27	Other	Open School Liberators	Qualified Tutors	After School	Before/After School Literacy-Focused Programming

Allowable Use	Year(s) of Programming: (select all that apply)	ExtL: Entity (select one per row)	ExtL: Staff (select all that apply)	ExtL: Before/After/Summer (select all that apply)	ExtL: Program Description
Extended Learning	SY 25-26 SY 26-27	District (internally led)	Licensed Teachers	Summer	Summer Intensive Reading Program

# Early Literacy Inventory

Type of Material	If Other, Please Describe	Title of Literacy Assessments, Tools, etc.	Name of Vendor/Developer/Publisher	Is This Your Student Growth Assessment?	Print or Digital	PreK	K	1st	2nd	3rd	4th	5th	CORE ONLY: Adoption SBE or Independent	CORE ONLY: If SBE Adopted, Select Material	CORE ONLY: If Indpndt Adpt, Mts SBE Criteria	Date of Adoption or Start of Use MONTH	Date of Adoption or Start of Use YEAR	Planned Changes or Updates
Supplemental Materials		Lexia English licenses	Lexia Learning Systems	No	Digital		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE				July	2020	No change
Core Materials		ECRI - Into Reading	University of Oregon Center for Learning	No	Both Print and Digital		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	Independent Adoption		Yes our school board used the SBE ELA Adoption Criteria	May	2022	No change
Core Materials		Into Reading	Houghton Mifflin Harcourt	No	Both Print and Digital		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	State Board of Education Adoption	Houghton Mifflin Harcourt Publishing Company HMH Into Reading (Grades K-2)		May	2022	No change
Core Materials		Heggerly	Literacy Resources	No	Print		TRUE						Independent Adoption		Yes our school board used the SBE ELA Adoption Criteria	May	2022	No change
Supplemental Materials		UFLI Magnets	Kling Magnetics	No	Print		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE				July	2023	No change
Intervention/Acceleration Materials		UFLI	FCRR	No	Both Print and Digital		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE				July	2023	No change
Intervention/Acceleration Materials		Corrective Reading	McGraw Hill	No	Both Print and Digital					TRUE	TRUE	TRUE				July	2006	No change
Intervention/Acceleration Materials		Phonics for Reading	Curriculum Associates	No	Both Print and Digital				TRUE	TRUE	TRUE	TRUE				July	2006	No change
Intervention/Acceleration Materials		SIPPS	Collaborative Classroom	No	Both Print and Digital					TRUE	TRUE	TRUE				July	2023	No change
Other	Professional Development	LETRS Professional Learning and materials	Lexia Learning Systems	No	Both Print and Digital		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE				July	2020	No change
Other	Professional Development	Acadience PD	Acadience Learning	No	Both Print and Digital		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE				July	2023	No change
Other	learning management system	SeeSaw	SeeSaw Learning	No	Digital		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE				July	2020	Discontinuing
Assessments		Acadience Reading	Voyager Sopris Learning	Yes	Digital		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE				July	2020	No change
Intervention/Acceleration Materials		Handwriting without Tears	Learning without Tears	No	Both Print and Digital		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE				July	2012	No change
Supplemental Materials		Handwriting without Tears	Learning without Tears	No	Both Print and Digital		TRUE	TRUE	TRUE							July	2012	No change
Assessments	Technology and Paper Based Assessment	Indicadores Dinamicos del Exito en la Lectura (IDEL 7th Edition)	Center on Teaching and Learning: University of Oregon and Amplify (Data Platform)	No	Both Print and Digital		TRUE	TRUE	TRUE	TRUE						July	2017	Not using IDEL as of 2024-25 SY. Using Acadience Ferennd. No change
Core Materials		Morpheme Magic	95% Group	No	Both Print and Digital					TRUE	TRUE	TRUE				July	2024	No change
Assessments		Acadience Espanol	Voyager Sopris	Yes	Digital		TRUE	TRUE	TRUE	TRUE						July	2023	No change
Intervention/Acceleration Materials		Rewards	Voyager Sopris	No	Both Print and Digital					TRUE	TRUE	TRUE				July	2006	No change
Intervention/Acceleration Materials		Sound Sensible	EPS Learning	No	Both Print and Digital		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE				July	2021	No change
Intervention/Acceleration Materials		Spire	EPS Learning	No	Both Print and Digital			TRUE	TRUE	TRUE	TRUE	TRUE				July	2021	No change



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Boundary Rebalancing**

Type:  Action Item       Report / Presentation

Policy: FB: Facilities Planning

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students      | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development       |
- 

**Summary / Background:**

This report will give an overview of changes to school boundaries that are being proposed for implementation starting in the 2025-26 school year. The Board will take action later in the meeting.

**Previous Board Action:**

Not Applicable.

**Financial Implications:**

Not Applicable.

**Motion:**

Not Applicable.

A black and white photograph of a graduation ceremony. Graduates in white gowns and caps are seated in rows of chairs, viewed from behind. The image is partially obscured by a dark green diagonal overlay on the right side.

As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

# Boundary Rebalancing

April 23, 2025

	<b>Enrollment as of January 15</b>	<b>Building Capacity</b>	<b>Under (-) / Over (+) Capacity</b>
<b>Alder</b>	355	625	-270
<b>Davis</b>	306	500	-194
<b>Fairview*</b>	301	575	-274
<b>Glenfair</b>	501	450	+51
<b>Hartley</b>	312	450	-138
<b>M. Scott</b>	370	425	-55
<b>Salish Ponds*</b>	328	500	-172
<b>Sweetbriar*</b>	260	475	-215
<b>Troutdale*</b>	373	500	-127
<b>Wilkes*</b>	447	525	-78
<b>Woodland*</b>	388	550	-162

**\*School hosts district specialized classroom(s)**

# Middle Schools

	<b>Enrollment as of January 15</b>	<b>Building Capacity</b>	<b>Under (-)/Over (+) Capacity</b>
<b>H. B. Lee</b>	724	748	-24
<b>Reynolds Middle</b>	702	1099	-397
<b>Walt Morey</b>	516	839	-323

<b>HB Lee</b>	<b>Reynolds Middle</b>	<b>Walt Morey</b>
½ of Alder	½ of Alder	Sweetbriar
Glenfair	Davis	Troutdale
Margaret Scott	Fairview	Woodland
Wilkes	Hartley	
	Salish Ponds	



# Purpose of Proposed Boundary Changes

- Relieve overcrowding at Glenfair and HB Lee
- Address Alder middle school feeder issue
- Improve transportation efficiencies

# Proposal

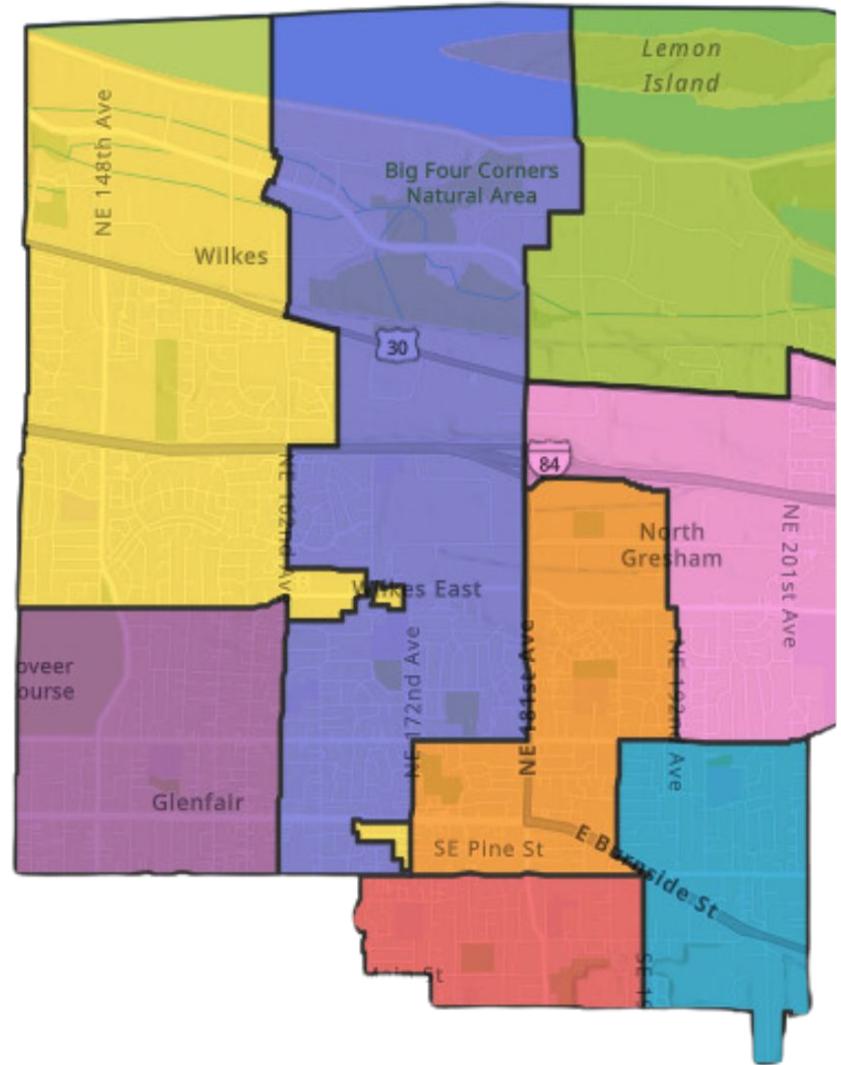
## **Year 1: West Side Schools Impacted:**

Glenfair, Margaret Scott, Wilkes, Hartley, Davis, Alder, HB Lee, RMS

# Year 1: Proposed Boundary Changes

Goal: Address growth in the attendance  
areas in the west side of the district

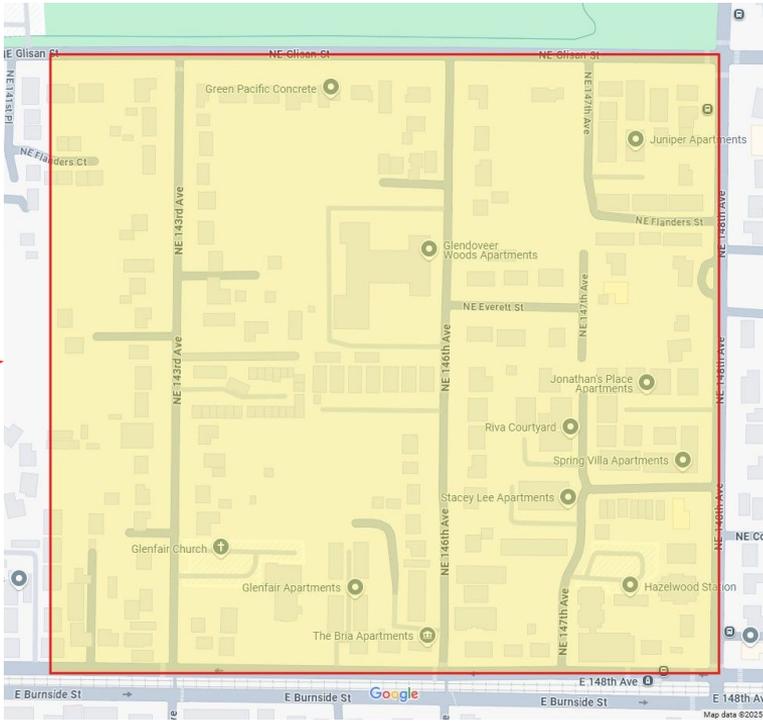
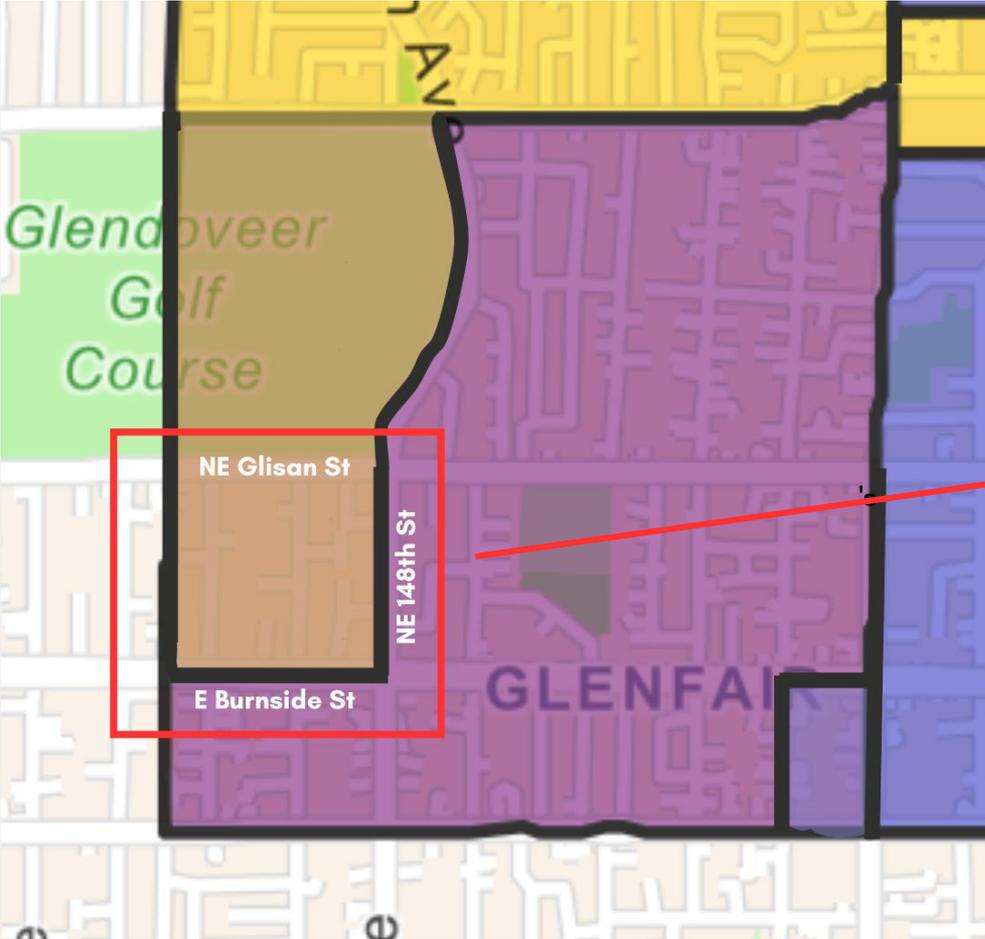
# West Side Elementary Overview Map - Current



# Glenfair to Margaret Scott: 64 Students

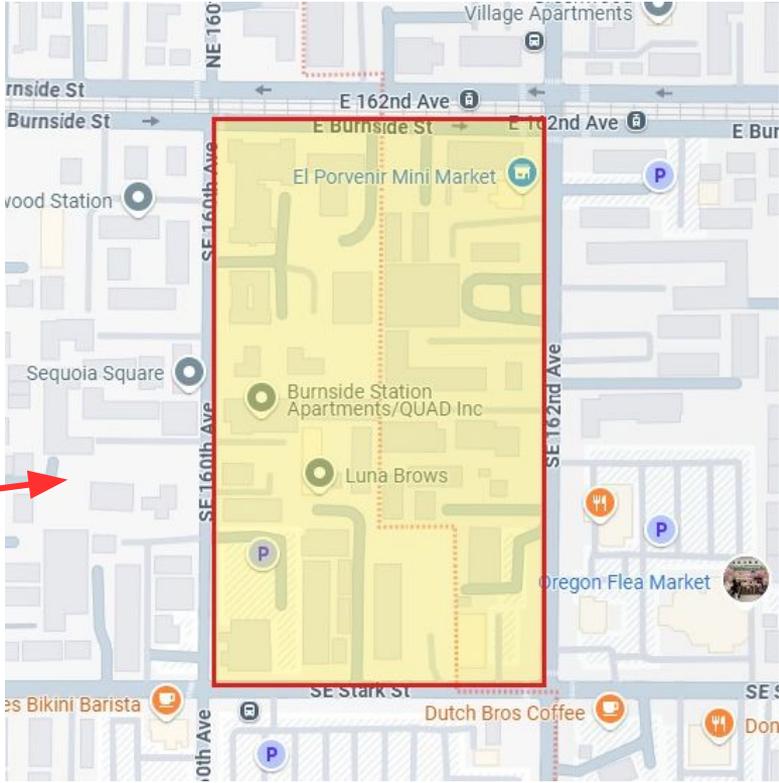
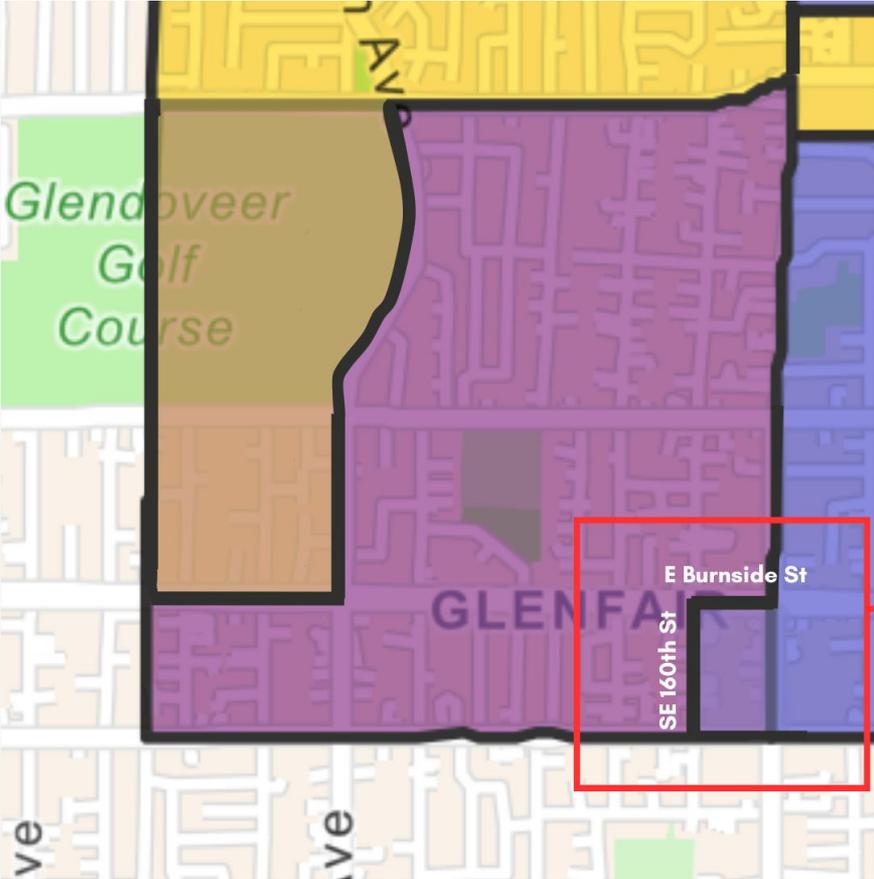
**Glenfair**

**Margaret Scott**



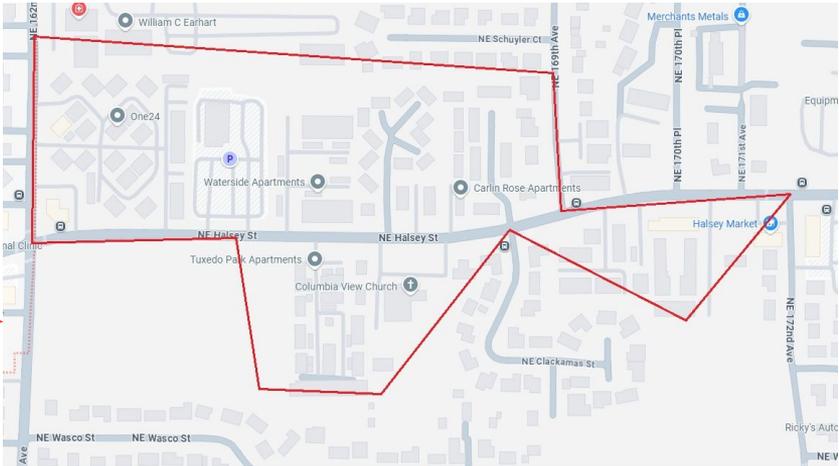
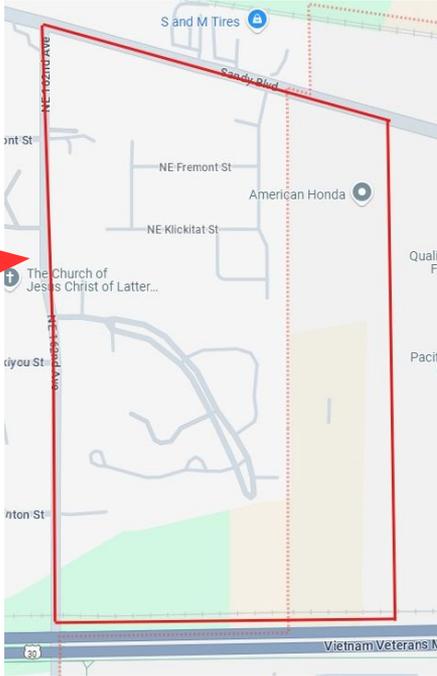
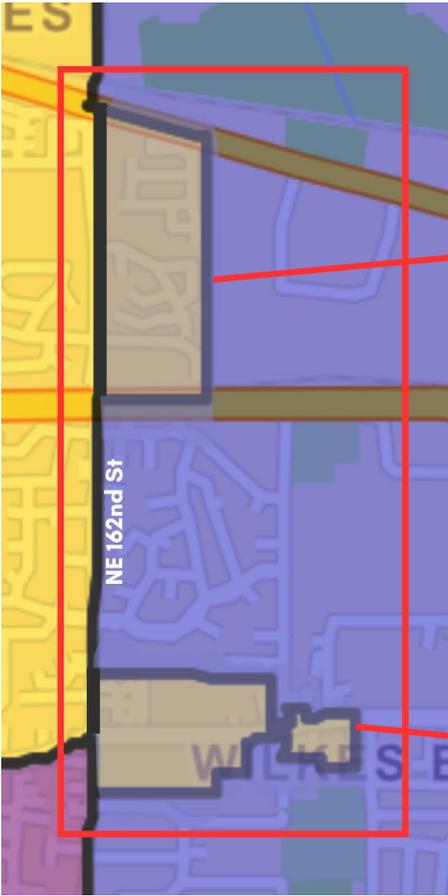
# Glenfair to Wilkes: 46 Students

Glenfair
Wilkes



# Margaret Scott to Wilkes: 82 Students

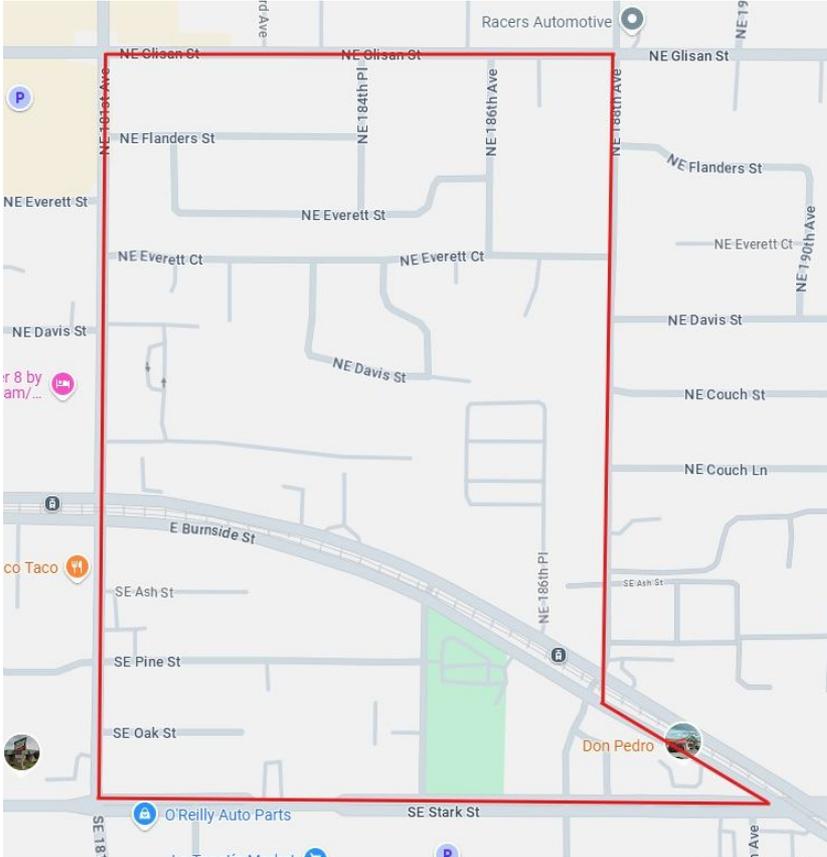
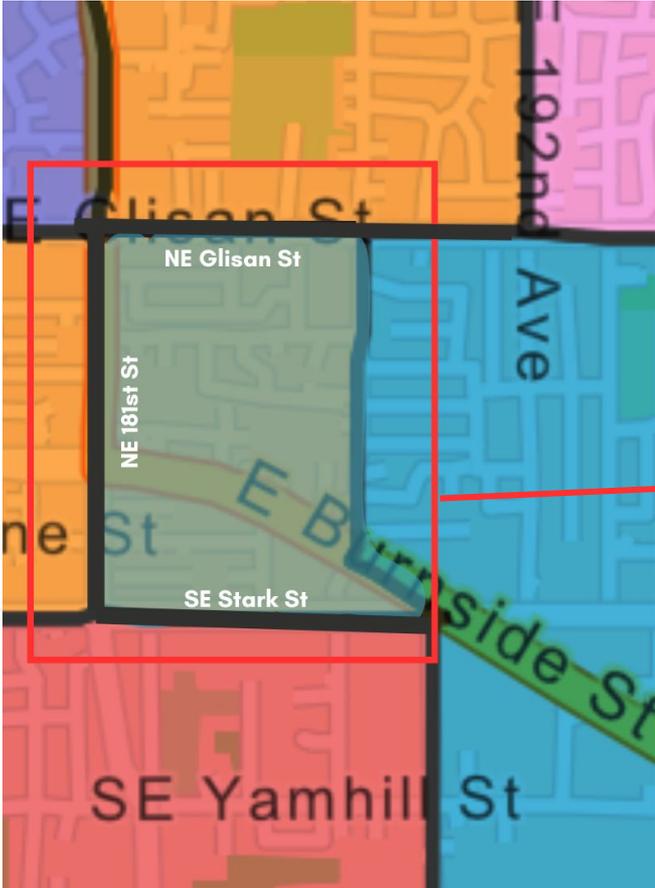
Margaret Scott
Wilkes



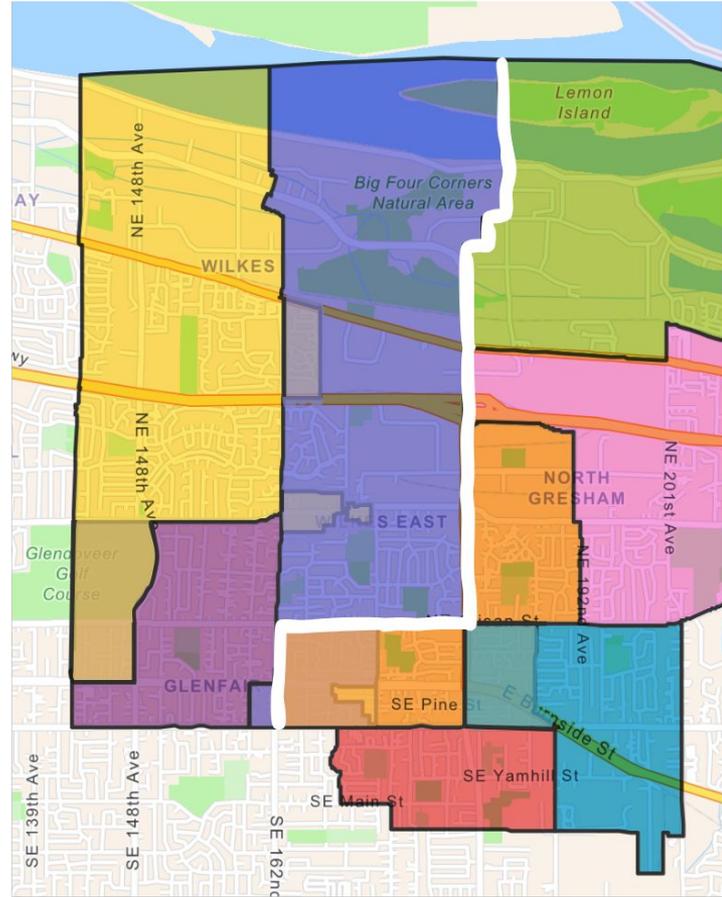
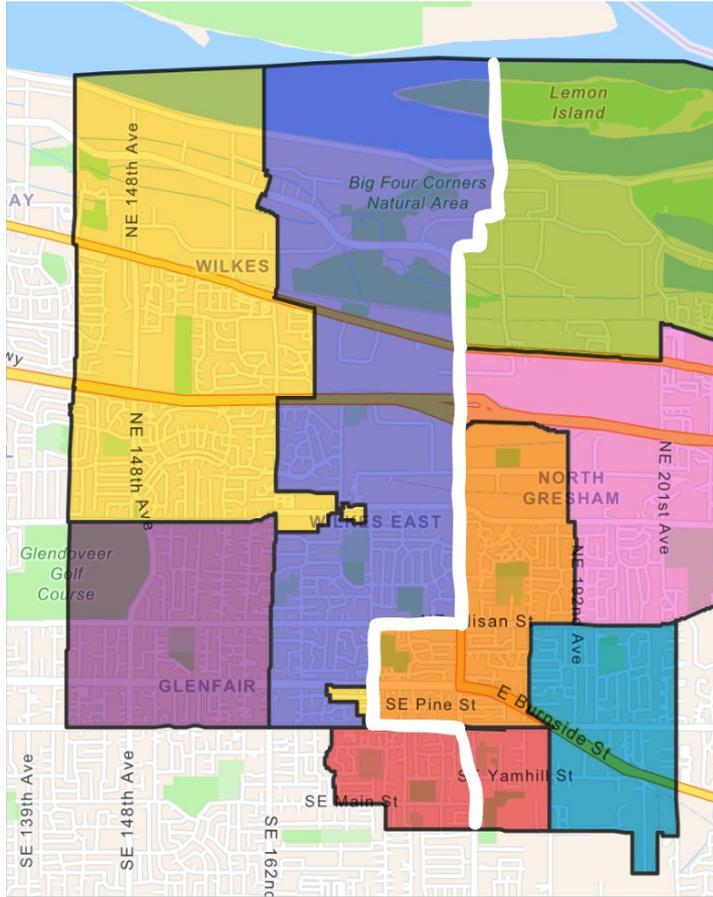


# Hartley to Davis: 77 Students

Davis
Hartley



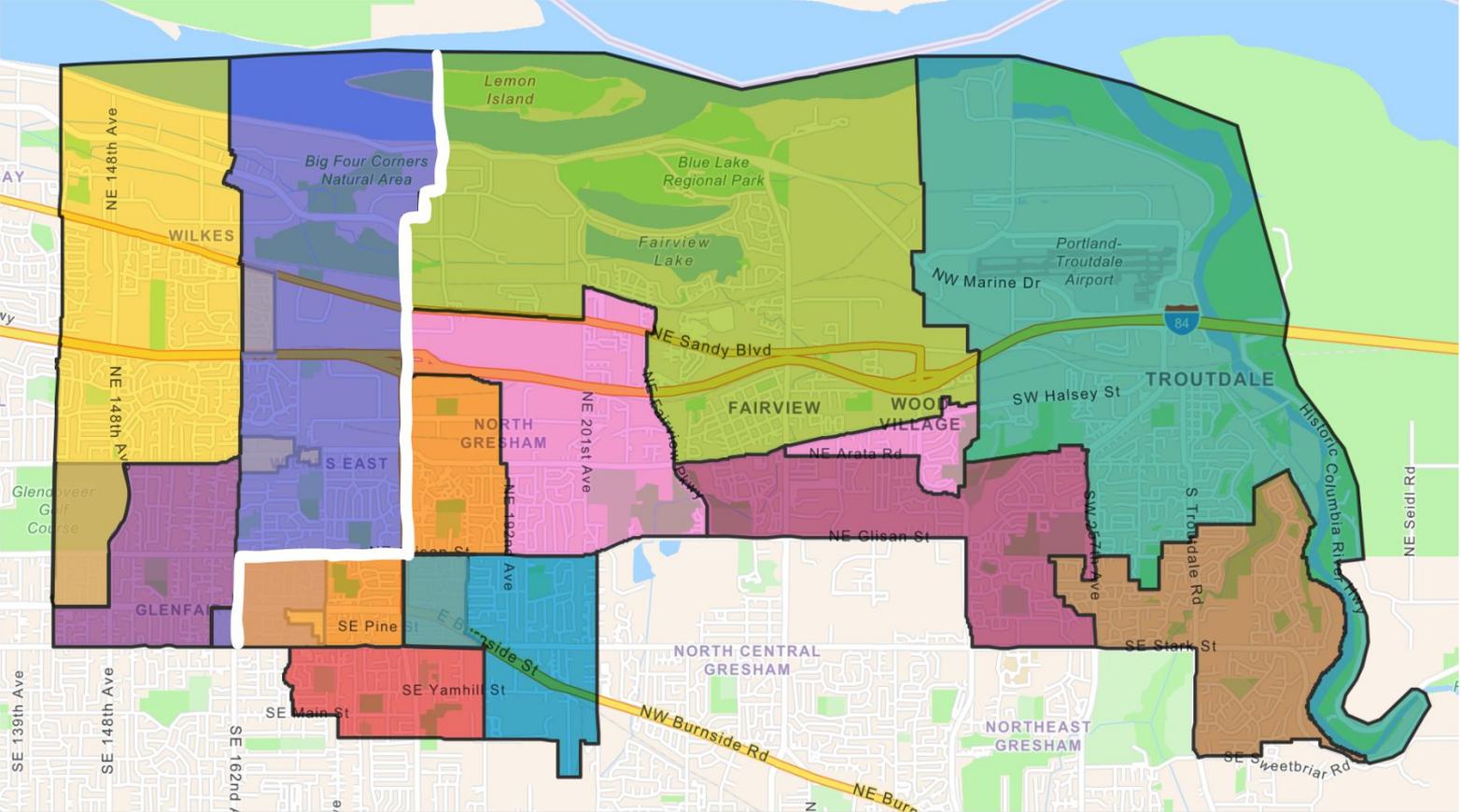
# Alder Feeder Adjustment: All Alder students would attend RMS



# Enrollment after Year 1 Boundary Changes

	<b>Enrollment as of January 15</b>	<b>25-26 Projected Enrollment</b>	<b>Building Capacity</b>	<b>Under (-)/Over (+) Cap</b>
<b>Davis</b>	306	329	500	-171
<b>Glenfair</b>	501	383	450	-67
<b>Hartley</b>	312	349	450	-101
<b>M. Scott</b>	370	342	425	-83
<b>Wilkes</b>	447	478	525	-47
<b>H.B. Lee</b>	724	590	748	-158
<b>RMS</b>	702	878	1099	-221

# Full District Map after Year 1 Boundary Changes



<b>Alder</b>
<b>Davis</b>
<b>Fairview</b>
<b>Glenfair</b>
<b>Hartley</b>
<b>Margaret Scott</b>
<b>Salish Ponds</b>
<b>Sweetbriar</b>
<b>Troutdale</b>
<b>Wilkes</b>
<b>Woodland</b>



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Cell Phone Use**

Type:  Action Item       Report / Presentation

Policy: BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

Marginalized Students

Culturally Responsive Teaching

Student and Staff Wellness

Professional Development

---

**Summary / Background:**

A work group of parents, staff, community members, and students met between December and February to discuss the use of cell phones and earbuds during the school day. The Board will receive an overview of the process, the work group's recommendation, and feedback received through surveys.

**Previous Board Action:**

Not Applicable.

**Financial Implications:**

Not Applicable.

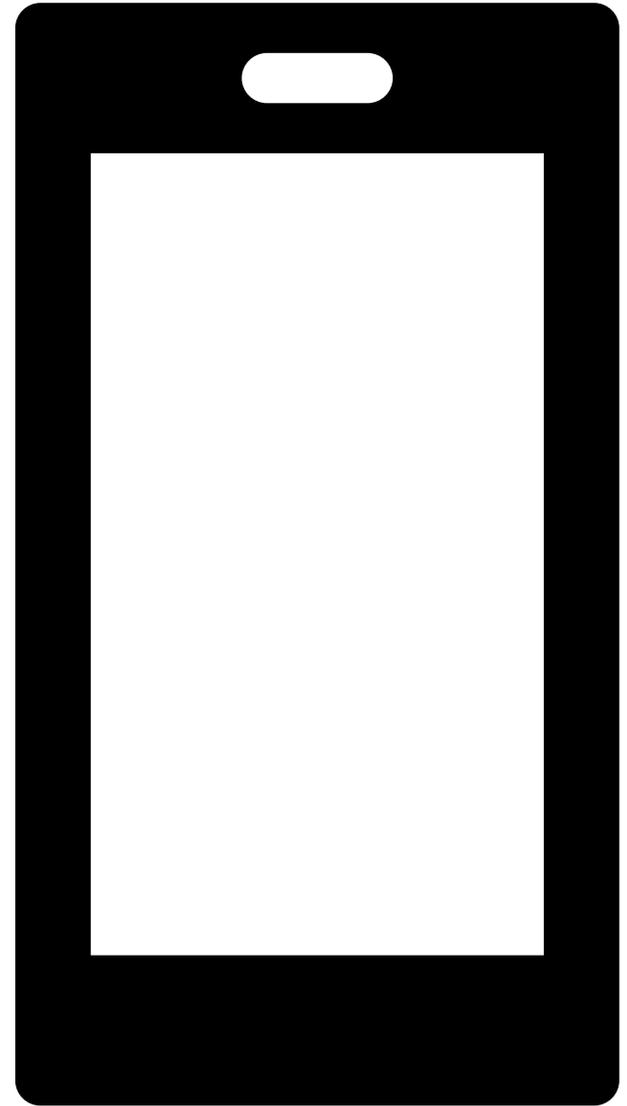
**Motion:**

Not Applicable.

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# Personal Device Use

*Cell Phones in Reynolds School District*



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# Agenda

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DISTRICT COMMUNITY  
CELL PHONE WORKGROUP  
OVERVIEW

---

RHS STAFF SURVEY RESULTS

---

Q & A

---

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# Cell Phone Workgroup

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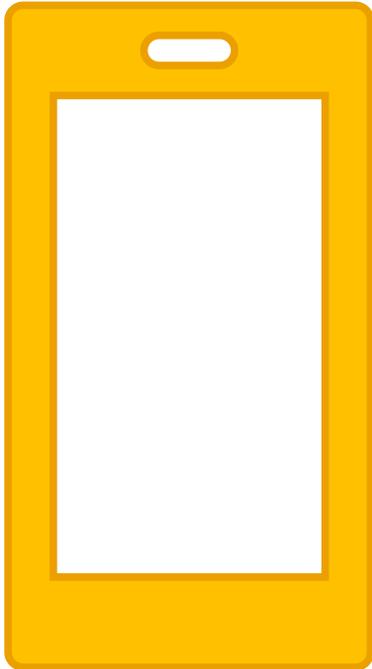
# Community Committee Work



- 
- Invitation sent to the entire district
  - < 80 responses
  - Chose 30 participants
    - Parents/families
    - Teachers
    - Certified staff (Office, SMT)
    - Administrators
    - Students (5 total)
  - Five meetings from December to February

---

# What Happened?



- 
- **Gathered concerns** about phone use in schools and having (or not having) access to phones during the school day
    - Members were all over the **spectrum**
    - Many parents wanted students to keep phones; most teachers wanted to remove phones from campuses
  - Reviewed current **research**
    - Gave additional readings and had discussions on the reading
  - **Discussion**
    - Whole group and small group exchange of ideas
    - Some distrust of the system was expressed
    - Questions arose for implementation – much concern
  - Proposal – recommendation to the superintendent
    - **Three iterations** developed over two meetings through a consensus process
    - Settled on one

---

# The current recommendation:

"We recommend a united commitment between staff and students to have an **all-day personal device use ban for K-12 grades**. Phones, earbuds, shall remain silent/off and away in either backpack or lockers—**not seen, and not on their person**—for the duration of the school day. Documented special circumstances may be granted."

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# SMT – Student Management Team



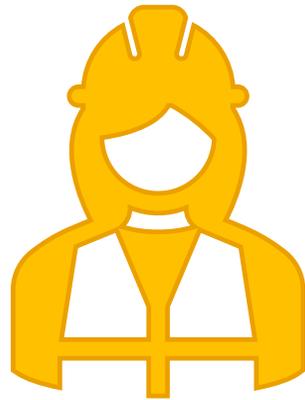
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Duties Include: Hallways, Commons, Bathrooms (and much more)

1. **In favor of a ban throughout the school**, including the cafeteria, halls, and commons
2. They feel that it would make the school **safer** from: *fight*s, *drug* and *alcohol* use, *public shaming* from *videos*
3. They are okay with *partnering* to enforce

---

# A word on School Safety



- 
- Day-to-day safety (physical, emotional)
  - Emergencies

According to the National School Safety and Security Services (2025): Allowing phones...

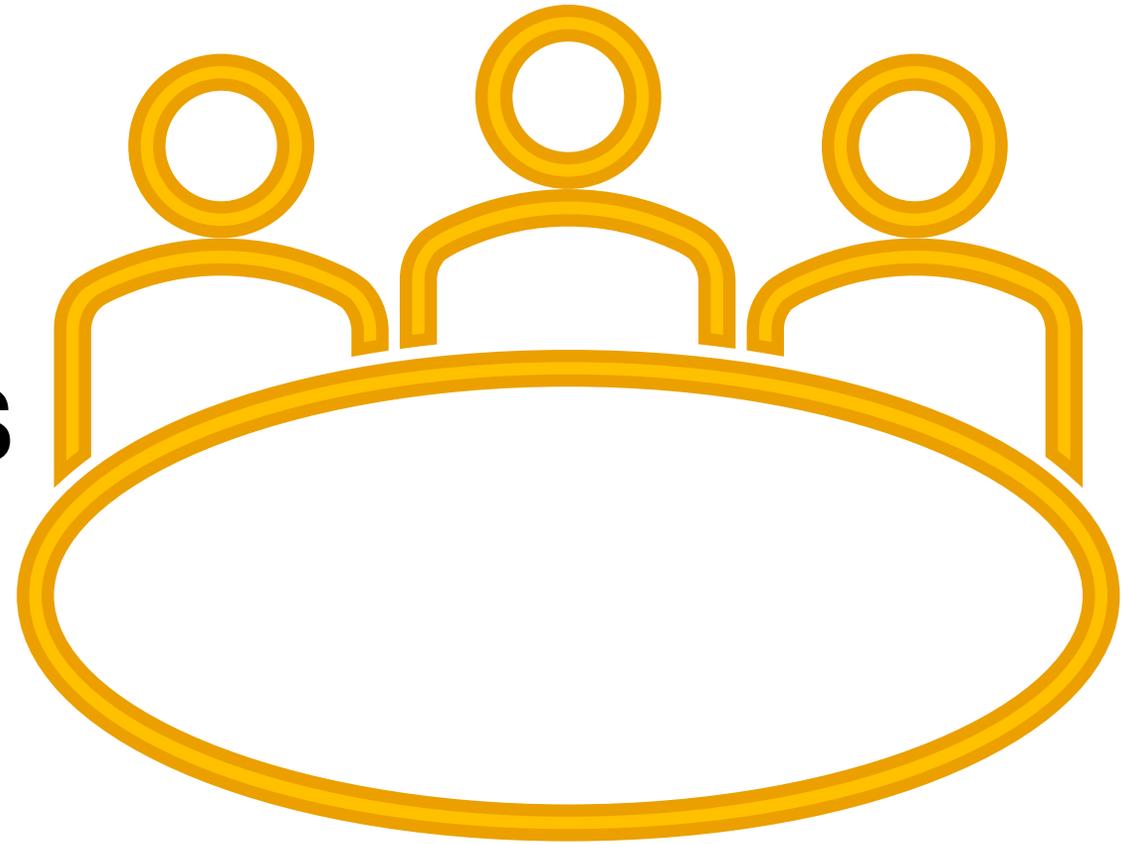
"**distracts** their **attention away** from safety and emergency response **directions**"

Allow for **rumors** which can "disrupt and **delay effective public safety** personnel response" and/or cause undue fear among students and parents

"**impede public safety response** by accelerating parental and community arrival at the scene of an emergency during times when officials may be attempting to evacuate students to another site"

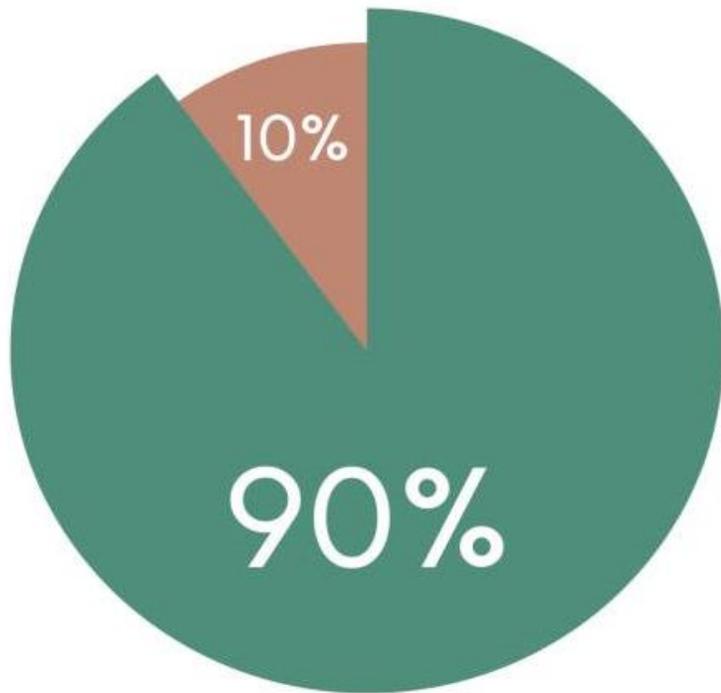
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# RHS Survey & table-group discussion results



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# Summary of Results



- Out of 29 group responses, 26 (90%) responded with majority agreement or strong agreement of the workgroup's recommendation.
- Out of the 26 responses with agreement or strong agreement, nine (35%) identified one area of disagreement (with the remaining areas in agreement or strong agreement).
- Disagreements had the following concerns:
  - (a) enforcement during passing time and at lunch;
  - (b) the absence of student voice in decision-making;
  - (c) current district/building tech systems (e.g. MFA; QR codes);
  - (d) staff policy versus student policy;
  - (e) not specifying the word 'medical' as the exception, a potential slippery slope to too many exceptions

---

# Remarks from RHS Staff:

“

Teachers need to be united and consistent. We all need to have the same clear protocol.

Consistent, immediate, by-the-book consequences

Progressive discipline

Backing up the policy and the teacher

NO SOFT STARTS!

Dean of Phones

I don't know if it's possible to be consistent during lunch and in the hall.

”

---

# Remarks from RHS Staff:

“

Roll out to students should look markedly different than this year's policy so students and families know it's different (it sounds similar to current policy).

Will students be signing some type of a cell phone contract?

We cannot afford to take this slowly.

Trainings on addiction and anxiety [needed] for students during POWER in first month

”

---

# Remarks from RHS Staff:

“

What about photography and other classes (yearbook, etc.) who use phones...since the school doesn't provide cameras?

We have a lot of students that don't speak English so the phone is used to translate.

Will there be more Chromebooks/laptopschargers available...as back up?

Bring back class-set devices!

”

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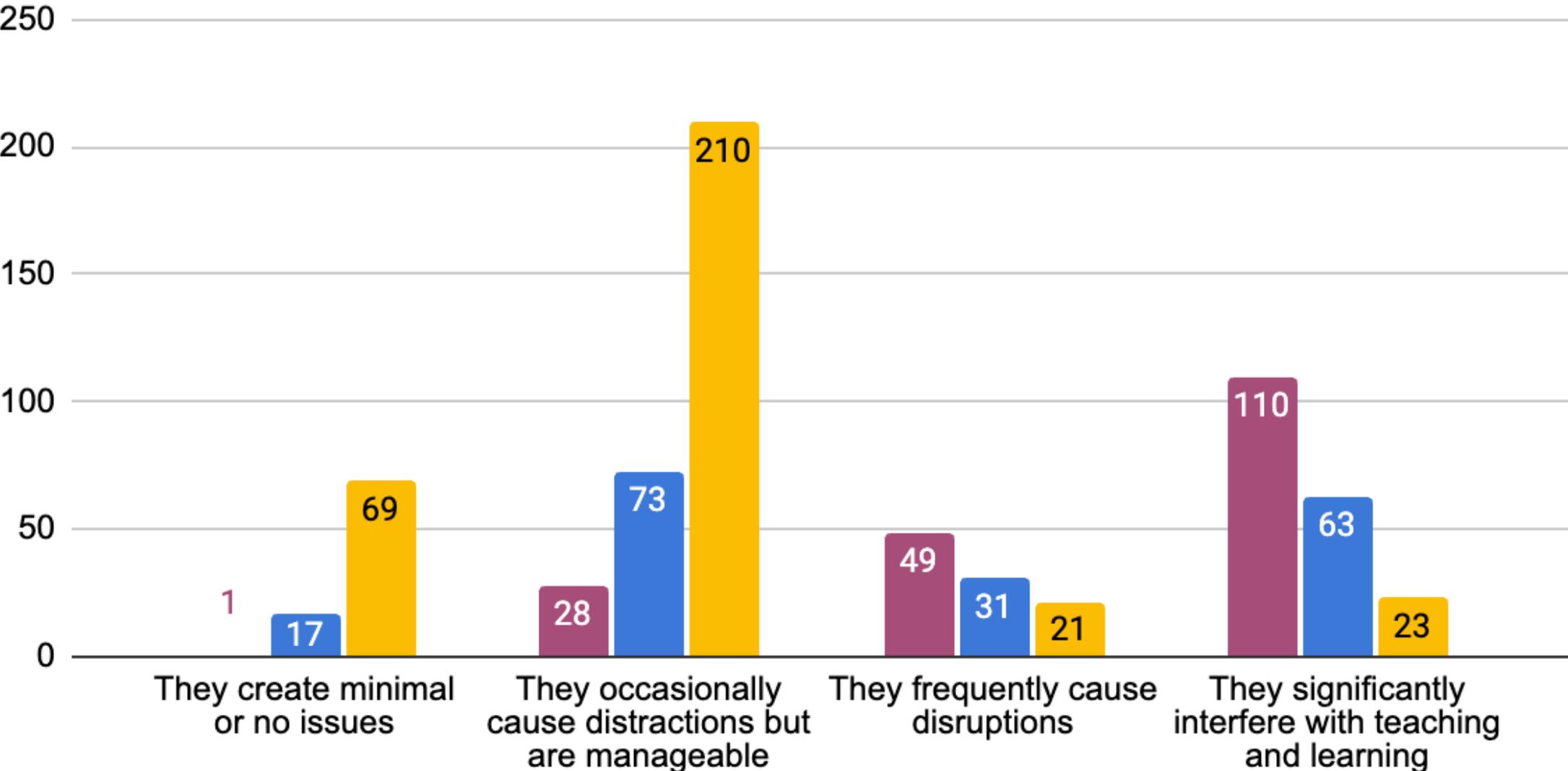
# Questions?

# Thank you!



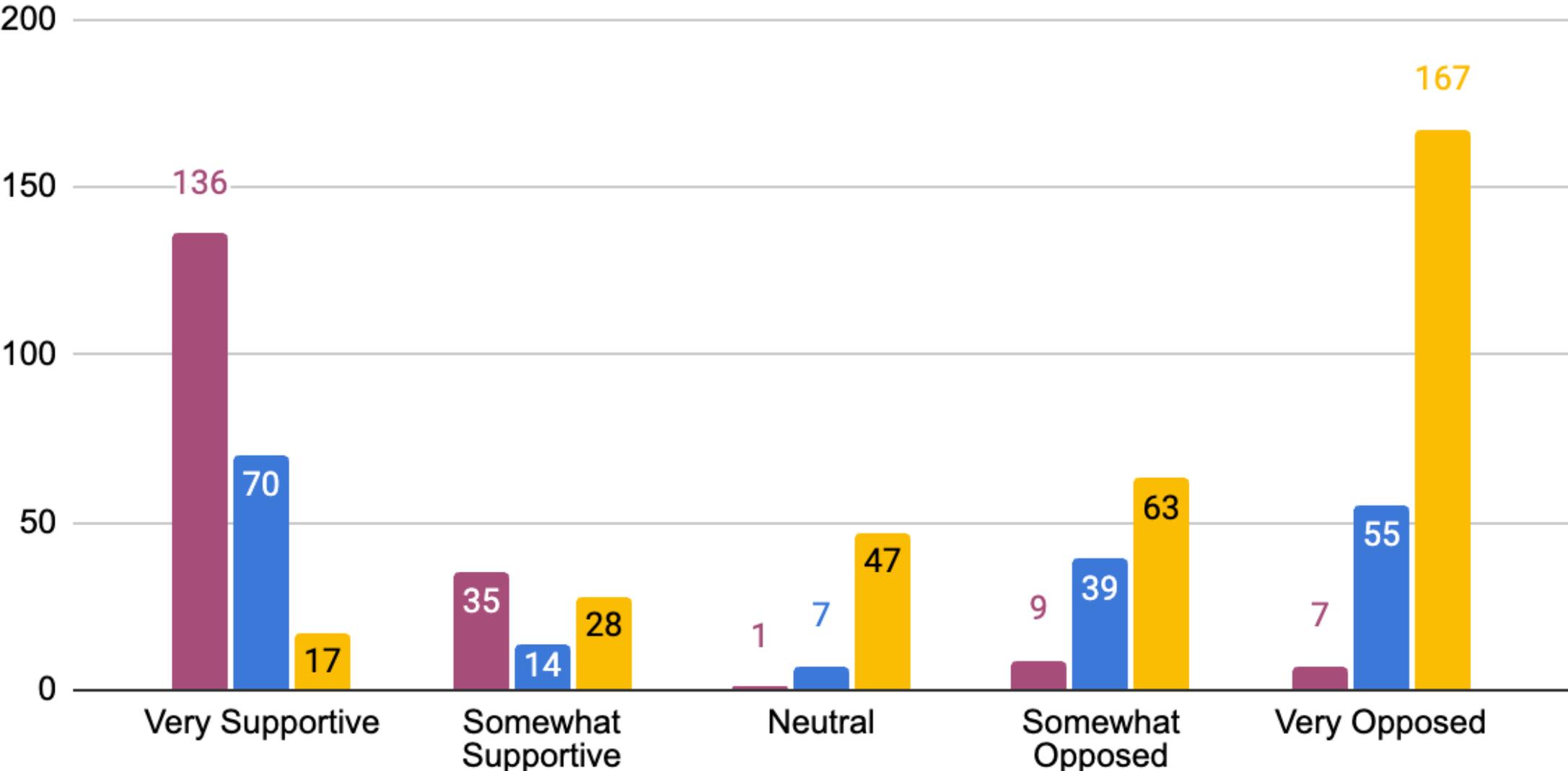
# Impact on School Environment

Staff   Parents / Guardians   Students



# Support for Full Day Ban

Staff   Parents / Guardians   Students



## Summary of Survey Results:

### Staff Insights

- Disruption Observations: Most staff observed cell phone use disrupting learning "Very Often" or "Often."
- Impact Perception: Majority believe phones "significantly interfere" with teaching and reduce engagement.
- Classroom Policy: Many staff members have a strict no-phone policy in place.
- Non-Classroom Areas: Common issues noted in hallways, cafeterias, etc., due to phone use.
- Cell Phone Ban Support: Strong support for a district-wide ban.
- Challenges: Concerns about enforcement and student/parent pushback.
- Suggested Support: Clear enforcement policies, staff training, and communication about the purpose of the ban.

### Parents/Guardians Insights

- Disruption Observations: Many noted cell phones frequently or occasionally disrupt learning.
- Impact Perception: Majority view phones as having a negative impact on student experience.
- Ban Support: Significant number are "Very Supportive" or "Somewhat Supportive" of a ban.
- Concerns: Emergency communication, student resistance, and enforcement.
- Exceptions Suggested: Medical needs, emergencies, or lunch time.

### Student Insights

- Self-Reported Use: Mixed responses: some use phones "Sometimes", others "Rarely".
- Perception of Distraction: Many admit phones can be distracting but manageable.
- Engagement Impact: Split between no impact, negative, and some saying it helps engagement.
- Opposition to Ban: Strong opposition to a ban, many students "Strongly Oppose It."
- Challenges: Concern over enforcement, loss of connection, and parent expectations.

### **Perceived Disruption**

- Staff and parents report that cell phones frequently disrupt learning.
- Students acknowledge some distraction, but many believe they can self-regulate or that phones are not a major issue.
- Insight: There's a clear disconnect between how adults and students perceive the role of phones in learning.

### **Support for a Ban**

- Staff: Strong support, viewing a ban as a way to restore focus and classroom control.
- Parents: Generally supportive, but with concerns around emergency access and practical enforcement.
- Students: Largely oppose a ban, citing autonomy, parent contact, and the belief that it's unfair or unnecessary.
- Insight: Implementation of a ban without addressing student concerns may face resistance and be hard to enforce consistently.

### **Suggested Exceptions**

- Across groups, there is interest in conditional use, such as:
  - Medical needs
  - Emergencies
  - Use during non-instructional time (e.g., lunch, recess)
- Insight: A total ban may be too rigid; a tiered or flexible policy could meet the needs of all parties better.

### **Enforcement & Support**

- Staff request clear, consistent enforcement protocols, training, and administrative support.
- Parents and students emphasize the need for communication and education around any new policy.
- Insight: For a policy to be effective, it needs to be equitable, transparent, and collaboratively developed.

What is your relationship to the district?	What grade level(s) do you primarily work with? (Check all that apply)	How often do you observe students using cell phones in ways that disrupt learning or school operations?	In your experience, how do student cell phones impact the school environment?	How do student cell phones affect student engagement?	If you are a teacher, do you currently have a personal classroom policy regarding cell phone use?	How do student cell phones impact the non-classroom environments such as hallways, commons, cafeterias, etc?	How do you think a district-wide student cell phone ban would impact the school environment?	What potential challenges do you foresee with implementing a student cell phone ban? (Select all that apply)	Other:	What types of support or resources would help implement a cell phone ban effectively?	Do you believe there should be any exceptions to a student cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Ongoing teacher and staff education on WHY this is being done. Data from schools that have implemented a ban and how that has helped students.  Also, an RHS logo (or maybe green or black) pouch for kids to keep their phones in their backpacks, "so they don't scratch" and to create one more layer or barrier against pulling out a phone might help and would be cute, too. Like a little cloth drawstring bag or something.  We, as a district need not promote harmful things like social media--meaning, we need to promote the school's events in OTHER ways than Instagram. The RHS Instagram page has got to go. And, no more QR codes.	Hmmm... They should be able to access their phones with the social workers or the nurse. That's it.	Thank you so much for working to prepare our kids!
Staff	Elementary (K-5)	Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Parents			No exceptions except medical.	If it's enforced, it must be strongly enforced. All or nothing.
Staff	Elementary (K-5)	Rarely	They occasionally cause distractions but are manageable	They somewhat decrease engagement	Yes, a strict no-phone policy	They occasionally cause distractions but are manageable	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents				
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		A way to enforce with strict consequences	Only for medical exceptions which are documented through an IEP or 504 plan	This is the best for kids
Staff	Elementary (K-5)	Rarely	They occasionally cause distractions but are manageable	They somewhat decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication				
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		We as a district need to stand up. There will always be kids and parents who disagree. I'm sure we can find parents who disagree about a vape man if we tried hard enough. This is what is best for their future in our schools. We need to be consistent and have one mind on this issue.	Only medical, 504, or severe IEP cases. Every exception you make will lead to 10 more exceptions. That's how these things work.	Please do this for the good of all teachers parents and students in our district.
Staff	Elementary (K-5)	Sometimes	They occasionally cause distractions but are manageable	They have little to no impact	No, I follow the school's general policy	They occasionally cause distractions but are manageable	Somewhat Positively	Enforcement Difficulties, Concerns about Emergency Communication		I don't think we need resources just a unified policy. We can take it from there.	At free times at the older grade levels independent periods or lunches.	
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Signed contracts by both students AND parents with very clear and strict policy and procedures. If the contracts are signed by both parties, we would have something to fall back on if there is a contract violation. If a contract is broken, student should be prohibited to bring a phone to school. In my experience, parents are just as much to blame for phone violations as the students because many parents text and message with students when they are in classes.	Perhaps an exception for students with medical issues, such as Diabetes Monitors. Other than that, I believe that it would be best that phones are not allowed in classrooms, even in their backpacks. I believe that allowing them to bring phones in their backpacks will lead to them being brought out into the classroom.	I am in total favor of a cell phone ban in school. It will lessen the problems of bullying, fighting and conflict if they don't have them during the day. Cell phones are a SERIOUS distraction to our students. They come to school to learn, not be in their phones and social media.
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		Cell phone lock boxes		
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a limited-use policy (e.g., only for educational purposes)	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				
Staff	Elementary (K-5)	Sometimes	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They occasionally cause distractions but are manageable	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				
Staff	High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They somewhat decrease engagement	Not Applicable	They occasionally cause distractions but are manageable	Very Negatively	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication, Other (please specify)	Having the amount staffing and admin support to manage this daily	More staff is the only thing I can think of	Yes. Some diabetic student use their phones to manage blood sugar readings, others rely on google translate to communicate. I know many students that use it for student email and schoology on days they forget the chromebook or charger	I'm all for students keeping them away during class time, but at the high school level we have trained students to utilize their phones to be self sufficient in making appointments and use QR codes to access many different forms and applications. This practice now will serve them well in their near-future of adulthood to learn to plan ahead and take initiative to be proactive
Staff	Middle School (6-8)	Sometimes	They frequently cause disruptions	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication				
Staff	Elementary (K-5), Middle School (6-8), High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication, Other (please specify)	Fights	A cell phone lock box for each classroom.	Some students do use their phones for research and also the calculator.	
Staff	High School (9-12)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	Not Applicable	They create minimal or no issues	Very Negatively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Going to be extremely difficult to enforce	Should be allowed during non instructional times like between classes, during lunch for sure	I personally am not in favor of it
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They occasionally cause distractions but are manageable	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication			Phones that are used for Medical needs and for contact for students with ongoing health risks that may need immediate contact availability	
Staff	Elementary (K-5)	Sometimes	They frequently cause disruptions	They significantly decrease engagement	Not Applicable	They occasionally cause distractions but are manageable	Very Positively	Pushback from Students		A locked cabinet with numbered slots in classrooms where cell phones can be stored for the day.	If there is a written IEP or documented medical concern where a cell phone is necessary for a student. The phone could still be put away, but accessible, if needed.	My two main concerns are student distraction from learning and the ability to take photos of other students and sharing or posting to social media without that student's consent. (Cyber bullying)
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	No, I follow the school's general policy	They occasionally cause distractions but are manageable	Very Positively	Enforcement Difficulties, Pushback from Students		All staff must buy in	None	As a teacher, I think this is a much needed policy!
Staff	Middle School (6-8)	Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		1. Common phrases used at every school across the district (e.g., "electronics should be Off and away all day", etc.). 2. Pre-established consequences for 1st offense, 2nd offense, etc. 3. Information (infographics, posters, mini-lessons, etc.) for students, for families, and for staff that overview reasons and research. 4. General or community-specific data about child and adolescent mental health related to devices (e.g., attention span, cyberbullying, exposure to inappropriate content, underdeveloped coping skills, underdeveloped communication skills, etc.). 5. Clear communication to families that they should not be texting or responding to texts from their child during school. Parents can communicate through the school office when information is truly timely. If students are reaching out to parents with concerns, parents can be provided some phrases that encourage their child to talk with a school staff member and self-advocate to resolve the problem.	On a case-by-case basis, a school administrator or counselor could make a short-term exception for a student due to specific circumstances (e.g., a parent with a serious medical condition, a student experiencing suicidal ideation who's being encouraged to dial 988, etc.).	
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Parents				
Staff	Elementary (K-5), Middle School (6-8), High School (9-12)	Very Often	They frequently cause disruptions	They somewhat decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students		I drive school bus, how do they feel about usage on the bus?		
Staff	Middle School (6-8)	Very Often	They frequently cause disruptions	They somewhat decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication			I'm ok with kids using them at lunch. Anywhere else? I'm not.	No
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties				If we are going to improve our graduation rates the way we start, to, we have to ban cell phones. It will be difficult at the start, but with a little perseverance we will be able to turn our students' relationship to school.

What is your relationship to the district?	What grade level(s) do you primarily work with? (Check all that apply)	How often do you observe students using cell phones in ways that disrupt learning or school operations?	In your experience, how do student cell phones impact the school environment?	How do student cell phones affect student engagement?	If you are a teacher, do you currently have a personal classroom policy regarding cell phone use?	How do student cell phones impact the non-classroom environments such as hallways, commons, cafeterias, etc?	How do you think a district-wide student cell phone ban would impact the school environment?	What potential challenges do you foresee with implementing a student cell phone ban? (Select all that apply)	Other:	What types of support or resources would help implement a cell phone ban effectively?	Do you believe there should be any exceptions to a student cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	No, I follow the school's general policy	They occasionally cause disruptions but are manageable	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		There needs to be very clear and enforced policies that teachers have to adhere to and not allow phones out in their room. Without full enforcement by all teachers any cell phone policy will fall and give an undue burden to other teachers because of the lack of implementation and lazy class management by another teacher.	No exceptions even if on an IEP there are ways to still meet accommodations without a cell phone	
Staff	Middle School (6-8)	Sometimes	They frequently cause disruptions	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Parents		Get those bags! The locking things. All the schools that have used them have had positive results. Students are talking to each other instead of staring at their phones.	The only possible exception would be if a student has a medical device that needs a cellphone for data tracking. Other than that, absolutely not. No phones. At all. Ever.	Be firm with this. Do it. Ban them. And then enforce it. The data is clear that phones negatively impact learning and student (and staff) safety. If we are truly a district that prides itself on doing what is best for children, then a ban is the only reasonable direction. If we want to see increased graduation rates, better test scores, safer schools, it's the obvious answer.
Staff	Not Applicable	Sometimes	They frequently cause disruptions	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		Clear concise parent/ student rights and regulations regarding the use of cell devices and follow through by staff and district leadership. Accountability.	Limiting use by K-5. And after school for all grades and only for emergencies situations were advised by staff or emergency services.	Students with prior issues related to bullying or consistent cell phone related violations should have to leave their phone in the front office not with the class room teacher or locker for their school day.
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		Support from District Office	No	Anxious Generation by Jonathan Haidt
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They create minimal or no issues	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication		Provide a blueprint or guidance for teachers and staff on how to enforce it. Take the cell phones (how it was done when I was in school but things are different now)? Detention? 0 participation score for the day?	I have ADD and feel that staying focused can be extremely difficult in distracting/ noisy environments, so I understand with and agree with documented agreements that allow students to use electronic devices for music to focus. The difficulty is differentiating between students using phone for audio and for other purposes like texting or social media.	
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They occasionally cause distractions but are manageable	Very Positively	Enforcement Difficulties		Teachers are not consistent so they will give up if it is a backpack. No one wants to be policing.	Written in a 504 or iep	Teachers are not going to be enforcing it they will and give up. They are the weakest link. It has happened all around the area. Unless the enforcement is the all day bag.
Staff	Middle School (6-8)	Often	They frequently cause disruptions	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties		Clear guidelines and expectations across the district	No exceptions should be made	
Staff	Elementary (K-5)	Rarely	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They occasionally cause distractions but are manageable	Very Positively	Pushback from Students, Pushback from Parents		Having a bin for student phones has helped a lot! They put the phones in as they enter the classroom and then the phones are out of sight for the whole day (I lock them up), returned to them as they are dismissed. I know it would be more challenging with older students, but ALL students would be deterred if their phone was confiscated and had to be picked up by a parent at the Front Office.	I am an older person and we all survived JUST FINE before cell phones. What exception would be necessary? If there's a real emergency, you want the students listening to any directions, not texting their parents or whoever. I'm not advocating removing cell phones from the entire campus, call whomever after your last class, just NO PHONES IN CLASS.	Please please ban cell phones in class. I think implementing a full-campus ban would be too burdensome, but PLEASE ban them for class.
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They somewhat decrease engagement	Yes, a limited-use policy (e.g., only for educational purposes)	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents				
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Parents, Concerns about Emergency Communication		Be consistent with swift consequences.	Some necessary for diabetes	A cell phone ban is extremely necessary. Thank you
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Students		The current cell phone policy as stated in the student planners on page 40 and distributed to the students requires all personal technology to be off and away in their lockers. However this is not enforced by admin. Therefore, it falls to teachers to deal with the problems of cell phones.	No	
Staff	Middle School (6-8)	Often	They frequently cause disruptions	They significantly decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		Parental support; Unified policy throughout district	There may be students with medical conditions that cell phones help monitor (i.e., diabetes)	
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Parents Involvement. The district/schools need to hold town halls encouraging every parent and student to attend together. Go over the new policy and make sure the Parents understand what the consequences are!	No!!! I would remind students and parents two things. 1. If there is an emergency use the office phone (it worked for us in the 80's) 2. Employers will not make exceptions and it's our job as educators to get them ready for life!	There also needs to be a staff policy in place at the same time. I have a unique position within the district and I am in numerous classrooms and offices. Too many staff members abuse their cell phones while on the clock and are wasting taxpayer money. Being on your cell phone during working hours is stealing time which equals stealing money.
Staff	Middle School (6-8)	Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Effective communication about how parents will be alerted of a legitimate emergency and the protocols associated with the different types of emergencies (hold vs lockdown vs etc.) And how parents can contact students.	Medical monitoring for conditions like diabetes.	I hate to sound like an old woman, but here I go. Having access to 100% of the world outside school when in school is antithetical to learning, as oxychronic as it may sound.
Staff	Middle School (6-8)	Often	They frequently cause disruptions	They somewhat decrease engagement	Not Applicable	They occasionally cause distractions but are manageable	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		I like to point out that we Gen X kids survived even though our parents had to call the office or the office had call our parents at work for emergencies because there were no cell phones.		Learnig requires targeted concentration and having a device with distractions from shopping to video games to televisuals does nothing to help concentration.
Staff	Middle School (6-8)	Often	They frequently cause disruptions	They somewhat decrease engagement	Not Applicable	They occasionally cause distractions but are manageable	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				It's hard enough to monitor proper laptop usage. Sometimes students know they are monitored on the laptop and use it to shield their phone so they can watch a movie.
Staff	Middle School (6-8)	Very Often	They frequently cause disruptions	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Students, Pushback from Parents			Medical needs	I wouldn't mind students listening to music during work time but the abuses of devices outweigh the good.
Staff	High School (9-12)	Often	They frequently cause disruptions	They significantly decrease engagement	Yes, a limited-use policy (e.g., only for educational purposes)	They occasionally cause distractions but are manageable	Somewhat Positively	Enforcement Difficulties, Pushback from Parents		Families need to know the way. Parents are constantly texting their kid while at school. Phones are a possession and taking them away needs trust. But kids can adapt and figure out how to function and have fun.	New comers and teachers. Teachers need it for music and to engage with students for translations.	As we focus on this. There are other areas we need to focus on: We are surveying families about cell phones. Have we thought about surveying families on tracked and attendance? These are huge factors that teachers cannot control that we need our parents to be a part of the solution.
Staff	Middle School (6-8)	Often	They significantly interfere with teaching and learning	They significantly decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication			Medical only	
Staff	Elementary (K-5)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	No, I follow the school's general policy	They occasionally cause distractions but are manageable		Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They somewhat decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Parents		Give teachers boxes to store phones, possibly with charging capabilities.	No.	District needs to realize phones are connected to our underperforming student performance. It is not the only thing, but the students need time away from their phone, it is not happening at home.
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students		Strict, continuous consequences.	No, I do not.	

What is your relationship to the district?	What grade level(s) do you primarily work with? (Check all that apply)	How often do you observe students using cell phones in ways that disrupt learning or school operations?	In your experience, how do student cell phones impact the school environment?	How do student cell phones affect student engagement?	If you are a teacher, do you currently have a personal classroom policy regarding cell phone use?	How do student cell phones impact the non-classroom environments such as hallways, commons, cafeterias, etc?	How do you think a district-wide student cell phone ban would impact the school environment?	What potential challenges do you foresee with implementing a student cell phone ban? (Select all that apply)	Other:	What types of support or resources would help implement a cell phone ban effectively?	Do you believe there should be any exceptions to a student cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Staff	Middle School (6-8)	Sometimes	They frequently cause disruptions	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Concerns about Emergency Communication		announce it from the beginning of the year	None	It set up a lot of negative feedback from each kid hard
Staff	Middle School (6-8)	Very Often	They frequently cause disruptions	They significantly decrease engagement	Not Applicable	They occasionally cause distractions but are manageable	Somewhat Positively	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Unsure	I think lunch time & maybe free time is okay.	
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a limited-use policy (e.g., only for educational purposes)	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Parents, Concerns about Emergency Communication		Parent support in understanding the real negative impact cell phones are having on students and a way for phones to either be in cell phone lockers or yonder pouches so that teachers are not having to battle with students about it.	The only single except action that makes sense is for a student that is diabetic and needs to monitor their insulin levels through an app. If there is an alternate way for them to do that, then I would say no exceptions. Any message that needs to get to a student can be done so through the office.	A clear policy for schools to follow that is consistent and progressive in the response if a student does not follow the policy. This clear policy will need to be communicated effectively to families so that they know well in advance what will happen if a student doesn't not follow the cell phone policy.
Staff	Elementary (K-5), Middle School (6-8), High School (9-12)	Often	They occasionally cause distractions but are manageable	They significantly decrease engagement		They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents				
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Parents		All staff would need to follow the rule also.	Rarely any. All students have school computers. For the rare case where students have medical needs, most of those can be monitored with a smart watch.	This is the one thing that will turn around our graduation rates.
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		A very clear policy that is adopted district wide that includes enforcement procedures for violations.	students who use devices for medical monitoring, like blood sugar, etc. could be exceptions, but only in these situations to avoid a slippery slope.	Removing the constant distraction of the phones in the classroom and at school in general will not only enhance the students' learning but will allow them to develop positive relationships with peers and a richer school culture and community.
Staff	Elementary (K-5)	Sometimes	They frequently cause disruptions	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties		A consistent enforcement that is not solely classroom teachers. When student's want to waste class time to argue about the policy leadership or admin should be available to minimize lost instructional time.		
Staff	Elementary (K-5)	Sometimes	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They occasionally cause distractions but are manageable	Very Positively	Enforcement Difficulties, Pushback from Parents, Concerns about Emergency Communication		Let students and parents know that they can call the main office for an emergency (like in the "old" days. Back up staff when they have to discipline kids for using them. Have all staff follow the same procedure so teachers who follow the ban aren't the "bad guys." All teachers need to follow the ban or it won't work.	No, unless someone uses it to test their blood for diabetes or something. Exceptions cause problems. I think parents are a large part of the problem because they want constant contact and text/call during the school day.	Start it at the beginning of the school year. Get staff on board.
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication, Other (please specify)	if there is no way to disconnect or put in phone pouches, the students will still use their phones.		No. Parents can call the main office and have the call transferred to the classroom if it is an emergency. That worked before cell phones and can still work now.	Cell phones are a constant distraction in the classroom. Students keep their heads down without paying attention to class. It also causes a disruption when trying to take the phone during class when the student is clearly on it. This takes time away from learning for the other students.
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Very clear policy from admin. Ability to send students to another location to deal with the phone/consequences instead of having power struggles in class. Real consequences for breaking the rule.	Students who use apps for health monitoring. Noise-cancelling headphones for students who use personal headphones/music as an accommodation.	Cell phones have no place in schools. They lead to fights with students, inappropriate images, and they distract from learning. They are hurting our students academically and emotionally.
Staff	High School (9-12)	Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively			100% commitment	No. There are computers and other devices students can use if they need technology for a lesson.	
Staff	High School (9-12)	Very Often	They frequently cause disruptions	They somewhat decrease engagement	Not Applicable	They occasionally cause distractions but are manageable	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				
Staff	Middle School (6-8)	Often	They occasionally cause distractions but are manageable	They somewhat decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication			Exceptions for medical technology controlled by phone	I'm all for it
Staff	Middle School (6-8)	Often	They frequently cause disruptions	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		I don't know what it would look like, but I imagine the school office would be a central place to house confiscated phones. Our secretaries already do so much, and we have frequently been short-staffed. There should be a plan in place for tracking how often a student is caught with a phone schoolwide (right now, we just keep track by classroom), where confiscated phones are kept, and how parents are contacted about infractions.  Also, clear communication needs to be sent out to parents outlining why we are instituting a cell phone ban and what the consequences are for having a phone.	I have a student who uses an app to keep track of his blood sugar, so vital medical exceptions such as that would be my only suggestion.	
Staff	Middle School (6-8)	Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Positively	Pushback from Students		A campaign and media blitz explaining to all concerned how much negative impact cell phones have on student performance in the classroom.	If you offer one exception then the enforcement will be significantly diminished. It should be an all or nothing policy.	
Staff	Elementary (K-5)	Rarely	They occasionally cause distractions but are manageable	They somewhat decrease engagement		They occasionally cause distractions but are manageable	Somewhat Positively	Pushback from Parents			High school students should be allowed to carry on silent in pockets for safety. Many HS students don't go to a locker because they don't have time. And in an emergency if the student needs to find safety, they won't necessarily grab their backpack. This happened to my daughter during the RHS shooting.	don't swing the pendulum of change so far that the parents can't respect the decision. Also, many families have serious home environments and need their older student to be available to them. Sometimes the only family member that can assist their family is the older student in the home and they need to be available to their family messages.
Staff	Not Applicable	Often	They frequently cause disruptions	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Positively	Enforcement Difficulties, Pushback from Students		100% commitment	Medical	
Staff	Elementary (K-5)	Rarely	They frequently cause disruptions	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	No Impact	Enforcement Difficulties		Clear, consistent consequences for not following expectations regarding the ban.		
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Students, Pushback from Parents		A place for students to turn in their phones everyday. Strict adherence and consequences implemented by admin for those not following the ban.	No	We need a cell phone ban. They cause so many disruptions, conflicts and distractions from learning.
Staff	Middle School (6-8)	Often	They frequently cause disruptions	They somewhat decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Being clear to parents about communicating with their student by calling the office and not texting/calling during class.		When there is an altercation in the halls many students first thought is to record the event. Access to social media/texting has led to bullying, meet up for fights or social time in the bathrooms. Restricting student access to phones can reduce the negativity in schools.
Staff	High School (9-12)	Very Often	They frequently cause disruptions	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				
Staff	Elementary (K-5)	Sometimes	They frequently cause disruptions	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties				
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Students, Pushback from Parents		Solid communication to all stakeholders in their languages. Clear consequences for violations. Clear communication that if parents refuse to agree/enforce/support, that consequences will still happen.	Diabetes monitor, pacemaker, other adverse health condition. Physician's note required, 504 in place.	
Staff	Elementary (K-5)	Rarely	They frequently cause disruptions	They significantly decrease engagement	Not Applicable	They frequently cause disruptions	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Everyone agreeing to enforce ban, school staff and parents.	No	Great idea! Students need to be engaging with teachers & fellow students in person not worried about the latest Tik Tok.
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		All staff, including administration, need to be enforcing in.	Medical monitoring, like diabetes.	
Staff	Middle School (6-8)	Rarely	They occasionally cause distractions but are manageable	They somewhat decrease engagement	Not Applicable	They occasionally cause distractions but are manageable	Very Negatively	Concerns about Emergency Communication			A student should only use a cellphone if it's an emergency, to call or text someone	

What is your relationship to the district?	What grade level(s) do you primarily work with? (Check all that apply)	How often do you observe students using cell phones in ways that disrupt learning or school operations?	In your experience, how do student cell phones impact the school environment?	How do student cell phones affect student engagement?	If you are a teacher, do you currently have a personal classroom policy regarding cell phone use?	How do student cell phones impact the non-classroom environments such as hallways, commons, cafeterias, etc?	How do you think a district-wide student cell phone ban would impact the school environment?	What potential challenges do you foresee with implementing a student cell phone ban? (Select all that apply)	Other:	What types of support or resources would help implement a cell phone ban effectively?	Do you believe there should be any exceptions to a student cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		Support for staff enforcing the rule.	No. Unless for a diabetic student or something for a medical condition but that could be written into a plan (IEP or 504).	
Staff	High School (9-12)	Often	They occasionally cause distractions but are manageable	They somewhat decrease engagement	Not Applicable	They create minimal or no issues	Very Negatively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				
Staff	Middle School (6-8)	Often	They frequently cause disruptions	They somewhat decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Positively	Pushback from Students		Consistent follow through from administrators	no exceptions. We lived without cell phones in schools for generations.	Really? You spent four months coming up with what we already had in place. Disappointing.
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		Admin follow through. Our admin say to call for them if a student has their phone out and won't give it up, but they do not show up and the kids know it.	No exceptions. Teachers need to keep them off and away in front of students too.	It needs to be consistent.
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		A lot of info sharing in all languages, a ton of parent engagement and student input (we should include students who have gone to OYCP, a program that bans cell phones, and let them share their experience with our students about how great it was for them to not have their phones during the program).	No, I think it will be important that it is an all-school, no exceptions policy in order for it to be successful.	Ultimately, this is an equity issue. Schools with more resources have already banned phones and it's because we know that phones negatively impact students learning. We need to enact a plan to ban phones ASAP so we can help students have more access to their education. ALSO? Teachers need to work on how they are engaging with students; students are often bored and not engaged with packet work and need their phone for dopamine boosts; we need teachers to become their engaging pre-COVID selves again to be the reason students don't WANT to be on their phones. BUT we also need to physically remove phones from students since they are addictive, and it can't all fall on teachers enforcing it/being entertaining enough to keep if out of their minds. It's got to be both!
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Students, Pushback from Parents		A clear district message that outlines the increased student conflict and bullying that results from cell phone use that gets shared out to staff and students. Accompanying that, a reminder of the emergency communication process and that all calls should be routed through the school's main office. Lastly, firm expectations that administrators support and champion the cell-phone ban, so that students see that the ban is meaningful, and expectations will remain consistent.	The only exceptions to a student cell phone ban should be for health monitoring reasons, such as a companion app for a blood glucose monitor. Students with an exception should be required to use the device for its intended medical purpose only.	I think that a student cell phone ban can have a very positive effect on student attention, student emotional health, and decrease conflict happening during the day. It's not uncommon for students to be using social media throughout the day to continue to inflame issues, and arrange when/where to meet up to fight. A district-wide ban has considerably more teeth to it than a school or classroom policy, and it helps send the message to parents that this matters.  I support the implementation of a district-wide ban on cell phones in school.
Staff	Elementary (K-5), Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication				
Staff	Middle School (6-8)	Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Other (please specify)	Push back from admin on enforcing. Gotta stick to it!			
Staff		Often	They frequently cause disruptions	They significantly decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Positively	Enforcement Difficulties, Pushback from Parents, Concerns about Emergency Communication		It would be great if everyone is on the same page. Currently we have a no phone policy, but we have teachers who enforce it and others that don't. It makes it harder for those that do enforce it to be taken seriously.	There should be exceptions to students that might use it to track their glucose levels on devices or any sort of thing like that.	
Staff	Middle School (6-8)	Often	They frequently cause disruptions	They somewhat decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Positively	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		I think if we got all the teachers on board it could be good.	If the student needs their phone for a medical reason. (ex: I have a student who is diabetic and needs to be within 90 ft of his phone in order for his medication to be in compliance)	none at this time
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		The zippered pouches for cell phones might offer concrete boundaries.	students with disabilities that have access to cell phone for a purpose, documented in the IEP should be an exception	
Staff	Middle School (6-8)	Often	They frequently cause disruptions	They significantly decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		devices that can provide music to students who need that support as a regulation strategy		
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Parents		Having a strong policy enforced. There are no educational benefits to letting kids be able to use their phones and if the policy is that phones should be off and away, then all it needs is strong-willed admin to enforce the rules. Have students and parents sign phone contracts at the beginning of the year, so that the district has in writing that they agree to the policy.	The only exceptions should be medical reasons (such as a diabetes monitor or something like that). Otherwise, why can't they use the phone in the main office like everyone used to do? The more exceptions you make, the weaker the policy becomes.	I have personally been in a school where just our grade team did a cell phone ban (not the rest of the school) and our grade went from being the worst behaved (up to and including bringing guns to school) to being the best behaved. Several parents AND STUDENTS thanked us. Students said, "I can actually think for the first time in school."  Additionally, kids at my current school (HB Lee) film each other in the bathroom, which has to be a serious crime. They also film each other getting into fights and posting it online, which, if that's not a crime, is a serious violation of students' mental health and are definitely signs of pervasive bullying. With cell phones, I don't see how our school is safe, and if our school isn't safe, then students can't learn.
Staff	Middle School (6-8)	Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Parents				
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		Follow through from ADMIN.	Consequence for not following rules.	
Staff	Middle School (6-8), High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They somewhat decrease engagement	Yes, a limited-use policy (e.g., only for educational purposes)	They occasionally cause distractions but are manageable	Somewhat Negatively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Those locking bags	I do not think we should do it without the tangible locking bags. Cell phones are a dopamine driver for young brains and without the proper help to keep them locked away, students will always be looking for ways to use them.	It is truly against my values to ban phones, I wish we could teach responsible use instead. However, I think if cell phones are the cause of fights then I suppose they are lending to an unsafe school environment. I would like to see if data on fights decreases with a strict cell phone ban. I also think Reynolds has been trying to ban cell phones for a decade and without the locking bags, I do not think we will be able to enforce it.
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		A well-thought out, researched and very public campaign to educate families (especially families) about the negative impact 24/7 cell-phone access is having on young people (all people) today. The research has been/is being done that shows how brain function is changing in ways that 1. interfere, inhibit and compromise learning 2. decrease appropriate social/emotional in person responses and relationship.  People just don't know and for the most part don't want to acknowledge the addictive nature of cell phones. The dopamine connection that compels them, the urgent need they feel to check their phones (it is very real). In the schools we will have to deal with the "withdrawal" symptoms like irritability, frustration and emotional outburst. However, in time, once their nervous systems regulate the benefits will be worth it.	No exceptions. Students are in the presence of adults at all time and there is no need for them ever to have a phone.	It will be difficult to do without parent support. They are caught up in the same addiction. Many are traumatized by violence and fear and see the phone as offering a measure of security. So the campaign will need to be developed in tandem with professional mental health advisors.
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				I wonder how it would impact attendance/enrollment
Staff	Middle School (6-8)	Often	They frequently cause disruptions	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Positively	Enforcement Difficulties, Pushback from Students		Parent communication outside of parent square. Lots of families do not see it, don't have it in their language, or its not effective for the parents we need it effective for. We need parent buy in to be able to correct student behavior. Parents need to know that they can call the office, or a student can call from the office as well. This is a very trauma impacted community, so communication is key for them to know their kids are safe. Students are also trauma bonded to family and members. AKA we need to create a sense of safety for family and kids around this. It should also not be allowed out at recess, but we need the proper people to be able to enforce that.	I think that once we start having expectations for one, we get more kiddos finding the pool hole. This is exactly what happens now. If a kid is on a 504 to be able to listen to music, then the school needs to provide the proper technology to listen to music, so they do not use their phones or earbuds.	I think there needs to be a strict and universal followthrough of what is expected, and then fine line that everyone follows if it is not being followed. If there are special circumstances, get counselors and social workers involved to create a plan that is not classroom related. If this is going to work, everyone needs to be on the same page, and everyone needs to have buy in. Families need to feel safe, and kids need to know the expectations.
Staff	Middle School (6-8)	Sometimes	They frequently cause disruptions	They somewhat decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Parents, Concerns about Emergency Communication			Students with medical conditions that are tracked via app	

What is your relationship to the district?	What grade level(s) do you primarily work with? (Check all that apply)	How often do you observe students using cell phones in ways that disrupt learning or school operations?	In your experience, how do student cell phones impact the school environment?	How do student cell phones affect student engagement?	If you are a teacher, do you currently have a personal classroom policy regarding cell phone use?	How do student cell phones impact the non-classroom environments such as hallways, commons, cafeterias, etc?	How do you think a district-wide student cell phone ban would impact the school environment?	What potential changes do you foresee with implementing a student cell phone ban? (Select all that apply)	Other:	What types of support or resources would help implement a cell phone ban effectively?	Do you believe there should be any exceptions to a student cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a limited-use policy (e.g., only for educational purposes)	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication				
Staff	Elementary (K-5), Middle School (6-8)	Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a limited-use policy (e.g., only for educational purposes)	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Parents				
Staff	Middle School (6-8)	Sometimes	They frequently cause disruptions	They significantly decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Parents, Concerns about Emergency Communication		Maybe parent education on technology impact on teen brains, dopamine, and tech addiction. Clear consequences for tech policy violations, not decided on a student-by-student basis.	No exceptions. Watch out for phones being added to IEPs and 504s...	I hope this work leads to change :)
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Good, consistent, clear communication is the most important. Families must be aware that students will still have devices and can use email if necessary for communication with parents.	I can see a phone being used by a student with a disability or other exceptions. However, given that all RHS students have laptops, this may not be necessary.	Please, please ban them. Our students, our school, and our teachers will all benefit immediately.
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Students		This biggest support I foresee is needing admin to actually follow through and support teachers with a cell phone ban.	ZERO EXCEPTIONS. No phones at school would be so so life changing at our school.	I think a cell phone ban would have such a positive impact on the school district as a whole.
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties		A confiscation process for students who ignore policy.	There should be no exceptions unless specified in an IEP for medical or safety reasons only. District issued personal devices can offset any other needs such as photos of notes, enlargements, etc.	The sooner the better. Right now we have large numbers of students who are literally addicted to their phones and are highly disengaged from learning. I push into multiple classrooms daily and see this first hand.
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Negatively	Concerns about Emergency Communication				
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		It will need to be "all hands on deck" with very clear training and expectations for all staff. Admin will most likely need assistance for the first two weeks. After the initial push, it will level out to a much more manageable policy. Teachers will need a quick and easy way to report student cellphone use that will not take significant time away from teaching.	There are clearly students who use them to help manage medical conditions such as diabetes. I know some students use them to help with translations, but if they regularly bring their Chromebook, this should be doable there.	
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a limited-use policy (e.g., only for educational purposes)	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		Administrative plan for teacher support. I will happily enforce whatever ban if I know how the admin will help when students inevitably push back.	The only thing I can think of is translation issues with ELL/ELD students who regularly use their phones to help translate and communicate.	Please come up with an effective plan that clearly outlines how the supports are going to work. Teachers need to be held accountable if they are not enforcing the policy.
Staff	High School (9-12)	Very Often	They frequently cause disruptions	They significantly decrease engagement	Yes, a limited-use policy (e.g., only for educational purposes)	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Parents		Administrative Support, a logistical solution that doesn't require too much to teachers to be the only enforcement of the policy.	The only exception I can imagine is for a health reason...	I try to always teach the kids why they should not totally drown in the time suck that is their phones. Some really listen. WE need to message with info.
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Everyone being on the same page in regards to consequences. One district wide or school wide phone policy that has clear consequences that everyone implements.	Translation tool	Cell phones are the number one hardest thing for me to work with as a teacher.
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a limited-use policy (e.g., only for educational purposes)	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication		Places where students can leave their phones and not have access. The teacher should not be the one to hold the phones. There have been thefts occur because it is too difficult to keep track of whose phone is whose.	I feel like the only exception should be medical. Most things a phone can do, their laptop can do, but, in order to support this, we need devices. I have multiple students who do not have laptops because theirs is getting repaired and there are not enough available for a loaner. Our ELL students need access to translators.	It is extremely difficult to enforce cell phone usage in the classroom. It disrupts class, causes conflict between the student and the teacher, and it keeps students from learning the materials. If there is an emergency, we should follow emergency procedures. Students should not need their phones on a daily basis. Multiple students are failing because they cannot put down their phones.
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They somewhat decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		Clear district policy and frequent and consistent communication to parents regarding the policy. Policy should clearly outline consequences of breaking the phone policy	No	
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a limited-use policy (e.g., only for educational purposes)	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students		Clear, consistently implemented consequences for students who use cellphones. Education on how district devices can be used for some reasonable cellphone use (translation, for instance, can be done on a laptop as well as a cellphone)	Medical issues around using smart watches or phones to monitor diabetes and other conditions	We need it!
Staff	High School (9-12)	Very Often	They frequently cause disruptions	They significantly decrease engagement	No, I follow the school's general policy	They occasionally cause distractions but are manageable	Very Positively	Pushback from Students		Stopping phones as the students enter the school, keep them from getting to the classrooms would be the most effective method.	No, classrooms have phones that can be used in urgent situations. We just need to communicate with students and parents that phones are not needed and if urgent they can call the school, just like we did growing up in the 80s and 90s.	
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a limited-use policy (e.g., only for educational purposes)	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Other (please specify)	District and Site Admin need to support enforcement	A consistent expectation applied supported at multiple levels	Newcomer ELD students who need access to translators or use it as part of the expectations of their IEP should have room to do that.	Cell phones are the number one roadblock to student growth, and something needs to be done.
Staff	Elementary (K-5), Middle School (6-8), High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They occasionally cause distractions but are manageable	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a limited-use policy (e.g., only for educational purposes)	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students		Providing the "why" behind a cell phone ban. The harmful impacts on cognitive development. The harmful impacts on how creativity. The harmful impacts on addiction and how technology companies target youth. The harmful impacts of how cell phones lead to lack of social skills, creating conflicts on social media, filming conflicts, long-term physical posture and anatomy issues. Lastly, how students will want to use cell phones instead of their Chromebooks which leads to more academic dishonesty and not being prepared for class.	no exceptions	I think students should have an advisory/homeroom at the beginning of the day where they can check in their cell phones. At the end of the day, students can pick them up from their advisory. Also, translation tools should be more available for students that use them for this purpose.
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Parents, Concerns about Emergency Communication		Having students check them in somehow with someone for the day. Maybe advisory class? I'm not sure how to manage it. My son goes to Grant and that plan doesn't seem to be working very well.	IEP and 504	If this is going to happen, it needs to be consistently upheld throughout the district.
Staff	Elementary (K-5), High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy		Very Positively	Pushback from Parents		I think initially, there will be push back from students and parents. However, as a teacher who has a strict no phone policy and a designated place where the cell phones are parked while we are in class, I have seen students be able to grow and learn and come to enjoy being in class and talking and interacting with their peers. Teachers will need a clear and firm policy from the district to feel safe and confident to tell students to put away the phones. It would be best if the kids had to check their phones in some place at the beginning of the day so that teachers didn't even have to deal with it.	No exceptions. If you let one kid have an exception, the others will want it too.	Please, please, please enact a cell phone ban so that kids can learn, and teachers can teach.
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They somewhat decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		Agreed upon contracts with parents so that we have enforcement at home. Rewards schoolwide for those who have respected the rule of no phones. Maybe other pops or something provided to the teacher for those students? Consistent discussion about real stats and the reason why, and how it relates to their future beyond middle school.	No there should not be any exceptions.	None.
Staff	Middle School (6-8)	Rarely	They occasionally cause distractions but are manageable	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Negatively	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		I am unsure	I am a health assistant and I honestly need students to have their phones. I don't have exact numbers but I bet at least 75% of the time students can get a hold of their parents when I can't. If they abuse it, take it away. It's simple and needs to be enforced, seriously. The consequences at school for disrespect and disruptive behavior are too minimal. These kids are getting away with way too much and without consequences. In my opinion, cell phones are the least of what the district should be worried about!	See previous question!

What is your relationship to the district?	What grade level(s) do you primarily work with? (Check all that apply)	How often do you observe students using cell phones in ways that disrupt learning or school operations?	In your experience, how do student cell phones impact the school environment?	How do student cell phones affect student engagement?	If you are a teacher, do you currently have a personal classroom policy regarding cell phone use?	How do student cell phones impact the non-classroom environments such as hallways, commons, cafeterias, etc?	How do you think a district-wide student cell phone ban would impact the school environment?	What potential challenges do you foresee with implementing a student cell phone ban? (Select all that apply)	Other:	What types of support or resources would help implement a cell phone ban effectively?	Do you believe there should be any exceptions to a student cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication			Students record incidents, invade students personal space even in bathrooms and rest online. Students listen to music and are not aware of their surroundings or engage in the lesson. In the halls and on the bus, students take pictures of others and it creates drama that impacts the learning environment.  I am strict of the, I dont use it so you are not able to. This is a posted norm in my room. Its usually not a massive fight with students but I still have student who try to hide their phones behind the computer screens instead of doing their work. Sometimes they get so enthralled they don't even notice me standing there as I circulate the room. Students will be late to my class because they are texting their friend and know my policies of phone use in the classroom.	
Staff	Elementary (K-5), Middle School (6-8), High School (9-12)	Sometimes	They frequently cause disruptions	They significantly decrease engagement	Not Applicable	They occasionally cause distractions but are manageable	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		no		
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a limited-use policy (e.g., only for educational purposes)	They occasionally cause disruptions but are manageable	Very Positively	Enforcement Difficulties, Pushback from Students		The ONLY way that a cell phone ban can be effectively implemented is with full, unadulterated support from building administration. District level administration and RSD School Board members should plan to have a HEAVY presence in the secondary schools to support implementation of these new expectations during the first several weeks of school. If this initiative is not a HIGH PRIORITY to ALL district administrators and board members, I do not anticipate the intended efficacy. A firm and actionable plan to deal with snowplow parents needs to be in place. Training should be provided for teachers and SMT that provides clear, agreed upon steps to take when students refuse to hand over phones when pupils are seen using the devices in a way not congruent with district-adopted policy.	Any exceptions that are made should not be established publicly and advertised to all. Exceptions should be only considered on a case-by-case basis, and should be rare. These may include DIAGNOSED psychological or medical circumstances to be considered. If exceptions are made, the use of cell phones in classrooms during instructional periods should still be banned. Any students extended the privilege of cell phone use at school should be required to adhere to strict discretionary guidelines on where, how and when the phone may be used. All exceptions to the district-wide policy should include clear written expectations of student conduct with the device, and the right of the district to revoke said privileges should be expressly documented in any individual student agreement.	This policy cannot be effectively implemented without the additional provision for administration to attend directly and immediately to phone issues. The district may want to consider designation of a specified Dean of Students position at designated secondary sites to support initial implementation. Still, all district level administrators and school board members should plan to have their feet on the ground at sites during the first weeks in order to support the new policy to avoid perception of issuing shadow decrees.
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Medical	Phones need to be banned and teachers need specific support systems to enforce the ban	
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a limited-use policy (e.g., only for educational purposes)	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication	Some sort of buy-in to convince parents and students of the benefits.	Medical reasons, field trips	We need community outreach to enforce this- we need someone to be able to relate and relay to the community and help them understand the importance of a cell-phone ban. Simply just telling parents and students facts and information is not going to convince them of the benefits, but may alienate people who do not understand.	
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Concerns about Emergency Communication	100% buy in and support from administration. It cannot fall entirely on teachers as that will affect consistency and implementation of the ban. What would be the consequences for having a phone? It should be very clear and "top down".	No.		
Staff	Middle School (6-8)	Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		medical	no	
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents	Follow through and support from admin and district	If there is some sort of emergency situation where a student would need a phone for a brief time.	Cellphones have been hindering student learning and engagement. It is our job to eliminate barriers that stop students from getting the best education possible. We need to eliminate cellphones so our students are set up for success!	
Staff	Middle School (6-8)	Sometimes	They frequently cause disruptions	They somewhat decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication	Very clear reasoning given to staff to back up the policy when challenged by a student. Defined, explicit systems in place for exceptions or emergency communication. Training on that system for staff.	No	It will cause a headache to implement but will create an environment that produces more positive learning outcomes.	
Staff	Middle School (6-8)	Sometimes	They frequently cause disruptions	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Students, Concerns about Emergency Communication	If a phone is seen once, it could be taken to the office for the remainder of the day. All parents should have school office number in their phones.	Student with medical alerts tied to phone.	It takes the brain a long time to get truly focused on a task, and looking at a phone can ruin that focus completely.  If phones are not out at school, kids will have a lot less opportunity to take pictures of one another, post things, etc... that will cause rumors, fights, and cyberbullying incidents.	
Staff	Elementary (K-5)	Sometimes	They occasionally cause distractions but are manageable	They significantly decrease engagement	Not Applicable	They occasionally cause distractions but are manageable	Very Positively	Enforcement Difficulties	Specific steps to follow if a student is found with their cell phone in their person. CONSISTENCY!!			
Staff	Middle School (6-8)	Often	They frequently cause disruptions	They significantly decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication	Yondr cases Very clear district policy that is shared widely and repetitively with students, families, and staff	No exceptions		
Staff	Not Applicable	Sometimes	They frequently cause disruptions	They somewhat decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Positively	Enforcement Difficulties, Concerns about Emergency Communication		Exceptions for students who need accessibility tools if the district is not providing appropriate technology that can meet this need (i.e. speech to text, text to speech, translations)	Every single staff member in the building has to enforce it or it will not work. Even with god enforcement, students will work around it but they will be much sneakier and disruptions will be less frequent.	
Staff	Middle School (6-8)	Sometimes	They significantly interfere with teaching and learning	They significantly decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Parents	One district wide policy. Yondr patches would be super helpful!	No		
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication	I'm not sure	No it needs to be hard no across the board if you want the rule to stick and be helpful in schools	no ear buds either as they tend to tune the staff out and if it's connected to music then it's connected to a phone and the defeats the purpose of everything	
Staff	Middle School (6-8)	Sometimes	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication	Having a way to lock up phones, or make them inaccessible, when students are at a school.	Students who utilize a continuous glucose monitoring system that sends high / low blood sugar alerts to a phone.		
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents	Support from Parents.	Yes, kids that have medical conditions they use their phone to manage.	All staff need to be on board. There are always those who don't enforce these rules.	
Staff	Not Applicable	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		No, parents can always call the office		
Staff	Elementary (K-5)	Sometimes	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents	A clear & consistent policy that clearly states expectations & consequences. Reminding students & parents that they can reach one another on a regular office telephone for emergencies only.	That's a slippery slope & some people will take advantage of exceptions.  If there is a named disability requiring the use of one's phone such as if they need to be able to listen to music as a calming strategy for students with serious emotional regulation difficulties, or if they use an app. to track their insulin levels; stuff like that. But I think that whenever possible, they should always be off & away during school.		
Staff	Elementary (K-5)	Sometimes	They significantly interfere with teaching and learning	They significantly decrease engagement	No, I follow the school's general policy	They occasionally cause distractions but are manageable	Very Positively	Pushback from Students, Pushback from Parents	Students will need to learn to communicate in order to get their calling needs met. This may need to be taught. Parents will need to be taught that the world existed prior to cell phones and that their children will be just fine or better without them. Students will need to learn to build community in person which is what the world needs now. Can't believe it has taken this long to potentially make a rule such as this.	That would have to be on a case by case basis. If their life was in danger without it, they could have one as long as they obey the rules.	Aside from translation services, teachers will need to model discipline over their own cell phone usage and that included me!	
Staff	Middle School (6-8)	Very Often	They frequently cause disruptions	They significantly decrease engagement	No, I follow the school's general policy	They occasionally cause distractions but are manageable	Very Positively	Pushback from Students	All employees need to enforce whatever the district policy is. This way the students and parents will be less likely to cause push back.	No, there are plenty of ways to contact families when necessary.		

What is your relationship to the district?	What grade level(s) do you primarily work with? (Check all that apply)	How often do you observe students using cell phones in ways that disrupt learning or school operations?	In your experience, how do student cell phones impact the school environment?	How do student cell phones affect student engagement?	If you are a teacher, do you currently have a personal classroom policy regarding cell phone use?	How do student cell phones impact the non-classroom environments such as hallways, commons, cafeterias, etc?	How do you think a district-wide student cell phone ban would impact the school environment?	What potential challenges do you foresee with implementing a student cell phone ban? (Select all that apply)	Other:	What types of support or resources would help implement a cell phone ban effectively?	Do you believe there should be any exceptions to a student cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Staff	Elementary (K-5), Middle School (6-8)	Rarely	They occasionally cause distractions but are manageable	They somewhat decrease engagement	Not Applicable	They occasionally cause distractions but are manageable	Somewhat Negatively	Pushback from Students, Pushback from Parents				
Staff	Elementary (K-5)	Often	They frequently cause disruptions	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties		Clear communication and consistency among schools, admins, teachers, support staff, etc. Clear policies on consequences and plans.	This policy leaves a loophole for watches. I have witnessed students in elementary schools using their watches to communicate with people inside and outside of the building during school hours (during instruction time, in the hallway, lunchroom, recess, etc.)	
Staff	Middle School (6-8)	Sometimes	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Parents		Having a phone contract that students and parents must sign by enrolling their student. In severe cases, there may be reasons for a student to need a phone (medical is all that comes to mind), but, otherwise, I don't understand why students can't use the phone in the main office.  Having strong-willed admin that is willing to stand up to parents that will make ridiculous requests for their students to be allowed special privileges is what is key. When it comes to enforcing rules in schools, there should be a clear policy with clear consequences that are carried out every time.  I have worked at a school that had a cell phone ban, and we only had pushback from parents for about a week. Students and parents then thanked us repeatedly. I can give many testimonials if necessary.	Only for medical reasons, such as a monitor for diabetes. I've worked at several schools with cell phone bans and that was the only reason that applied.  We already have a policy that cell phones must be off and away, but it doesn't do anything. Why not have a cell phone ban with stricter enforcement.  There are kids filming each other in the bathroom. If I was a parent of a student at this school, I'd be shocked, appalled, and wanting to call the police. I would never let one of my kids go to a school where that sort of harassment and illegal activity is allowed.	
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Students, Pushback from Parents		<a href="https://nugerm.com/nukase/?gad_source=1&amp;gclid=Cj0KCQw-e6-BhDmARISA0xhxjPm_zBP09medic91Bw_uTjnpJChS-ixkxZG95KaQdn4-4CLxlaA07mEALW_wCB">https://nugerm.com/nukase/?gad_source=1&amp;gclid=Cj0KCQw-e6-BhDmARISA0xhxjPm_zBP09medic91Bw_uTjnpJChS-ixkxZG95KaQdn4-4CLxlaA07mEALW_wCB</a>  <a href="https://www.oveyond.com/phone-free-schools">https://www.oveyond.com/phone-free-schools</a>	No exceptions. Students may be contacted through the office.	Enforcement will be a beast- at least in the beginning. Options I've seen include locking cases that kids keep and unlock at the end of the day, signal blocking but unlocked bags, and cell phone storage lockers. I do not know how bottlenecking has been addressed. Simply telling the students not to take phones to class falls most of the time. No matter what we choose, there will be a subset who will try to subvert the system. The policy needs to include a parent contract that clearly states that the school take no responsibility for lost, damaged, broken, or stolen cell phones. Anything that a student brings to school is the risk and responsibility of the student.
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication		Admin need to be ready to enforce the ban by fully backing up teachers and staff.	With my following example, a student can still be required to have their phone away in a bag. Diabetic students with sugar monitoring app.	
Staff	Elementary (K-5)	Sometimes	They significantly interfere with teaching and learning	They somewhat decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students			No	
Staff	Elementary (K-5)		They occasionally cause distractions but are manageable	They somewhat decrease engagement	Yes, a strict no-phone policy	They occasionally cause distractions but are manageable	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents				No K-5 students should have cell phones at school. If parents want kids to have phones because the student is a latch-key kid, these phones need to remain in the office. Elementary students should also not be allowed to wear devices (watches) that record or send messages at school.
Staff	Elementary (K-5)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	No, I follow the school's general policy	They occasionally cause distractions but are manageable	Very Positively	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication		Places to store them	No, except for a medical tracker for something like diabetes.	It is time. I know people that work at the high school that say the students are on their phones a lot in class and out of class. This is an epidemic.
Staff	Middle School (6-8)	Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Students, Pushback from Parents			Medical issues should the only	I'm in 100%
Staff	Elementary (K-5)	Never	They create minimal or no issues	They have little to no impact	No, I follow the school's general policy	They create minimal or no issues	Somewhat Negatively	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication		Positive reinforcement such as a reward system or extra fun jobs towards being helpful for a staff.	Emergencies, family communication, mental health.	
Staff	Elementary (K-5)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	No, I follow the school's general policy	They occasionally cause distractions but are manageable	Very Positively	Enforcement Difficulties				
Staff	Elementary (K-5)	Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Students, Concerns about Emergency Communication		Straight across the board-- Also...smartphones should also be included in the ban.		
Staff	Middle School (6-8)	Sometimes	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They occasionally cause distractions but are manageable	Somewhat Positively	Pushback from Students, Pushback from Parents				
Staff	Elementary (K-5)	Often	They frequently cause disruptions	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Students, Concerns about Emergency Communication		I would appreciate it if we could include other communication devices such as Apple Watches and other similar electronics.	I believe making exceptions dilutes the message of having a cell phone ban.	An additional question would be if the ban includes time on the bus (before/after school, field trips, etc.)
Staff	Middle School (6-8)	Rarely	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Consistent enforcement and support across all levels.	Medical exceptions- for example, for students who rely on an app to manage diabetes. But there must be a clear policy for how and why they are used in the case of exception.	Teachers cannot compete with cell phones to engage students. Off and away is the healthiest way forward for our school communities.
Staff	High School (9-12)	Very Often	They frequently cause disruptions	They somewhat decrease engagement	Not Applicable	They occasionally cause distractions but are manageable	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				
Staff	Middle School (6-8)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	Yes, a strict no-phone policy	They create minimal or no issues	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Strict and levelled consequences for cell phone use. Smart watches should also be included in the ban. Administrative support at the building and district level is mandatory for success. The district needs to be willing to stand up to annoyed parents when their students get consequences (detention, phone confiscation, community service, etc.)	Only as needed for a medical device as noted in a 504 or medical plan. All staff need to be notified of specific students who are allowed to have phones, so those students are not hassled by school personnel.	We have an "off and away" policy at our school and it is the best way to go. Anyone who thinks cell phones in school is a good idea probably doesn't know what it is like to be in a classroom, or what it's like to hold students to high academic standards.
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties		quick admin response to violations	1ep or 504 mandated use only	It's about time so thank you!
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		Follow thru from all teachers, EAs and all administrators for when students do not comply. Keeping cell phones in the office instead of classrooms. OR having a locking away cabinet in each room for students to put their phones away.	No.	Staff need to be an example. EAs have just as much of an issue that impacts students' education.
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They somewhat decrease engagement	Yes, a limited-use policy (e.g., only for educational purposes)	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Consistent enforcement / expectations	Medical reasons, or on an individual issue basis.	Thank you for your support.
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Parents		Admin support, but leaving it to individual teachers. Not allowing access at all during the day.	Very specific health reasons, eg diabetes monitoring	We need admin back up and support, specific disciplinary steps when students refuse to follow, and information to provide to parents that make them feel safe not having 24/7 contact with their child
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a limited-use policy (e.g., only for educational purposes)	They create minimal or no issues	Very Positively	Enforcement Difficulties, Pushback from Students		A strict policy and the means with which to hold all accountable parties to enforce.	none	although this may be difficult to employ and enforce, I firmly believe that we all will be able to function without them.
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a limited-use policy (e.g., only for educational purposes)	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students		Admin must support the teachers when they enforce the ban.		
Staff	High School (9-12)	Very Often	They frequently cause disruptions	They significantly decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		Be consistent and start at the beginning of the year. Have clear consequences for those who are not following the ban	Medical needs - example: diabetics have blood sugar monitors on phones.	It needs to be done. The success at other schools in the area that have implemented have had great success in increasing student engagement, decrease in fights, and a more success in academics.
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		We need a clear, easy to enforce set of consequences for use that does not rely on the teacher. We are exhausted fighting this battle. One of the biggest challenges is inconsistent policy and enforcement from class to class. We need to all be on the same page for this to work.	medical such as diabetes, and they need to have a solution (paid or something) for translation for ELL	I have taught since before cell phones, and this is having a huge negative impact on even more than learning in the classroom.
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They occasionally cause distractions but are manageable	Very Positively	Enforcement Difficulties, Pushback from Parents, Concerns about Emergency Communication				It's a great idea.

What is your relationship to the district?	What grade level(s) do you primarily work with? (Check all that apply)	How often do you observe students using cell phones in ways that disrupt learning or school operations?	In your experience, how do student cell phones impact the school environment?	How do student cell phones affect student engagement?	If you are a teacher, do you currently have a personal classroom policy regarding cell phone use?	How do student cell phones impact the non-classroom environments such as hallways, commons, cafeterias, etc?	How do you think a district-wide student cell phone ban would impact the school environment?	What potential challenges do you foresee with implementing a student cell phone ban? (Select all that apply)	Other:	What types of support or resources would help implement a cell phone ban effectively?	Do you believe there should be any exceptions to a student cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication		A dedicated, physical, secure system located somewhere in the school for holding on to phones of students that need them taken from them for discipline purposes. Someone would need to be the "owner" of this system.	I would be okay with students having "dumb phones," that can only call & text for emergency communication.	I overall very in-favor of a cell phone ban. I am worried about pushback from students and parents about emergency contact. I do think that all teachers would need to be held accountable if they do not uphold the cell phone ban in their classroom. Repeating my previous recommendation: We would need a dedicated, physical, secure system located somewhere in the school for holding on to phones of students that need them taken from them for discipline purposes. Someone would need to be the "owner" of this system.
Staff	Middle School (6-8)		They frequently cause disruptions	They significantly decrease engagement	No, I follow the school's general policy	They occasionally cause distractions but are manageable	Somewhat Positively	Enforcement Difficulties, Pushback from Students		Having parents understand that their children are here to learn and that having phones out during the school day with no consequences can be very distracting.	I think if there is free time in a classroom or students are all caught up on work that they should be able to go and get it from their lockers. I also believe that during lunches and in the mornings that phones can be allowed if they are using them appropriately.	
Staff	Middle School (6-8)	Often	They frequently cause disruptions	They somewhat decrease engagement	Yes, a strict no-phone policy	They occasionally cause distractions but are manageable	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Clearly printed and stated rules, with little ambiguity to parents, staff and admin. If there is going to be emergency and/or classroom integrated use, the "green, yellow and red-light signs" that we already use for district tablet and laptop use is a very helpful indicator for appropriate use of technology for students.	Emergency use, activities that integrate smart phone technologies like QR codes and apps that help with student engagement. Also, I think the policy that allows students to use devices freely in breakfast, both they must be put away during first passing time, has been super successful. Also, Art teachers should have the ability to opt in for students to have worktime where headphones with a device connected to a music app is fine, with strict enforcement for non-appropriate use.	None
Staff	High School (9-12)	Sometimes	They frequently cause disruptions	They somewhat decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Positive reinforcement for staff and students Ways to be in touch with parents as needed that is not disruptive Admin will need to support teachers reinforcing the ban	Medical reasons, for example, some devices are run by cell phones	Its going to take a village Can you share data on where cell phone bans are working?
Staff	Elementary (K-5)	Never	They occasionally cause distractions but are manageable	They somewhat decrease engagement	Not Applicable	They create minimal or no issues	Very Negatively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		I am a staff member but also a parent of a student that graduated from this district. If anyone had told me that my child was not allowed to have her phone on her at school, I would have unenrolled her. I understand how disruptive cell phones can be for student engagement, but you cannot take away the right to communication in case of an emergency in school or outside of school. That is 100% unacceptable. I could support a policy that says a student cannot have their phone out during class or instructional periods, but they need to be able to have it in a pocket or binder that they carry around on their person at all times and they definitely should be able to use them during their lunch and break periods as well. Imagine we have another school shooting, and you are not able to reach your child because of a ridiculous school policy. Imagine they have been injured or killed, and you were not able to talk to them in their final moments. It's a sad reality of the times we live in but a reality just the same. I do NOT support a complete cell phone ban.	I am a staff member but also a parent of a student that graduated from this district. If anyone had told me that my child was not allowed to have her phone on her at school, I would have unenrolled her. I understand how disruptive cell phones can be for student engagement, but you cannot take away the right to communication in case of an emergency in school or outside of school. That is 100% unacceptable. I could support a policy that says a student cannot have their phone out during class or instructional periods, but they need to be able to have it in a pocket or binder that they carry around on their person at all times and they definitely should be able to use them during their lunch and break periods as well. Imagine we have another school shooting, and you are not able to reach your child because of a ridiculous school policy. Imagine they have been injured or killed, and you were not able to talk to them in their final moments. It's a sad reality of the times we live in but a reality just the same. I do NOT support a complete cell phone ban.	
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They occasionally cause distractions but are manageable	Somewhat Negatively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				
Staff	High School (9-12)	Very Often	They frequently cause disruptions	They significantly decrease engagement	Yes, a limited-use policy (e.g., only for educational purposes)	They create minimal or no issues	Very Positively	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication				For most students, it's their favorite toy. In this context, would any parent send the child to school with their favorite toy, knowing that it would be a constant temptation and lead to decreased participation and engagement? Worse, it's not just a toy for many. It's become an addiction. How much learning would take place for an alcoholic who has their favorite drink on their desk, especially if they are in a subject that is difficult or non-preferred? This is what teachers have to deal with every day.
Staff	Middle School (6-8)	Often	They frequently cause disruptions	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Positively	Enforcement Difficulties, Pushback from Parents, Concerns about Emergency Communication				
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They somewhat decrease engagement	No, I follow the school's general policy	They occasionally cause distractions but are manageable	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Using effective communication skills with parents and the students on why we are doing this, what it will look like, and how they can reach their children if needed. Let them know that their child will be safe and reachable, but we are trying to help them fight an addiction that is not recognized yet.  As a school, we need to be ready for the pushback from all parties and continue to be strong in our message and modeling the actions we are putting in place. Every teacher needs to follow suit in order to make this transition seamless for students and their families.  Teachers need to be properly trained on how to handle all possible situations our students may cause and how we should address them.	Yes, if a student has a medical condition that requires them to check their phone for readings, then that is fine as long as they talk to the teacher, parents, doctor, and admin to inform everyone that they will be needed this accommodation.  But, if they are not being truthful, what does the conversation look like between us, them, and the parents.	Teachers need to be one when laying out this change, show students we are not giving them an out or using their friend about having it out if we catch them, and being admin to back us up when a student is taking it too far. Be respectful of this big change that students will have because they are the ones that need the most help when going through this process.
Staff	Middle School (6-8)	Sometimes	They occasionally cause distractions but are manageable	They have little to no impact	Not Applicable	They occasionally cause distractions but are manageable	Somewhat Negatively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Plenty of communication and notice for students and parents, and time for parents and students to voice opinions and make arrangements to discuss with teachers or staff.	Yes, at present with the current immigration policies and fear, students are afraid in school and are afraid for their families. Students feel like they need to keep their cellphone in case of communication, or check ins with family members.	Certain students will be affected much more, as cellphones are their primary method of communication with their families for transportation, siblings, updates, and other unique personal family obligations.
Staff	Elementary (K-5)	Sometimes	They occasionally cause distractions but are manageable	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		For a smart phone free school to work, building admin need to hold teachers accountable for upholding district policy.  We also need better tech systems, especially in newworker classrooms. Student devices are often broken, damaged. I would prefer moving back to classroom computer carts.	Medical - Insulin monitoring, etc.	I strict building/district policy is needed. Leaving it up to the teacher is not enough. In September I was doing well with a strict cell phone policy. In early October I was hospitalized and out for a week. When I returned back to work cell phone use was rampant. I was quite ill for the next two months, and was unable to get the class to reset back to a cell phone free environment.
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They create minimal or no issues	Very Positively	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication		Cell phone lock boxes for every class	To allow cell phone use during breaks and lunches	Please implement no classroom use of cell phones policy
Staff	Middle School (6-8)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	Not Applicable	They create minimal or no issues	Very Negatively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				It seems as though the current policies that are in place are doing what they need to do. I'd rather see money spent elsewhere than on implementing a "pouch" system or anything to further ban phones.
Staff	Middle School (6-8)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Parents		Clear and specific written policy that is consistent district wide. This expectation should also be present in students and staff handbooks and be communicated to all staff across the levels to help reinforce the expectation.	only for students with critical health conditions that may require to use personal devices to keep track of specific medical needs. Perhaps this could be monitored in collaboration with school nurses and health office assistance, just like the support students receive for medication administration.	Thank You for considering this option!
Staff	Elementary (K-5), Middle School (6-8), High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students				

What is your relationship to the district?	What grade level(s) do you primarily work with? (Check all that apply)	How often do you observe students using cell phones in ways that disrupt learning or school operations?	In your experience, how do student cell phones impact the school environment?	How do student cell phones affect student engagement?	If you are a teacher, do you currently have a personal classroom policy regarding cell phone use?	How do student cell phones impact the non-classroom environments such as hallways, commons, cafeterias, etc?	How do you think a district-wide student cell phone ban would impact the school environment?	What potential challenges do you foresee with implementing a student cell phone ban? (Select all that apply)	Other:	What types of support or resources would help implement a cell phone ban effectively?	Do you believe there should be any exceptions to a student cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Staff	High School (9-12)	Often	They frequently cause disruptions	They somewhat decrease engagement	No, I follow the school's general policy	They occasionally cause distractions but are manageable	Somewhat Negatively	Enforcement Difficulties, Pushback from Parents, Concerns about Emergency Communication, Other (please specify)	We use cellphones as a backup when the computers or the internet is not working.	Better technology in the classrooms. We use cellphones as backup for when the computers fail to work or the internet becomes to slow. We are being asked to use more technology in our classrooms but are not given adequate technology to do that.	Yes. Let students keep their phones, particularly for emergency and in case the technology in classrooms doesn't work.	
Staff	High School (9-12)	Often	They occasionally cause distractions but are manageable	They somewhat decrease engagement	No, I follow the school's general policy	They create minimal or no issues	Somewhat Negatively	Pushback from Parents, Concerns about Emergency Communication		More staff/admin support, hire additional staff members in the office to assist calls from parents. We will need ALOT of support. Parents are constantly in contact with their students throughout the day.		Additional staff and support will be needed at the high school.
Staff	Middle School (6-8)	Often	They frequently cause disruptions	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Positively	Enforcement Difficulties, Pushback from Students				
Staff	Middle School (6-8)	Rarely	They significantly interfere with teaching and learning	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties		Have building admins make it A PRIORITY in their buildings. Opens the door to discussions at the building level for what PHYSICAL supports some teachers might need, or if there is a building-wide approach that all stakeholders should take part in designing.	No! Unless it is for health purposes (monitoring glucose levels, etc.)	Reynolds needs to lead on this. Cell phones are a large contributor to the culture of doing the minimum, of being just barely passable, where the minimum is encouraged; instead of the goal of students reaching their maximum potential. If we get rid of the LARGEST distraction, then we have a captive audience that will want to fill their time with things that matter to them and their education. Research already backs up all of this. BAN ELECTRONICS AT SCHOOL. It's simple.
Staff	High School (9-12)	Very Often	They frequently cause disruptions	They significantly decrease engagement	No, I follow the school's general policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents		Pouches or classroom phone cubbies/lockers	Newcomers needing translation help	
Staff	High School (9-12)	Often	They occasionally cause distractions but are manageable	They somewhat decrease engagement	Not Applicable	They create minimal or no issues	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication			Lunch should be an exception along with field trips and activities in school that are not for educational purposes	
Staff	High School (9-12)	Rarely	They occasionally cause distractions but are manageable	They somewhat decrease engagement	Yes, a limited-use policy (e.g., only for educational purposes)	They occasionally cause distractions but are manageable	Somewhat Positively	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Other (please specify)	My students use their phones for things such as this survey.	I could imagine a in classroom 3 strike referral system being effective.	No cellular devices in a classroom.	Punish those who have no respect for the system not those who are small offenders.
Staff	Elementary (K-5), Middle School (6-8)											
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students				
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They somewhat decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Negatively	Pushback from Students		i would say have a policy and have student read and sign it	yes follow policy	make sure parents get a policy and sign as well.
Staff	High School (9-12)	Very Often	They significantly interfere with teaching and learning	They significantly decrease engagement	Not Applicable	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Enforcement Difficulties, Pushback from Students		Clear and consistent rules and consequences.	If a student has a documented need, ie blood sugar monitoring, then they should have access to their phone.	This needs to be a presented from the top down. This needs to be presented from District Office as new policy, then the principals, and then down to the teachers. It will be a challenge to begin with, but with consistency and a united front, it will be a much better environment for all of us.
Staff	Elementary (K-5)	Sometimes	They occasionally cause distractions but are manageable	They significantly decrease engagement	Yes, a strict no-phone policy	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Positively	Pushback from Students, Pushback from Parents				
Staff	Elementary (K-5)	Rarely	They occasionally cause distractions but are manageable	They somewhat decrease engagement	Not Applicable	They occasionally cause distractions but are manageable	Very Positively	Pushback from Students				

What is your relationship to the district?	What grade levels are your children in?	How often do you observe or hear about students using cell phones in ways that disrupt learning or school activities?	In your opinion, how do student cell phones impact the school environment?	How do you think student cell phones affect students' school experience?	How do you believe student cell phones impact non-classroom environments such as hallway, lunchroom, and common areas?	How would you feel about a district-wide student cell phone ban during school hours?	What potential consequences do you foresee with implementing a student cell phone ban? (Select all that apply)	Other:	What types of support or resources would help implement a cell phone ban effectively?	Do you believe there should be any exceptions to a student cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Parent / Guardian	Elementary (K-5), Middle School (6-8), High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They occasionally cause distractions but are manageable	Very Supportive	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication				
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Often	They significantly interfere with learning and school activities	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Very Supportive	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication			Lunch time	
Parent / Guardian	Middle School (6-8), High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Somewhat Opposed	Concerns about Emergency Communication				
Parent / Guardian	High School (9-12)	Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Pushback from Parents			Only medical (diabetes testing/monitoring for example)	
Parent / Guardian	Elementary (K-5)	Never	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Somewhat Opposed	Concerns about Emergency Communication			Emergencies, lockdowns, etc.	
Parent / Guardian	Middle School (6-8), High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication				
Parent / Guardian	Elementary (K-5), Middle School (6-8), High School (9-12)	Rarely	They create minimal or no issues	They have little to no impact	They create minimal or no issues	Very Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Not a good idea at all	None	Definitely not good especially with the amount of school violence and shootings. Students need to have that access for parents in case of an emergency
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They create minimal or no issues	Very Opposed	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				
Parent / Guardian	Elementary (K-5)	Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				
Parent / Guardian	Elementary (K-5)	Never	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Somewhat Supportive	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication			Yes- medical. Many children with health issues, specifically diabetes, use technology to monitor their conditions. I feel that this would be a reasonable exception as long as the student understands the consequences if they abuse the exception.	
Parent / Guardian	Middle School (6-8)	Often	They frequently cause disruptions	They have little to no impact	They occasionally cause distractions but are manageable	Somewhat Supportive	Concerns about Emergency Communication		Parent teachers and groups	In case of emergency	No
Parent / Guardian	Middle School (6-8)	Rarely	They create minimal or no issues	They have little to no impact	They create minimal or no issues	Very Opposed	Concerns about Emergency Communication			Students with medical conditions and when there is an emergency situation in school etc.	I do not want a ban on cell phones.
Parent / Guardian	Elementary (K-5)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Pushback from Students		Take the kids phones away if they're caught with them during school hours and notify the parents. Possible suspension for repeat violations.	If a student has a known and documented health issue/concern.	Students don't need cell phones. They shouldn't have them at school.
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Often	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They create minimal or no issues	Somewhat Opposed	Concerns about Emergency Communication			I think students should be able to have them on them but not visible and not using during class hours. With increase school shootings, a parent having no contact with their child can be very stressful and impactful.	
Parent / Guardian	Elementary (K-5)	Sometimes	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Pushback from Students			Family emergencies	
Parent / Guardian	Elementary (K-5)	Rarely	They frequently cause disruptions	They have a somewhat negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Concerns about Emergency Communication				
Parent / Guardian	Elementary (K-5)	Never	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Somewhat Opposed	Concerns about Emergency Communication		Alternative safety options and verifications for students arriving. The only reason my kid has a cell phone is so I can guarantee she shows up for school and I can track her when she misses the bus.	I think there needs to be exceptions or maybe something that would be downloadable to phones that prevents students from being able to access most features while at school. There has to be a program or a way to implement that.	Safety, safety safety. I understand the issue with cell phones and I remember having a cell phone and sneaking it during class times too. So I get it. But safety is also important.
Parent / Guardian	Elementary (K-5)	Rarely	They create minimal or no issues	They have little to no impact	They create minimal or no issues	Very Opposed	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				Cell phones should be used in emergency situations and should be placed in easy to access areas
Parent / Guardian	Middle School (6-8), High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They have little to no impact	They occasionally cause distractions but are manageable	Very Opposed	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		None. This is not a feasible option and as a member of the cell phone committee, I did not agree with this. I attended every single meeting except for the last one due to a sick child. At the second to last meeting there were at least 5-6 of us that were supportive of boxes in each classroom for kids to put their phones and very against an all out ban.	I don't support the ban and will not force my children to follow it.	See previous comments.
Parent / Guardian	Elementary (K-5)	Never	They occasionally cause distractions but are manageable	They have little to no impact	They occasionally cause distractions but are manageable	Somewhat Opposed	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication			My child is only in 1st grade (so no phone yet), but when she gets older, as her parent, I will want to be able to reach her for emergencies and such. Exceptions should be allowing older children (maybe middle school and up) to check their phones at lunch, recess and on any kind of breaks between classes. I do agree with no phones during class.	I do not think fully banning cell phones completely during the school day is a good idea. It will cause so many issues with students and parents. Find a common ground solution.
Parent / Guardian	High School (9-12)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They create minimal or no issues	Very Opposed	Concerns about Emergency Communication, Other (please specify)	School does not pay phone bill and concerns on emergency calls.		Students should be able to keep phone in pocket or backpack, and not locked up as parents/guardians pay for the phone bill for emergencies or whatever the student needs not school nor teachers.	No, don't support it is all.
Parent / Guardian	High School (9-12)	Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They occasionally cause distractions but are manageable	Very Supportive	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication		I'm not sure	No	
Parent / Guardian	Elementary (K-5), Middle School (6-8), High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Pushback from Students		There needs to be consequences. Real action!	Learning difficulties or disabilities.	This would benefit the future for these children. They will pay more attention and be present over time. They have stalled / stole our children. School time needs to be learning not listening to music and youtube and social media.
Parent / Guardian	Elementary (K-5)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Concerns about Emergency Communication				
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Often	They significantly interfere with learning and school activities	They have a somewhat negative impact on it	They create minimal or no issues	Very Opposed	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication			They should be allowed to keep it in their pocket or bag. Especially students with autism who have been known to elope.	Our students have the right to learn responsibility. Taking the phones away all together teaches them nothing.
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Pushback from Students				
Parent / Guardian	High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They have little to no impact	They occasionally cause distractions but are manageable	Somewhat Opposed	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Sometimes	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Very Supportive	Enforcement Difficulties, Pushback from Students			No exceptions... they have access to phones from the school if there's an emergency	Make it permanent

What is your relationship to the district?	What grade levels are your children in?	How often do you observe or hear about students using cell phones in ways that disrupt learning or school activities?	In your opinion, how do student cell phones impact the school environment?	How do you think student cell phones affect students' school experience?	How do you believe student cell phones impact non-classroom environments such as hallways, lunchrooms, and common areas?	How would you feel about a district-wide student cell phone ban during school hours?	What potential benefits do you foresee with implementing a student cell phone ban? (Select all that apply)	Other:	What types of support or resources would help implement a cell phone ban effectively?	Do you believe there should be any exceptions to a student cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?	
Parent / Guardian	Elementary (K-5)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They create minimal or no issues	Very Opposed	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication			Yes. There are language barriers that cannot all be solved by calling the office. If there is an emergency for a student that doesn't speak english, you are actively hindering their ability to safely communicate with their families.	I think a cell phone ban is absolutely insane. In a horrible way.	
Parent / Guardian	High School (9-12)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They occasionally cause distractions but are manageable	Very Opposed	Concerns about Emergency Communication		I had a son with his phone in his backpack during the school sporting. They took their backpacks. I could not contact him and assure his safety for 5 hours! It was horrifying. I hate blanket policies that punish all students for the disruptive few.	Only during P.E., tests or case by case after warnings.	I'm not comfortable about students being unable to communicate during emergencies and their personal time. Lunches, between classes, extracurricular activities, field trips.	
Parent / Guardian		Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They create minimal or no issues	Very Opposed	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		I don't think there is anything that would put a positive spin on this.	Students with medical issues. My daughter will have an exception because of her migraines, asthma and anxiety.		
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They create minimal or no issues	Somewhat Opposed	Concerns about Emergency Communication			You never know what a child could be going through at home so I think banning phones isn't a good idea.		
Parent / Guardian	High School (9-12)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They create minimal or no issues	Very Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		I don't think there should be a cell phone ban.	I could see a cell phone ban in the classrooms, but not during lunch or passing periods. If I need to communicate with my children during the day, I want them to have access to their phone to receive my messages. Additionally, in an emergency situation at school, a student having access to their phone could be vital.	Again, I could see a cell phone ban in the classrooms, but not during lunch or passing periods. If I need to communicate with my children during the day, I want them to have access to their phone to receive my messages. Additionally, in an emergency situation at school, a student having access to their phone could be vital.	
Parent / Guardian	Middle School (6-8), High School (9-12)	Never	They create minimal or no issues	They have little to no impact	They create minimal or no issues	Very Opposed	Pushback from Students		None	Just let them use them	It's stupid	
Parent / Guardian	Middle School (6-8), High School (9-12)	Often	They frequently cause disruptions	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Very Opposed	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		I don't agree with a ban.	Medically fragile children	I disagree with a ban. I don't think that families will agree with it.	
Parent / Guardian	Middle School (6-8)	Sometimes	They occasionally cause distractions but are manageable	They enhance it	They occasionally cause distractions but are manageable	Somewhat Opposed	Concerns about Emergency Communication			Yes I think children should be able to have their phones in case of emergency or if they ever feel unsafe they could call their parents or guardian to come and pick them up	I think there shouldn't be a cell phone ban	
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They create minimal or no issues	Very Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Parents need to be able to communicate with THEIR child especially as schools become increasingly unsafe. And that's in no fault to the school. However, this is the world we are in and the districts job is to accept it for being what it is and adjust. Not to mention when kids can do things such as listening to music during work, they work by far more productively along with being able to stay productive while tuning out their peers who are being distracting. The research is there. It's no surprise that the "recommendation" was to keep phones banned cause was it ever really truly up for an open discussion? The districts prove time and time again they cannot adapt to the current times we are all living in and must keep absolute control at all costs even if that's our children's safety or actually being beneficial to their education. Can't get an old dog to not be stuck in their ways it seems. The d		• Parent permission forms for usage. • Phones remain on silent when on their person and only to be taken out at acceptable times to listen to music while getting work done. Or God for bid ya know, when they're stuck in their bathroom during a school shooting, they can contact their parents. I know, crazy huh? • Students get X- amount of chances a year to be caught using their phones not when permitted or acceptable and if student uses up all those chances... they get no more. Really not that hard.	Think beyond your ego to control and start thinking about what's going to benefit the kids. Open your mind more with the times.
Parent / Guardian	Elementary (K-5)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They create minimal or no issues	Very Opposed	Concerns about Emergency Communication					
Parent / Guardian	Elementary (K-5)	Never	They occasionally cause distractions but are manageable	They have little to no impact	They create minimal or no issues	Very Opposed	Enforcement Difficulties, Pushback from Parents, Concerns about Emergency Communication		None. Parents don't pay for phone for the school to take away that line of communication to their child. That is not the schools property or right. If a parent can't teach their kid right from wrong when it comes to using a phone, then that's falls on the parents. Let the kids who play on their phone in class fail, then maybe the parents will pay attention. Don't punish the kids and parents that implement these rules of when and where a phone should be used for their child.	If a parent says they can have their phone. Then that is the only exception needed. They bought it not the school.	Don't do it. You're already not allowed to use your phone at school. You really think adding a "ban" to it is going to stop a child that wants to use their phone? No. You'll cause an uproar with parents, all for kids to use their phones if they want anyways. Let the over phone usage equaling failed grades, be the parents problem, not a schools.	
Parent / Guardian	Elementary (K-5), High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They have little to no impact	They occasionally cause distractions but are manageable	Very Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication, Other (please specify)	Extreme Expectations, school shouldn't become a place where students dont want to be or spend time in due to intense control	I don't agree with cellphone ban.	No ban should be implemented! The school is a place where Students should feel welcome, supported, and at the end of the day to look at the school a place where they spend a lot of their time learning in different aspects. School should not be a place where everyone hates to spend their time in, the ban will only cause students to continue to dislike and create a place where they don't want to be part of or be there at all even if it's to learn.	As previously mentioned, I do not believe a school cellphone banned is going to benefit the students or the school or those that are part of it. It will create a negative impact all around. Students spend a lot of their time in school, however, with this rule, Students will feel overwhelmingly controlled, and therefore will think of School as a place of imprisonment and intense control this negative impact not only will it affect everyone involved, but it will also affect they're learning experience as they will be too focused on the fact that they do not want to be in a place where they are constantly being told they cant do something as simple as listen to music or communicate w a friend. This is an unrealistic protocol that will only cause problems.	
Parent / Guardian	Elementary (K-5), High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a somewhat negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Supportive	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication		One problem is not every kid has a locker and they carry their book bag from class class so if they were to leave their phone in their backpack, that's still technically on them	Case by case. Medical reason such as CRM glucose monitoring Translation apps, calculator, tuning apps for musicians. Camera for yearbook/photography. Text days headphones music are usually encouraged	What is your plan for disciplinary action regarding anyone who violates the ban? I have two daughters and I need them to have their phones on them at the end of the day after school for safety reasons for walking home and would need to ensure that any confiscation of a phone would be returned that same day at the end of the day. We just need to remember that phones are part of everyone's life at this point to confiscate their phone and force a parent to come back to retrieve, the phone is unnecessary. There should be a plan in place for Parents to already submit answers to questions that may arise regarding a phones return.	
Parent / Guardian	Elementary (K-5), Middle School (6-8), High School (9-12)	Very Often	They frequently cause disruptions	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Other (please specify)		I'm strongly agree to ban the cell phone effectively using in class or school. If possible, student should only focus on academic daily to meet their goals and to have a better concentration in class.	For my opinion, they don't need to use cell phone during school day.	If the vote passes to ban cell phone use during school hours, parents will also need to collaborate with teachers to help improve both the school environment and students' academic performance. It is important to focus more on academics and socialization. Many kids today are struggling with communication skills because they tend to prioritize their small digital worlds and spend excessive time on their devices.	
Parent / Guardian	High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They have little to no impact	They occasionally cause distractions but are manageable	Somewhat Opposed	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication, Other (please specify)		My son is able to access Clever through his phone, when his Cromebook doesn't work.		I am somewhat opposed to a total ban, especially during lunch and recess.	
Parent / Guardian	Elementary (K-5)	Rarely	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Somewhat Opposed	Pushback from Students, Concerns about Emergency Communication					
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Sometimes	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Pushback from Students, Pushback from Parents, Other (please specify)	Dificultades para alumnos que ya tienen una adicción al teléfono y con los padres que admiten esto para sus hijos	Si es posible quitarles la señal y para que no puedan tener acceso al internet. Si se llega a encontrar un teléfono a un alumno por segunda vez quitarleslo hasta que lo reclame los padres.	Si hay un permiso por parte del tutor del estudiante donde pide que lo tiene que usar cierto día y solo para llamadas.	Que sea parte del reglamento de la escuela y se tengan que acatar a ellas y una de ellas en mi opinión es que si se encuentran celulares los recojan y solo podrá ser entregado a los padres.	
Parent / Guardian	Elementary (K-5)	Rarely	They significantly interfere with learning and school activities	They have a significant negative impact on it	They occasionally cause distractions but are manageable	Somewhat Supportive	Enforcement Difficulties, Pushback from Students, Other (please specify)		Disruption due to leaving class to view phone.	Same way you implement a ban on anything else — Consequences.	I think prohibiting phone usage at lunch and in between classes is a mistake and lacks a realistic view of what is possible. Students in 2025 will have significant difficulty not looking at their phone for 8 hours. We couldn't even manage it in 2003 when I was in high school, and cell phones barely did anything back then. I think the primary result of a total ban will be that student simply end up in the bathroom to look at their phone during class. Have to find a middle ground or it won't be followed.	
Parent / Guardian	Middle School (6-8), High School (9-12)	Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They occasionally cause distractions but are manageable	Very Supportive	Enforcement Difficulties, Pushback from Students		Tôi don't know		Students should not use cellphones in class. No exceptions .	I am happy to hear this ban from school .
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Sometimes	They occasionally cause distractions but are manageable	They have little to no impact	They occasionally cause distractions but are manageable	Somewhat Opposed	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				There shouldn't be a ban. Teachers should be allowed to confiscate the phone for that class period and contact the parent about the issue.	
Parent / Guardian	Elementary (K-5)	Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Research based data on students overall learning, social emotional learning, and skills needed to be successful outside of school.	None that I can think of at this time.		

What is your relationship to the district?	What grade levels are your children in?	How often do you observe or hear about students using cell phones in ways that disrupt learning or school activities?	In your opinion, how do student cell phones impact the school environment?	How do you think student cell phones affect students' school experience?	How do you believe student cell phones impact non-classroom environments such as hallways, lunchrooms, and common areas?	How would you feel about a district-wide student cell phone ban during school hours?	What potential challenges do you foresee with implementing a student cell phone ban? (Select all that apply)	Other:	What types of support or resources would help implement a cell phone ban effectively?	Do you believe there should be any exceptions to a student cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Parent / Guardian	Elementary (K-5)	Never	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Somewhat Opposed	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Parent controls that only allow use before, after and during lunch.	As a single parent raising a child in this era, I need to know where they're at and be able to communicate with them. They don't have access during class due to the parental controls set. I doubt anyone would know my kiddo has a phone until they checked it lunch or after school. This should be taken into consideration.	Any time a "ban" is put in place there is an adverse reaction that usually blows up. Maybe addressing the psychology behind this action before implementing it would be beneficial. Has it been successfully implemented in other districts with similar demographics?
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Sometimes	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Somewhat Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		What is the solution during emergency situations? Unless you have found a way to eliminate mass violence events on campus a complete ban is not appropriate.	Yes. After hours. Lunch periods and access should be immediately available during emergency situations. So locking in a locker far away from the classroom is not sufficient.	
Parent / Guardian	Middle School (6-8)	Rarely	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication			Students that require it for medical/mental health reasons or students that are caretakers	
Parent / Guardian	High School (9-12)	Never	They create minimal or no issues	They enhance it	They create minimal or no issues	Very Opposed	Concerns about Emergency Communication		No resources will help, they are not kindergarteners. They are almost adults anything you do will not going to help. These are almost adults the more you cause the more it will back fire. Spend your money on things that we need like metals shop and other. We shouldn't worry about cell phones.	If the student has there work done and they are not behind they should be able to have there phones which could also encourage other students.	Very stupid idea!
Parent / Guardian	Elementary (K-5), High School (9-12)	Never	They create minimal or no issues	They enhance it	They create minimal or no issues	Very Opposed	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication, Other (please specify)	That is not school property to take, and if there's an emergency I would really want my child to have the phone with them	This is not 1980 We are in 2025 kids needs to have their phone	Reach out to parents but don't of the student that has problems But you can't punish everyone	No ban
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Other (please specify)			no exptions	
Parent / Guardian	Elementary (K-5)	Never	They create minimal or no issues	They have little to no impact	They create minimal or no issues	Very Opposed	Concerns about Emergency Communication				
Parent / Guardian	Elementary (K-5)	Sometimes	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Pushback from Students		Make every student aware of it by putting posters in classrooms, Hallways, and overhead announcements.	Outside school building, Lunch Break.	
Parent / Guardian	Elementary (K-5)	Very Often	They significantly interfere with learning and school activities	They have a somewhat negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Concerns about Emergency Communication			I would recommend all the teachers have phone in the classroom since the students won't know if there is emergency	
Parent / Guardian	Elementary (K-5)	Never								Special needs. Technology is being used by adults as accommodations. Diabetic people are using devices to better monitor their blood sugar and parents can monitor that information electronically. Text to speech. More are being developed to address different impairments. These reasons can be addressed in an IEP or 504 I guess, for those that need it. I hope to see such reasons allowed.	
Parent / Guardian	Middle School (6-8), High School (9-12)	Never	They frequently cause disruptions	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Neutral	Pushback from Students, Concerns about Emergency Communication		Keep phones away during school hours.	Not sure	None
Parent / Guardian	High School (9-12)	Rarely	They create minimal or no issues	They have little to no impact	They occasionally cause distractions but are manageable	Somewhat Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication, Other (please specify)	A call they got about a medical, Mt. Dental, etc., that needs followed up on by parents for the student because of ban.	I'm sure the teachers are done with phone distractions, but at MLA Middle, if a phone was seen or heard and used during a time that is not appropriate, they would take the students phone to the office to be picked up at the end of the day by student or parent (but they have only 250 students or less). But I would think for as many students that the high school has, this would be a liability issue as far as keeping phones secure and making sure it got back to the right student. This also might cause conflict in the classrooms. Make the student turn off their phone and put it in their back pack.	An urgent rarely made call or less distracting text to student from parent-like an emergency they need to be aware of or need to leave school right away because of it. Having it in their backpack would hinder that completely. Allow phone on vibrate. My child has ADHD, the phone is used with an earbud in class to focus on what they are supposed to be doing, drowning out other distractions (so like a white noise machine, but not so annoying). One ear still has no ear bud in it to hear the teacher. Without this, classwork would become homework on top of other assignments they receive. At home without earbuds, any schoolwork takes twice as long if not longer, or not getting all their work done from all their classes. My student knows when to put away earbuds and the phone. When they do use the phone, it's between classes (more likely a text then, and they check back for a response on the next class change, during lunch, maybe while in the bathroom in between class times.	In a school emergency like in 2014, or lockdowns, anything involving student needing to quickly alert 911 or their parents. This would not make this possible in a hurry, if turned off in a locker/backpack. Things the school doesn't inform parents of at all or if they do inform them, it's in an email letter after school. So the student couldn't make their parents or emergency contacts aware of something in that type of situation. Something the school didn't see because no one saw it or it was "on campus, but no one could call or leave to get the appropriate people or just call for help", or "off campus", but technically still in the parking lot or further out on school property (just outside of the softball field or something similar). Plus the fact that students may see something, but say nothing to no one. Again having one student with their phone on to call for help, and not have to wait till their phone slowly turns on and loads up so a call can be made would be very important. Is there going to be a ban on phones on school buses or at school events too? I've only seen info about the ban through text style messages through the school app or email. What about the parents who have not heard anything about it when you guys first announced it? You will have backlash then coming from them, but even if you approve this ban as it stands, you'll have backlash from parents and students.
Parent / Guardian	Elementary (K-5)	Never	They occasionally cause distractions but are manageable	They have little to no impact	They create minimal or no issues	Very Opposed	Pushback from Parents, Concerns about Emergency Communication, Other (please specify)	If I or my child need to get a hold of each other, they should have an easy way to do so.	If there are students who continue to use phones during class time, then a warning should be given. 2nd time should be parent involvement. 3rd time should be phone privileges taken away from only THAT student. I believe in the "abuse it and lose it" privilege.	If students are doing it during class hours, then that students privilege should be dealt with accordingly	Phones can be useful in an emergency.
Parent / Guardian	High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They create minimal or no issues	Somewhat Opposed	Concerns about Emergency Communication		None	Getting 1. Touch with parents, video apt with doctor, emergency situations	
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Rarely	They frequently cause disruptions	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Concerns about Emergency Communication		Plans shared with parents about emergency communications. School violence and shootings are a worry I think many parents have, and sometimes the idea that a child may be able to reach out to 911 or their parents is comforting	None	
Parent / Guardian	Middle School (6-8)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They occasionally cause distractions but are manageable	Somewhat Opposed	Concerns about Emergency Communication		No comment	After school program students, should keep their phones with them at all times.	With so much danger every where, even inside schools, I believe kids should have there phones always close to them, on silent rather then not have them at all
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Pushback from Students, Pushback from Parents		Have monthly days where cell phones can be used for certain periods of time, consequence free. Make them earn it like how older people had to earn pizza parties!	Maybe at lockers to check for a parent's text	Block literally everything social media, hardcore. Don't let them use proxy sites. Lock it down, hire technical support to ensure it's very difficult to access social media.
Parent / Guardian	Elementary (K-5)	Never	They create minimal or no issues	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Concerns about Emergency Communication			Medical, special family circumstances, obviously has access for emergencies	My child doesn't have a cell phone, but when she does, I would want her to have immediate access to it in the event of an emergency at school. If an emergency happens I would also want her to be able to respond to my texts or phone calls.
Parent / Guardian	Elementary (K-5), Middle School (6-8), High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Parents support	I don't think so	I 100% support the ban of cell phone use at schools
Parent / Guardian	Elementary (K-5)	Sometimes	They occasionally cause distractions but are manageable	They have little to no impact	They create minimal or no issues	Very Opposed	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Honestly nothing. With schools being as dangerous as they are right now if my kid was able to use a phone I would want them to have one on them 24/7	There shouldn't be a cell phone band you can register detention or whatever consequences for using a phone outside of a time that's appropriate but full on taking a communication device that can communicate with loved ones during emergencies is for lack of better wording freaking stupid. Everybody is terrified 24/7 and not being able to reach their children that are able to use a phone is going to make the problem 10 times worse my child cannot use a phone and I am constantly terrified for his safety, and I do not wish the same thing upon every other parent in this School. Hand out detentions or whatever else you need to but do not take an emergency communication device away.	I think I said everything I need to but here are the baselines Parents are terrified to send their kids to school as is I don't make it worse Have all kids that have phones turn their phones to vibrate when they come into the classroom if notification sounds are an issue and also for safety because then it's quieter. This will create a Target on any kids back that is allowed to use a cell phone due to exceptions in 504 plans and IEP plans from the other children. This will also make the number of parents calling y'all to check on their children escalate potentially clogging up your phone lines and or leaving very discarded parents who are not able to even check in on their children even more worried. Please as somebody whose son cannot use a phone due to disability I am in constant fear for my son because no matter the precautions in place schools are now a very dangerous place to be and I would not wish the anxiety and worry that I feel on a daily basis on any of these parents by trying to ban something that can be handled without bending it and unless you guys want to provide papers to parents and students to communicate with each other when necessary that also don't make such a loud noise that they could alert anybody that's not there for a good reason I would severely recommend backing off of this issue maybe even putting in some new rules about notification sounds and consequences for using your phones in the wrong situation without removing the cell phone.
Parent / Guardian	Middle School (6-8)	Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They occasionally cause distractions but are manageable	Very Supportive	Enforcement Difficulties, Concerns about Emergency Communication			If officially diagnosed with a physical or mental disability and the student needs to contact their parent/safe adult to maintain their safety at school.	

What is your relationship to the district?	What grade levels are your children in?	How often do you observe or hear about students using cell phones in ways that disrupt learning or school activities?	In your opinion, how do student cell phones impact the school environment?	How do you think student cell phones affect students' school experience?	How do you believe student cell phones impact non-classroom environments such as hallways, lunchrooms, and common areas?	How would you feel about a district-wide student cell phone ban during school hours?	What potential difficulties do you foresee with implementing a student cell phone ban? (Select all that apply)	Other:	What types of support or resources would help implement a cell phone ban effectively?	Do you believe there should be any exceptions to a student cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Parent / Guardian	Elementary (K-5)	Sometimes	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They create minimal or no issues	Neutral	Concerns about Emergency Communication				Will it would be a good idea but at the same time it hard in case of of emergency how would they communicate if they don't have there phones on them , We can probably have them put them in the teachers desk
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Pushback from Parents				
Parent / Guardian	Elementary (K-5)	Never	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They create minimal or no issues	Very Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				I don't think there should be a cell phone ban. With everything going on my priority is my children's safety and them potentially having to leave their phone in their locker is a very serious concern.
Parent / Guardian	High School (9-12)	Sometimes	They frequently cause disruptions	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Pushback from Students		Like in a workplace, students could use a device with explicit teacher permission.		
Parent / Guardian	High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They have little to no impact	They create minimal or no issues	Somewhat Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				
Parent / Guardian	High School (9-12)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They occasionally cause distractions but are manageable	Very Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				Do Not Implement!
Parent / Guardian	Elementary (K-5)	Rarely	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Pushback from Students				
Parent / Guardian	Elementary (K-5)	Rarely	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Pushback from Parents, Concerns about Emergency Communication				
Parent / Guardian	Elementary (K-5)	Rarely	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Pushback from Parents, Concerns about Emergency Communication				
Parent / Guardian	Elementary (K-5), High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Concerns about Emergency Communication		Emergency or get in touch to your child, call the office or to text them, something like that.	Emergency	Use it when there's emergency out of the classroom, go to the office so staff can be around.
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Sometimes	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Somewhat Opposed	Concerns about Emergency Communication		I believe instead of keeping phones in backpacks and lockers, phones should be docked and silenced in the classroom in a common location supervised by the teacher. If there was an actual emergency students would not be permitted to go to their locker and grab their phone, they would be locked down in their classroom unable to access a device. Keeping a cell phone silenced and in the classroom allows students to have true emergency access without distraction. This could be done by having a cubby system behind the teachers desk with assigned number slots for each student. Keep the cubby in an area that students could manage themselves with storing and picking up their phones at the end of the day but that is also visible and easy for the teacher or teaching aid to keep an eye on.	A student with serious medical needs. There could also be a merit based exception: students with certain GPAs, attendance and proven responsibility.	
Parent / Guardian	High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties				Please ban them. They're not needed.
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Rarely	They frequently cause disruptions	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Somewhat Supportive	Concerns about Emergency Communication		We are concerned as parents for our son not having a phone to contact us during an emergency like a school shooting or active shooter event. We would want our student to be able to call us immediately so that we know he is safe. We have found that the school communication has not been fast enough nor detailed enough to really gain an understanding of what the emergency is.	Students with medical needs	Maybe there could be a shared storage of phones where students check them in with each teacher at the start of class and pick them up at the end of class. So rather having the phones locked away in a locker where no student would have time to get it in an emergency, this option would put the phones in a dose spot for an emergency.
Parent / Guardian	Elementary (K-5)	Sometimes	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Pushback from Students, Pushback from Parents		Reiterate to parents that if they need to urgently contact their child during school hours they can contact the office.	No.	
Parent / Guardian	Elementary (K-5)	Never	They frequently cause disruptions	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Very Supportive	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Students need to feel empowered to communicate times that they may legitimately need their phone during the school day to staff and feel validated.	There should be documented exceptions on a case-by-case basis that are evaluated by a neutral staff member who does not routinely have interactions with the student in question so as to eliminate bias. A student may have an extenuating circumstance like a difficult home or family situation that requires a parent to be able to contact the student. This will also allow staff to provide follow up counseling to the student if needed.	
Parent / Guardian	Middle School (6-8), High School (9-12)	Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They occasionally cause distractions but are manageable	Very Supportive	Enforcement Difficulties			I think it would be ok for them to use it during lunch.	
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Never	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Neutral	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication				
Parent / Guardian	Elementary (K-5)	Never	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Cell phone jammer	No exception. No student needs a phone during the day.	Actually do it. No exceptions for any student.
Parent / Guardian	Middle School (6-8), High School (9-12)	Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Pushback from Students				
Parent / Guardian	High School (9-12)	Sometimes	They frequently cause disruptions	They have a somewhat negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Concerns about Emergency Communication				
Parent / Guardian	High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They create minimal or no issues	Somewhat Supportive	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication, Other (please specify)	Use as an excuse to break rules and pretend ignorance	Public Phones. Instant messaging on school computers.	Doctors note for medical and mental health issues as well as emergencies	
Parent / Guardian	Elementary (K-5)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They occasionally cause distractions but are manageable	Somewhat Opposed	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication				
Parent / Guardian	Middle School (6-8)	Sometimes	They frequently cause disruptions	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Somewhat Supportive	Enforcement Difficulties, Pushback from Students, Pushback from Parents				Yondr pouch works well. My son has his phone, but isn't able to use it. After-school it's unlocked and he's able to again. This is a good system that just needs more consistent enforcement
Parent / Guardian	Elementary (K-5), High School (9-12)	Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties			Medical for some type of medical need medication times	Thank you for doing this. I strongly believe that cell phones have caused a big issues over the years. Having no phones will definitely improve grades attentive students and better test score

What is your relationship to the district?	What grade levels are your children in?	How often do you observe or hear about students using cell phones in ways that disrupt learning or school activities?	In your opinion, how do student cell phones impact the school environment?	How do you think student cell phones affect students' school experience?	How do you believe student cell phones impact non-classroom environments such as hallways, lunchrooms, and common areas?	How would you feel about a district-wide student cell phone ban during school hours?	What potential benefits do you foresee with implementing a student cell phone ban? (Select all that apply)	Other:	What types of support or resources would help implement a cell phone ban effectively?	Do you believe there should be any exceptions to a student cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Parent / Guardian	Elementary (K-5), High School (9-12)	Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties			Medical for some type of medical need medication times	Thank you for doing this. I strongly believe that cell phones have caused a big issues over the years. Having no phones will definitely improve grades attentive students and better test score
Parent / Guardian	Elementary (K-5), High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They occasionally cause distractions but are manageable	Very Supportive	Concerns about Emergency Communication				
Parent / Guardian	Middle School (6-8), High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Very Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication			I think students should be allowed to have/use their phones at appropriate times throughout the day.	I prefer being able to communicate with my child appropriately through the day when necessary.
Parent / Guardian	High School (9-12)	Very Often	They frequently cause disruptions	They have a significant negative impact on it	They occasionally cause distractions but are manageable	Neutral	Pushback from Students, Other (please specify)	Kods with no friends not able to use it on lunch			
Parent / Guardian	High School (9-12)	Very Often	They frequently cause disruptions	They have a somewhat negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Supportive	Enforcement Difficulties, Pushback from Students, Pushback from Parents				
Parent / Guardian	High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They have a significant negative impact on it	They occasionally cause distractions but are manageable	Somewhat Opposed	Pushback from Students, Concerns about Emergency Communication	locking pouches		It s/b OK for students to use phones to contact parents/care givers. I also think they s/b able to use their cell phones at lunch.	
Parent / Guardian	High School (9-12)	Rarely	They occasionally cause distractions but are manageable	They enhance it	They create minimal or no issues	Very Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication, Other (please specify)	I fear this week be another instance where the rules are enforced on some that aren't favorites of teachers and faculty	Don't do it.	My student doesn't even have enough time to access their locker. Two years into school there and no one has bothered to explain to him how to access the lockers despite multiple attempts at finding help with this. There's no way he can keep a phone in that locker and I will be very mad if the school takes his 1200 dollar phone. We've already lost so many items that way. He has huge anxiety issues & it stresses him out to feel cut off at school.	
Parent / Guardian	High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They have little to no impact	They create minimal or no issues	Very Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		I strike and then get it taken away instead of not being able to use it all day.	-emergency -lunch time -important conversation with parent -school work	
Parent / Guardian	Elementary (K-5), High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They have little to no impact	They occasionally cause distractions but are manageable	Very Opposed	Concerns about Emergency Communication			They should be allowed to have them in pockets for emergencies only	
Parent / Guardian	High School (9-12)	Often	They frequently cause disruptions	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Very Opposed	Concerns about Emergency Communication		Students should have their phones in their pockets turn off. Earbuds shouldn't be allowed in class at all.	Students shouldn't have their phones off during class times. phones needs to be in their pockets turned off. Students shouldn't be walking down the hallway on their cellphones. Any students on their phone after being asked once to get off should have their phone locked up until the ends of class.	All phones should be turned off when the student enters the class room. No earbuds or headphones allowed.
Parent / Guardian	High School (9-12)	Often	They frequently cause disruptions	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Very Opposed	Concerns about Emergency Communication		Students should have their phones in their pockets turn off. Earbuds shouldn't be allowed in class at all.	Students shouldn't have their phones off during class times. phones needs to be in their pockets turned off. Students shouldn't be walking down the hallway on their cellphones. Any students on their phone after being asked once to get off should have their phone locked up until the ends of class.	All phones should be turned off when the student enters the class room. No earbuds or headphones allowed.
Parent / Guardian	Elementary (K-5)	Never	They frequently cause disruptions	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Somewhat Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Bring back papers? No but seriously, if you ban cell phones you should expect more phone calls from parents to the schools wanting to talk to their children.	Students with medical conditions Students that maintain a 3.0 GPA	
Parent / Guardian	Elementary (K-5)	Sometimes	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They create minimal or no issues	Somewhat Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		I am unsure what there is available	Medical devices that need connection to phone to be effective, specific application for sp-ed	
Parent / Guardian	Elementary (K-5)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They occasionally cause distractions but are manageable	Very Opposed	Concerns about Emergency Communication			I do not see any issues with students having their phones out for a limited time during passing times and lunch	
Parent / Guardian	Elementary (K-5)	Never	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Somewhat Opposed	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication				
Parent / Guardian	Elementary (K-5)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They create minimal or no issues	Somewhat Opposed	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication, Other (please specify)	In the world we live in I feel it's an important role in safety			
Parent / Guardian	Elementary (K-5)	Often	They frequently cause disruptions	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Very Supportive	Enforcement Difficulties, Pushback from Students				
Parent / Guardian	High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a somewhat negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication				
Parent / Guardian	High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They occasionally cause distractions but are manageable	Very Supportive	Concerns about Emergency Communication		The teachers need to enforce the ban. Some teachers allowed students on their phone if they finished their works. I think it is as bad as allowing the phones because they rush to get things done. There are no quality on their works.	The students will ask the teachers permission if it's necessary reason why they want to call their parents). The parents can call the school if they want to contact their kids. The kids need to learn social interactions with their peers in person not in social media.	I support the cell phone ban 100%. We can always adjust the cell phone ban every year to find the best way.
Parent / Guardian	Elementary (K-5)	Rarely	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Neutral	Concerns about Emergency Communication				
Parent / Guardian	High School (9-12)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They create minimal or no issues	Somewhat Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication			Punishing the masses for the misdeeds of the few is never good. Deal with the students who are causing problems with their devices.	Many students have to use their phones to complete classwork due to the inadequacies of provided technology.
Parent / Guardian	Elementary (K-5), High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Somewhat Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				
Parent / Guardian	Elementary (K-5)	Never	They create minimal or no issues	They have little to no impact	They create minimal or no issues	Very Opposed	Pushback from Parents, Concerns about Emergency Communication, Other (please specify)	I want my kids to feel safe at all time if they want to reach me on their cell phone I have no problem with that	I don't want my kids to have a band on a cell phone long as they know they cannot use it in class it's fine with me	Kids should be able to call their parents whenever they have an emergency	
Parent / Guardian	Middle School (6-8)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They occasionally cause distractions but are manageable	Somewhat Opposed	Pushback from Parents, Concerns about Emergency Communication			I think kids should be allowed to have cell phones but they should be on silent (buzz allowed) and put away. Safety is important to me and due to a situation my sons has seen with bullies in his school I feel the need for him to keep his cell phone on him.	
Parent / Guardian	High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They enhance it	They create minimal or no issues	Somewhat Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents		Leniency	Use for school assignments	Start next year and ease it onto place if it's going to be done.

What is your relationship to the district?	What grade levels are your children in?	How often do you observe or hear about students using cell phones in ways that disrupt learning or school activities?	In your opinion, how do student cell phones impact the school environment?	How do you think student cell phones affect students' school experience?	How do you believe student cell phones impact non-classroom environments such as hallways, lunchrooms, and common areas?	How would you feel about a district-wide student cell phone ban during school hours?	What potential challenges do you foresee with implementing a student cell phone ban? (Select all that apply)	Other:	What types of support or resources would help implement a cell phone ban effectively?	Do you believe there should be any exceptions to a student cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Parent / Guardian	High School (9-12)	Never	They frequently cause disruptions	They have a somewhat negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		It is my understanding that my high school student uses his cell phone for his classes. This is somewhat confusing to me. I'm sure there are problems with some of these issues and can be a real problem with trying to educate students who are side tracked by a cell phone.	It would be really hard to allow some and not others for any reason.	Well I feel like the school encourages students to use their phones to keep up on their grades, schedules, homework and everything they need to know about what is going on in school, communication and more. Again, I also understand that it can be a huge distraction and cause of conflict with some, even many.
Parent / Guardian	Middle School (6-8), High School (9-12)	Sometimes	They frequently cause disruptions	They have a somewhat negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Supportive	Concerns about Emergency Communication		Ban in class room setting- cell and ear buds- like locked away. But access in passing and lunch. It allows families to communicate. Students to have music to cancel noise from a very crowded lunch area. And with fast pace world/ we live in being able to send messages - having my student have access in a non classroom setting and a healthy comprise.	New comers who need it for translation.	Asking teachers to manage is the key and support from admin. The school has an attendance and tardy problem- maybe cell phones will these problems. Also, this generation needs to learn to talk to each other- this might help.
Parent / Guardian	Elementary (K-5)	Never	They occasionally cause distractions but are manageable	They have little to no impact	They create minimal or no issues	Very Opposed	Pushback from Parents, Concerns about Emergency Communication		None it should not be banned	Yes it should be an exception for students who don't use it in a disruptive manner.	I don't support it at all and I'm not enforcing it with my student either
Parent / Guardian	Elementary (K-5)	Never	They create minimal or no issues	They have little to no impact	They create minimal or no issues	Very Opposed	Concerns about Emergency Communication		None!	No, it should not affect all students	Very opposed it is unfair!
Parent / Guardian	Elementary (K-5)	Sometimes	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Pushback from Students				
Parent / Guardian	Middle School (6-8), High School (9-12)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They occasionally cause distractions but are manageable	Very Opposed	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication		Not effective. Kids don't need more rules or things taken from them. They need boundaries, guidance, and freedoms. Running schools like a military authoritarian style will only cause more division and frustration. We live in a very technical environment and need to use as our advantage not as a problem. Those that do cause problems should be dealt with as individuals not punishing the masses. We also live an extremely dangerous world these days. Immediate access to phones can and has saved lives.	No ban. 100% against it and I will not make my student comply. Punish the problem, not the masses.	See previous comments
Parent / Guardian	High School (9-12)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They create minimal or no issues	Very Opposed	Concerns about Emergency Communication, Other (please specify)	For safety reason for example 2015 school shooting. I believe student should have the phone on them to notify an emergency.			Take away the student phone that has it out and give them after school detention. Personally phone shouldn't be ban. Just have those not following directions consequence
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Rarely	They occasionally cause distractions but are manageable	They have a significant negative impact on it	They create minimal or no issues	Neutral	Enforcement Difficulties, Concerns about Emergency Communication		Maybe have like an incentive about seeing what grade can go without cellphone use and throw them a party or something fun to reward them for following the rules.	I feel like some students have personal emergencies and would want to get ahold of a parent about an issue they don't feel comfortable talking to a teacher about it. In case a school lockdown happens and there is someone needing to reach a parent or call for help.	
Parent / Guardian	Elementary (K-5), Middle School (6-8), High School (9-12)	Rarely	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Somewhat Opposed	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication		None do not agree with a ban	Most definitely more so for the protection of the student if an emergency were to happen either in school or at their home	Come up with a different solution besides banning. Like maybe a necklace that they lock their phone in but it's still on them all the time so they're able to reach it in desperate needs.
Parent / Guardian	High School (9-12)	Often	They frequently cause disruptions	They have a somewhat negative impact on it	They create minimal or no issues	Somewhat Opposed	Pushback from Students, Concerns about Emergency Communication				
Parent / Guardian	Middle School (6-8)	Sometimes	They frequently cause disruptions	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Somewhat Supportive	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		A schedule posted for when cell phones may be used. The purpose for the cell phone use at school. Make a contractual agreement that must be signed by student.	Emergencies or a preset and agreed upon usage time frame.	Good luck
Parent / Guardian	Elementary (K-5)	Sometimes	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Very Opposed	Pushback from Students, Concerns about Emergency Communication		I do not think there should be cell phone bans especially with all the things going on in the world a student may need to call a parent and cellphones are often used by parents as a tracking device as well.	I do not support the cellphone ban.	Put a camera in classroom so parents can see these students
Parent / Guardian	Middle School (6-8), High School (9-12)	Sometimes	They frequently cause disruptions	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Neutral	Concerns about Emergency Communication				Have the student sign about keeping their cell phone out of sight if seen follow by verbal warning, written warning than ban. I personally think every student has its own way of taking this ban more than another.
Parent / Guardian	Middle School (6-8)	Sometimes	They frequently cause disruptions	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Concerns about Emergency Communication				
Parent / Guardian	Middle School (6-8), High School (9-12)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They occasionally cause distractions but are manageable	Very Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Teachers not having cell phones either. They should need to lead by example.		
Parent / Guardian	Middle School (6-8)	Often	They significantly interfere with learning and school activities	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Very Supportive	Pushback from Students		Clear explanation to students about the distractions and misuse of cell phones during school hours.	I don't believe there should be exceptions. In cases of emergencies, students have and will continue to be able to notify their teachers/superiors and use the office to make calls if needed. As the other way around, we as parents can call the school to get a hold of our child if needed for emergencies or schedule changes. A cell phone ban is absolutely necessary as we have gotten many notifications of the distractions they are causing.	There should be a thoughtful yet productive way of banning phones from class.
Parent / Guardian	High School (9-12)	Often	They frequently cause disruptions	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Very Supportive	Concerns about Emergency Communication		I like all cell phones to be left in backpacks in case of an emergency they can be reached or they can reach their parents	Same as above no phones in classroom period no media, class, or music ear buds aka plugs absolutely not	I would say if a student is caught with their phone out and providing not an emergency call phone should be taken and parent has to retrieve it. That will make the student think twice before using it in school be hopeful.
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They create minimal or no issues	Somewhat Supportive	Concerns about Emergency Communication		Maybe having a cell phone bowl when they walk into class, that all students put their phones in at the beginning of class and get it out at the end of class.	I like my child to have their phone on them in case of an emergency.	
Parent / Guardian	Elementary (K-5)	Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They occasionally cause distractions but are manageable	Very Supportive	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication				
Parent / Guardian	High School (9-12)	Rarely	They occasionally cause distractions but are manageable	They enhance it	They create minimal or no issues	Very Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication, Other (please specify)	IEP's	I am vehemently against this. My child has an IEP and he is permitted to use his phone through it. Reynolds has literally been shot up, and had a shooting right outside recently. Get Your shit together. Do not punish the kids and parents for your own failures.	I do not support a phone ban. Fuck that. RHS still owes me promised money for canceling my son's bus route and inconveniencing us for a month last year. Get your shit together.	Get Your shit together. No phone bans.
Parent / Guardian	Middle School (6-8)	Rarely	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They create minimal or no issues	Somewhat Opposed	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		I DO NOT believe there should be a ban. As a parent I should have access to my child at all times via phone. The school often does not answer phones and emergency information is often delayed. This world is full of technology and the times have changed. We must change with this. A phone is no more distracting than the other rude, disrespectful and violent kids that attend these schools and the district just allows these students to stay. I have seen with my own eyes, staff not allowing students to call their parents. A student should always have the ability to contact their parent and if you do not allow it then they should have their cell phones.	I believe students should have cell phones. We as adults have cell phones at all times. If the phone is out in class, take it away.	Just freaking take away the phones of those not following the rules. Why are the people who do the right thing always punished. We should be more focused on the number of fights and dysfunction in our kids before we are worried about stupid cell phones.
Parent / Guardian	High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Opposed	Concerns about Emergency Communication		taking students phones until the end of the school day if they do not follow rules with staying off their phones if problem continues to happen make parent pick up cell phone from school	No	No, definitely needed
Parent / Guardian	High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They occasionally cause distractions but are manageable	Very Supportive	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication			I would say they could use their cellphones during lunch time... specially at the High school level. Some kids use their phones almost for everything	

What is your relationship to the district?	What grade levels are your children in?	How often do you observe or hear about students using cell phones in ways that disrupt learning or school activities?	In your opinion, how do student cell phones impact the school environment?	How do you think student cell phones affect students' school experience?	How do you believe student cell phones impact non-classroom environments such as hallways, lunchrooms, and common areas?	How would you feel about a district-wide student cell phone ban during school hours?	What potential do you foresee with implementing a student cell phone ban? (Select all that apply)	Other:	What types of support or resources would help implement a cell phone ban effectively?	Do you believe there should be any exceptions to a student cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Parent / Guardian	Middle School (6-8), High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Pushback from Students		Clear Policy: Set expectations and follow through with consequences. Communication: Share the "Why" using posters and emails to spread the message: -Reclaim Your Brain (Breaking the Addiction Cycle): -Reset Dopamine (Dopamine Trap: Reward Seeking Loop). -Improve Focus & Productivity (Increase Attention Span & Concentration), Boost Mental Health (Decrease Anxiety & Depression), Increase Social Skills & Emotional Regulation (Increase Face-to-Face Interactions to Build Social-Emotional Resilience), etc.	Yes, and exceptions should require official approval and clear guidelines to avoid misuse. Medical Needs: Students with conditions like diabetes, epilepsy, or severe allergies may need their phones to monitor health apps or contact caregivers. Exception: Must have medical documentation and approval from the school. Emergencies: In true emergencies (school lockdowns) access to a phone is necessary. Exception: During an emergency, phones must be on silent with vibration disabled. Special Education Accommodations: Some students with learning disabilities, autism, or anxiety disorders may use phone for assistive technology (speech-to-text, timers, focus apps). Exception: Approved on an individual basis through and IEP or 504 Plan. Before & After School Use: Many students need phones for transportation, coordinating with family, or safety before/after school. Exception: Allowed before the first bell and after the last bell, but not during school hours.	One major issue with student cell phone use is that some teachers are relying on phones to keep students distracted or occupied instead of actively engaging them in learning. My high school student reports that in a 90-minute class, only about half of that time is being used effectively. If a phone ban is implemented, schools also need to hold teachers accountable for maximizing instructional time, ensuring that students aren't just sitting idle, but are actively engaged in meaningful learning.
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		My kiddos don't have cell phones, and they won't have them for a long time. I do foresee a lot of push back and issues enforcing it but you have to start somewhere. I hope this actually does happen, I think it would be such a win for education to eliminate cell homes, ear buds, etc.	NO!!! Go to the office and use the phone!	Thank you for taking this initiative!!!
Parent / Guardian	Elementary (K-5), Middle School (6-8), High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Concerns about Emergency Communication		A zero-tolerance policy. If it was up to me, I'd throw every cell phone in a faraday cage near the front door every morning to be collected at the end of the school day.	Limited exceptions. Some ideas are medical concerns, emergency situations etc... I think a reasonable thing would be to have the school office / staff be able to contact the students to put them in contact with who they need quickly. For example - If I as a parent called the school to get in touch with my student, I'd expect a reasonably prompt response. 5ish minutes perhaps? From the time I call the school to be in contact with my student.	I am fully supportive of a cell phone ban.
Parent / Guardian	High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They occasionally cause distractions but are manageable	Very Supportive				No this cell phone ban is AMAZING and should be done a long time ago	
Parent / Guardian	Elementary (K-5)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties		Effective and easy to use lockers so the burden of enforcement is not on teachers	No	Thank you for working on this.
Parent / Guardian	Middle School (6-8), High School (9-12)	Sometimes	They significantly interfere with learning and school activities	They have a significant negative impact on it	They occasionally cause distractions but are manageable	Somewhat Supportive	Concerns about Emergency Communication			Grades. If the student has good grades then to me that proves the cell phone isn't a disruption to that particular student. It would also give incentive to do well in school.	I would suggest allowing students to use their phones on their lunch break/recess. I also don't like that a parent has to come to the school to get a phone if it gets taken away. Give the kids their phone back at the end of the school day. If it gets taken away, not every parent can go get THEIR property before school closes, especially before a weekend.
Parent / Guardian	Elementary (K-5)	Often	They frequently cause disruptions	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Somewhat Opposed	Enforcement Difficulties, Concerns about Emergency Communication		What would be the consequences and how will this be enforced	Students in high school should not be allowed to have their cellphones during the lunch period.	Students should be able to access their cellphones during lunch periods
Parent / Guardian	Middle School (6-8)	Often	They frequently cause disruptions	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Very Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		Some sort of tracking device on there person for emergencies. Similar to the "Apple Air Tag" that has a button they can push or string to pull, like a panic alarm. That is connected to ether parentVUE, Parent Square or other GPS tracking APP both staff and parents have access to. For finding missing children in the event of an emergency situation.	The reason we get our children phones. Is so We the parents can keep track of our kids location outside of school hours and in the event of an emergency. Like the school shootings we see all over the news or disasters like a full collapse of the building with students trapped inside. For situations where kids do get separated from adults, teachers, and/or law enforcement.  In the event of emergencies students should be allowed to have there phones on there person. As a parent just hearing my kids voice on there phone would eez my distress.	
Parent / Guardian	High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Somewhat Supportive	Enforcement Difficulties				
Parent / Guardian	Elementary (K-5)	Never	They create minimal or no issues	They enhance it	They create minimal or no issues	Very Opposed	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication, Other (Please specify)	Kids need to be able to communicate with parents. Teachers don't care enough about students contacting parents during the day.		When my daughter was getting bullied and the school didn't care for it, she contacted me with her personal cell phone to inform me of what was going on. So YES, students should be allowed to have a phone on them. The faculty don't even know what's going on in their own school, so for safety reasons kids should be allowed to have their phones. Or even if there was an active shooter on site: the faculty can't call the parents? I'm so confused how this is even serious concern.	
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Pushback from Students		A zero tolerance for cell phones. If students do not comply, they are sent home for the day.	No. They do not support learning in any way. Students just use them to text or be on social media instead of learning and focusing in class.	Please ban cell phones. They are not conducive to learning. They just distract and take away from their learning and those around them.
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Sometimes	They occasionally cause distractions but are manageable	They have little to no impact	They occasionally cause distractions but are manageable	Very Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication			Yes its a horrible idea. Give students a progressive warning/ disciplinary procedure. With the 2rd or 4th being losing the privilege of it. If students act right with it. It shouldn't be punished.	A full ban would be ridiculous. This is 2025
Parent / Guardian	Elementary (K-5), High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Somewhat Opposed	Concerns about Emergency Communication				
Parent / Guardian	Elementary (K-5)	Never				Very Supportive	Enforcement Difficulties, Concerns about Emergency Communication			Cell phones are powerful communication devices and may support alternative communication for students who experience a disability or limitation. I would expect exceptions for 504 plans and IEPs.	What about smart watches? Tablets? Ereaders? Schools are for educating, so banning a certain device rather than educating about its appropriate use and taking advantage of its abilities seems counterproductive. Gum used to be banned in classrooms, and now research shows it can help with concentration and so kids are given gum for state testing. And banning it never actually got rid of the problem. It only encouraged sneaky behaviors and resulted in more gum stuck places it shouldn't be in order to avoid consequences. I think working with cell phones rather than against them is a better solution and obviously depends greatly on the age of the student.
Parent / Guardian	Elementary (K-5), Middle School (6-8), High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Very Opposed	Concerns about Emergency Communication				
Parent / Guardian	High School (9-12)	Very Often	They frequently cause disruptions	They have little to no impact	They occasionally cause distractions but are manageable	Very Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication			Yes, IEP and 504 plans.	Until Reynolds can prove they are creating a safer environment for students, this is a ridiculous ask. My kid will never be without his cell phone. He also knows how to behave in a classroom with it. This type of ban will not be rec'd well by parents. And the work group that was created was completely unfair, as it was 00% teaching staff and they all have the same opinion, so the majority ruled. If the room had more of a diverse group of people (more parents, students, and other school staff) the majority may have been different.
Parent / Guardian	High School (9-12)	Rarely	They occasionally cause distractions but are manageable	They enhance it	They create minimal or no issues	Very Opposed	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		I don't believe student cell phones should be banned. They have a right to receive their communications throughout the day on their phones. Parents and students need this communication!	If nothing else, they definitely should have access to their phones during lunch and sports, etc	Do not ban them. I am a parent and do not want this!
Parent / Guardian	Elementary (K-5)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Pushback from Students				
Parent / Guardian	Elementary (K-5)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Pushback from Students				
Parent / Guardian	Middle School (6-8)	Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties, Pushback from Students, Pushback from Parents				
Parent / Guardian	Elementary (K-5)	Very Often	They frequently cause disruptions	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Supportive	Concerns about Emergency Communication				

What is your relationship to the district?	What grade levels are your children in?	How often do you observe or hear about students using cell phones in ways that disrupt learning or school activities?	In your opinion, how do student cell phones impact the school environment?	How do you think student cell phones affect students' school experience?	How do you believe student cell phones impact non-classroom environments such as hallways, lunchrooms, and common areas?	How would you feel about a district-wide student cell phone ban during school hours?	What potential challenges do you foresee with implementing a student cell phone ban? (Select all that apply)	Other:	What types of support or resources would help implement a cell phone ban effectively?	Do you believe there should be any exceptions to a student cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Never	They create minimal or no issues	They have little to no impact	They create minimal or no issues	Very Supportive	Other (please specify)	This is the policy at Walt Morey Middle School currently, and we are supportive of continuing this policy.	Consistent message from all staff in the building regarding this policy.	No. I feel that if music is an accommodation needed by a student (the only school appropriate use I can think of), that student should be provided with a device that is only capable of playing music.	We approve of this policy and are pleased that the expectations will remain consistent through high school. I feel that this policy allows for students to communicate with family before and after school when that communication for drop off and pick up could be needed, but also ensures students will focus on learning during the school day.
Parent / Guardian	High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They enhance it	They create minimal or no issues	Very Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		I do not believe students in high school should be banned from phone access. PERIOD. It is a SAFETY ISSUE. Locking up phones takes time to unlock and students with anxiety and other forms of needs SHOULD NOT be banned from having their phone in their backpack or pocket. PERIOD.	I do not believe students in high school should be banned from phone access. PERIOD. It is a SAFETY ISSUE. Locking up phones takes time to unlock and students with anxiety and other forms of needs SHOULD NOT be banned from having their phone in their backpack or pocket. PERIOD.	A CELL PHONE IS A LIFE LINE NOW. JUST HAVING IT-EVEN IF IT IS OFF- IS COMFORT TO STUDENTS AND PARENTS. DO NOT BAN THEM TEACH STUDENTS HOW TO USE THEM AS A TOOL, ASK PARENT TO HELP TEACH IT IS A TOOL. PERIOD.
Parent / Guardian	Elementary (K-5)	Never	They create minimal or no issues	They have little to no impact	They occasionally cause distractions but are manageable	Somewhat Opposed	Pushback from Parents, Concerns about Emergency Communication		At the elementary level, the expectation is that phones are put away in their backpacks during school hours so I have never heard of any issues arising with my son having his phone on silent in his backpack. He only uses it after school while walking home to communicate with us.	I'm sure there are some that use it for health and translation reasons but I am unsure if this ban will change anything for the current phone policy at our elementary school. I would hope this wouldn't mean that he couldn't bring it all because we need him to have it after school	I honestly think there are more important things that teachers and staff should put the efforts into
Parent / Guardian	High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Somewhat Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		It seems like a lot to police every phone in a school of over 2000 kids. My kids communicate with me through the day if needed but they are also good about keeping it put away in classes where the teacher doesn't allow it.	My kids use it for student email if their chromebooks are not working. I know other kids that use their phone for medical apps and translating as well as accessing QR codes provided by the school for various forms. I think they should get to have their phone on their own free time like lunch or a free period.	I don't think it's a good idea for the high school level. Maybe let the teacher's manage or in the classrooms instead of banning them from school
Parent / Guardian	High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Very Supportive	Enforcement Difficulties, Pushback from Students		This enforcement of no cell phones in the classroom will fall to the teachers. As my son and daughter state, some teachers are doing this already. Their teachers say no cell phones are strict about it. There are consequences if a cell phone is out, and the students respect those teachers and their rules around cell phones. But, in these classes, the students are busy for the entire hour and twenty minutes. In the classes where teachers a teacher may not have a no cell phone policy and if a student finishes their work, those teachers are allowing the students to be on their phones. So, there has to be the expectation that work will be for entire class time and if a student finishes early, then they have to read a book, draw, do something other than be on their phone. If this no cell phone policy is to work, it has to be consistent and enforced. Already in the student handbook, it says no cell phones at school, but this in not enforced. So my question is, what will change?	If you want student buy in, I think you should allow cell phones at lunch time. First of all, trying to oversee no cell phones on a thousand kids per lunch period in the commons just doesn't seem doable and would create secrecy amongst the students and headaches and too strict of oversight for the adults. Let the kids have their 40 minutes of lunch time to decide for themselves if they want to be on their phone and/or chatting with friends. They deserve that level of respect and responsibility.	Thank you for addressing this important issue. As adults, we must also model healthy cell phone behavior for the kids, which means that the teachers, support staff, and administration must be very deliberate in using their cell phones and know that kids are watching them and their behavior. There can't be a double standard.
Parent / Guardian	Elementary (K-5), High School (9-12)	Rarely	They occasionally cause distractions but are manageable	They enhance it	They occasionally cause distractions but are manageable	Very Opposed	Concerns about Emergency Communication		Kids with serious mental health issues or serious health issues. Bullied students, students with low self esteem or less or no friends, social and emotional issues, situations where a student might be dealing with a situation where they might be in danger or be in duress	Kids with serious mental health issues or serious health issues. Bullied students, students with low self esteem or less or no friends, social and emotional issues, situations where a student might be dealing with a situation where they might be in danger or be in duress	We live in a time where threats to schools are very real unfortunately and personally I got my kids phones for safety reasons. I pray for my kids every single morning and am filled with anxiety until they are back home because of the insane amount of school shootings and the sheer amount of bullying that goes on and that's harmful and life threatening in so many ways. I got them so they would have them on their person at all times in case of any emergency or if they need any help not in a locker room away from them and they couldn't get to it during a lockdown or if something was happening and they were afraid
Parent / Guardian	High School (9-12)	Very Often	They frequently cause disruptions	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Pushback from Students, Concerns about Emergency Communication		Cell phone lockers in classes	For medical purposes, but if they abuse that exception they should be monitored by the teacher	
Parent / Guardian	Elementary (K-5), High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They have little to no impact	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Somewhat Opposed	Enforcement Difficulties, Pushback from Students, Concerns about Emergency Communication		Maybe pilot no phone Friday or Monday, compare it to regular days. Or ban lower classmen.		Might be a huge challenge but overall could support it if rolled out effectively. Not in an abrupt way.
Parent / Guardian	Elementary (K-5), Middle School (6-8)	Very Often	They frequently cause disruptions	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Concerns about Emergency Communication				
Parent / Guardian	Elementary (K-5), Middle School (6-8), High School (9-12)	Often	They frequently cause disruptions	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Somewhat Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication, Other (please specify)	avoiding punitive measures and focusing on reasons and changing habit	In my opinion, students should be able to access their phones during lunch. Maybe not in hallways but during their break and periods where they do not have classes.	Yes. I see it all students should have access to a cell phone pass. This would be like their bathroom passes. Students need to be able to communicate with their families. Teachers need to be very careful that it is not a power struggle with students. Help them prioritize when they really need to use their phone. If teachers engage in a little dialogue with students they may understand why student feels they need their cell. Maybe they can help them navigate a different or more professional way to communicate. Maybe they get the student to wait until the last five minutes of class. Kids are addicted to their phones. And I do not think they will be successful going cold turkey. As administrators you need to build in the human component of why students feel they need to use their phone.	I feel that I have given a lot of information. Please read it. I hope you are using this form as a way to gather information and you have an open mind to suggestions. My suggestions might not work but others might. Please use this survey as a way to show you are willing to listen to the staff, students and parents.
								Do all students have a school computer? with access to teams? or another platform for communication.			
								I also think that staff need to be held accountable to the policy. Staff need to model the behavior. If they need to get ahead of someone, they can use email, teams etc.			
								Students are not going to feel bought into this. I think this needs to be a gradual transition next school year with lots of opportunities to educate students and staff of how cell phones, social media etc, create learning distractions. Find ways for students to create buy-in with no cellphone use challenges at the beginning of the year with prizes and incentives. Students can prove their screen time usage or lack thereof and be eligible for prizes. Make it fun and with students centered. We love you so much that we want you to avoid distractions. We are committed to making learning engaging so you are not tempted to be on your phone. I would even challenge teachers to create lessons and ask students to complete a google form with how many times they were tempted to look at their phone. If students are truly engaged and learning, they may not feel the need to scroll aimlessly. Make it a friendly competition between subject areas. Which teachers can engage students the most and the teachers receive a special incentive.			
								As administrators, you must understand this change will be hard for students even though it is a needed change. The way you approach change will determine its overall success. It cannot be just punitive and a power struggle between youth and adults. There has to be a partnership and some time to make the change authentic and attainable.			
Parent / Guardian	Elementary (K-5), High School (9-12)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They create minimal or no issues	Very Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		The district cannot guarantee that my children will not be killed in a school shooting nor can a school district guarantee safety for children. These are the flawed conditions of our society. It is extremely concerning that a parent's only lifeline to their child is being discussed by the district in regard to taking the phone away. The shooting that happened in Uvalde Texas was horrific but at that school a mother was able to locate and rescue her children who had a cell phone while police did nothing. The reality is parents prefer ways to locate children that they risk losing every day in American schools. While teachers think they are a distraction this is not a real fix for kids who do not want to focus or engage. Two things can be true at the same time but if there is a child who prefers to not focus on work this will just translate to other distractions like talking or daydreaming. It is not a good fix and as a parent I do not agree with it.	Medical exceptions, Safety and unless you can guarantee that my child is safe when at school then I as a parent do not agree to this rule.	This is a lazy fix to a much more complex problem. Phones are not the problem. If a child wants to be distracted this will just translate to something else being a problem. Phones are a very small form of security that parents have knowing they can check in if need be real time. As a parent we know that everyday our kids go to school it has the potential to be the last day for them because our country holds the second amendment above children's lives. Can you assure parents there won't be a school shooting? If not, you are focusing on something that is a small problem versus the bigger issue at hand. This seems like an issue to address after more assurances have been made for our kids safety.

What is your relationship to the district?	What grade levels are your children in?	How often do you observe or hear about students using cell phones in ways that disrupt learning or school activities?	In your opinion, how do student cell phones impact the school environment?	How do you think student cell phones affect students' school experience?	How do you believe student cell phones impact non-classroom environments such as hallways, lunchrooms, and common areas?	How would you feel about a district-wide student cell phone ban during school hours?	What potential challenges do you foresee with implementing a student cell phone ban? (Select all that apply)	Other:	What types of support or resources would help implement a cell phone ban effectively?	Do you believe there should be any exceptions to a student cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Parent / Guardian	Elementary (K-5), High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties				
Parent / Guardian	Elementary (K-5), High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Enforcement Difficulties				
Parent / Guardian	High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They occasionally cause distractions but are manageable	Very Supportive	Enforcement Difficulties, Pushback from Students		If a kid has a phone out, they should have to check the phone into the main office.	No! Schools are safer without them. Don't worry about the parents that complain about safety—they are wrong. Also, the decline in learning and social deficits are far more dangerous.	Please create a full-scale PHONES AWAY policy and be ready to back it from an administrative stand-point (meaning, be ready to have consequences in place—it will work. Students will figure it out). Please support the teachers on this.  Also, consider the positive: In districts that are doing this well, the feedback from students is positive as they learn to re-engage in a beautiful thing called community! Thanks for doing this!
Parent / Guardian	High School (9-12)	Often	They occasionally cause distractions but are manageable	They have a somewhat negative impact on it	They occasionally cause distractions but are manageable	Very Opposed	Pushback from Parents, Concerns about Emergency Communication				
Parent / Guardian	High School (9-12)	Never	They create minimal or no issues	They have little to no impact	They create minimal or no issues	Very Opposed	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				
Parent / Guardian	Middle School (6-8), High School (9-12)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They occasionally cause distractions but are manageable	Very Opposed	Pushback from Students, Pushback from Parents, Concerns about Emergency Communication				
Parent / Guardian	High School (9-12)	Sometimes	They occasionally cause distractions but are manageable	They have little to no impact	They occasionally cause distractions but are manageable	Somewhat Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication		None that I can see	Emergency communication is a big thing in case of emergencies the only way to contact my student is their personal cell phone.	They shouldn't be banned but they should be stricter rules during school sessions such as must be on silent and out of sight.
Parent / Guardian	High School (9-12)	Rarely	They occasionally cause distractions but are manageable	They enhance it	They create minimal or no issues	Very Opposed	Enforcement Difficulties, Pushback from Students, Pushback from Parents, Concerns about Emergency Communication, Other (Please specify)	Some students rely on their cells for school support.	I AM AGAINST A CELL PHONE BAN		DO NOT BAN STUDENT CELL PHONES. I 100% believe it will cause a huge safety issue.
Parent / Guardian	Elementary (K-5), High School (9-12)	Rarely	They occasionally cause distractions but are manageable	They have little to no impact	They occasionally cause distractions but are manageable	Very Opposed	Concerns about Emergency Communication		Cell phone bans are worthless.	Yes, students should be able to have phones in pockets on silence.	
Parent / Guardian	High School (9-12)	Never	They create minimal or no issues	They have little to no impact	They create minimal or no issues	Very Opposed	Concerns about Emergency Communication				Given the world we live in now, I feel it's imperative for my child to be able to communicate with me during the school day if necessary. Given the school districts response to threats and keeping parents in the dark and widespread social media usage by the community shows I can't trust the district to communicate effectively about my child's safety at school.
Parent / Guardian	High School (9-12)	Very Often	They significantly interfere with learning and school activities	They have a significant negative impact on it	They frequently cause disruptions, conflicts, fights, or other inappropriate behavior	Very Supportive	Pushback from Students		Showing alternatives (such as the Gizmo or Apple Watch) which have the EXACT same capabilities of smart phones (texting and calling / communication with parents, mapping and directions, camera, emergency tracking, etc.—ALL of these are built in.) but are far less likely to be lost or damaged, and allow parents control as to what sites and apps can be accessed during the school day. They are far safer and far less distracting. Parents need to be aware that banning phones does not equate "banning your kids' communication with you during / after school." What it means is, your kid will be safer and able to learn during the school day. It means they will NOT encounter online bullying in the middle of Algebra. It means there WON'T be 8 girls "meeting up to jump you in the bathroom stall, after tensions from emoji communication in a text chain. It means they might have a shot at going to college and not having dementia at age 35. Parents need to know that they can still connect with home via the front office or via a message from their watch if necessary. They also need to be educated on the fact that handing a child a cell phone (the entire internet in their pocket) before the age of 16 is negligence and before 14, abusive. We should have been treating cell phones like cocaine all this time. Instead, we've partnered with the dealers. This district decision is so incredibly overzealous, and I shudder to think about the lives we've lost in our lack of action all these past years.	Nope. No exceptions. None. Nada.	Please begin immediately. Every moment we delay is a moment of childhood magic and profound growth we are extracting from our students' lives.

What is your relationship to the district?	What grade are you in?	How often do you use your cell phone for non-academic purposes or entertainment during school hours?	How do you think cell phone use affects the learning environment at school?	How do you feel cell phones impact student engagement?	How do you think cell phone use affects areas outside the classroom, like hallways, the cafeteria, and common areas?	How would you feel about a district-wide rule limiting student cell phone use during school hours?	What challenges do you think might come with a school-wide cell phone ban? (check all that apply)	Other:	What would help make a cell phone policy work better for students?	Do you think there should be any exceptions to a cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Student	10th	Sometimes	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it				
Student	10th	Rarely	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Neutral	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		It would help if you can only use your phone at lunch but it doesn't matter to me much.	Not sure	I think it should be up to the teacher. That's in the room because some teachers use cell phones as a tool to help our learning. They shouldn't be able to decide what they want in their classrooms.
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Only take it during classes then give it back after class and let us use our phones when done with work		
Student	10th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency		Non inclusive for those whom are doing well in class, other classes and attendance.	Yes exceptions could be family emergency's, music use because some or even most students tend to focus more with music and communication with family and friends emergency or highly important wise and some times we need our phones to catch up on missing work or even to take pictures of notes to catch up.	It should only be enforced if students are struggling to focus and do work and showing up on time.
Student	10th	Often	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Use with permission, don't just take the phone away for the ENTIRE day.		If a student is seen using their phone inappropriately; resort to phone pouch
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency		I think students being able to use their cellphones in the commons and during passing periods would help. I also think that teachers need to take at least one break throughout class. An hour and a half is an intense amount of time to be sitting and learning without breaks. Students now find themselves using their phones as a break. Our brains get tired and start to hurt after a straight 6 hours of learning. Those phone breaks help to break up all the learning and allow students to calm back down.	Phone should be allowed during passing periods and lunch. I believe taking away cellphones during those times will create more anxiety for students. Being in a school with 3000 kids is extremely overwhelming especially during passing periods and lunch. Those students who suffer from social anxiety or who do not have close friends find themselves turning to their phones during these times. There is nothing wrong with this. Imagine being a 16 year old sitting in a cafeteria with 1500 other students and not having anyone to talk to. Their only source of comfort for that excruciating half hour is their phone. We can not take that away. When you are young you assume all eyes are on you. That the other kids are judging your hair, or clothes, or the way you walk. Having an alprord in or being on your phone during passing people helps our minds to focus on something else.	I think that students will listen to this ban but only if it is strongly enforced by their teachers. I also believe that at the beginning kids will be very very mad about the ban, that it has to be introduced slowly and with the input of middle and high school students.
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		5 to 10 minutes	Students with disabilities or if there are agreements with something else.	I don't think cell phones should be van in our schools I think they should be regulated
Student	10th	Rarely	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It could make it harder to contact family in an emergency				
Student	10th	Rarely	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Neutral	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	10th	Never	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency				
Student	10th	Rarely	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency		Let them use cellphones outside of class.		
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Just don't do anything		
Student	10th	Very Often	It makes it hard to focus and learn	They create major distractions and take away from school experiences	It doesn't cause issues	Somewhat Support It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency		Place for cellphones in class to be held	Exception to lunch and should be free to use during it	no
Student	10th	Sometimes	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency				
Student	10th	Rarely	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It could make it harder to contact family in an emergency		I dont know	Yes. To listen to music while we work	No
Student	10th	Sometimes	It often causes disruptions in class	They make it harder for students to focus and interact with each other	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Make class rooms for comfortable and entertaining	Idk	Now
Student	10th	Often	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Nothing , because why would u do that for Lunch and passing period ? That's so dumb		Don't ban it during lunch and passing period that's so dumb , what harm is it causing during those times ?
Student	10th	Often	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		have teachers take a kid's phone for the whole day if caught when not supposed to have it during class time. Leave break times alone.	Break times and lunch.	don't punish for the crimes of the few.
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Neutral	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		not sure,	not sure	not wure
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, It could make it harder to contact family in an emergency, Other (please specify)	my property	not banning phones and focusing on bettering the school itself	letting us have our devices	n/a

What is your relationship to the district?	What grade are you in?	How often do you use your cell phone for non-academic purposes or entertainment during school hours?	How do you think cell phone use affects the learning environment at school?	How do you feel cell phones impact student engagement?	How do you think cell phone use affects areas outside the classroom, like hallways, the cafeteria, and common areas?	How would you feel about a district-wide rule limiting student cell phone use during school hours?	What challenges do you think might come with a school-wide cell phone ban? (check all that apply)	Other:	What would help make a cell phone policy work better for students?	Do you think there should be any exceptions to a cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	a lot of students use their phones in replacement for their chromebook, or have their school stuff on their phone	a charging station where every student puts their phone in each class, so they know their phone is safe, and it's readily available for emergencies/scholastic resources, and students would be more inclined because their phone would be charged.	students with mental health issues, students that don't have a chromebook, students that are involved in a lot of school activities.	I know a lot of people who would find ways around it. I, personally, would put my phone in my bag, but I refuse to have my phone completely taken away from me like it's not my own property, especially in a time where school emergencies are extremely common.
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Somewhat Oppose It	It would be hard to enforce, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	Some use cell phones during lunch and passing period to catch up with people and friends, or to help with anxiety and distract	Banning phones in classrooms would be helpful, but during lunch time and passing period wouldn't make a difference because it personally doesn't affect my learning and some may be left anxious sitting with no distractions during lunch.	During passing period, lunch time, and if in need of a contact emergency	No
Student	10th	Sometimes	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency		Allow students the opportunity to use their phone when their work is finished.	If the student notifies their teacher of any emergencies where they need to have their phone at all times, there should be an exception.	I believe it would not be a good idea to ban cell phones because many students would not follow it and it could possibly make any problems worse because teenagers like to not do what they are told to do.
Student	10th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Neutral	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency		Based on our grades and how we use our phone to help us do our work and depends on classes they take.	For the students who barely use their phones to goof off, For the students who goof off with their phones should be banned until they improve their grades and academics	Probably during class lock it for 1:20 min and last 10 min give the Phone back
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Neutral	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Class rank or GPA strictness Higher> lenient on phone policy Lower< Strict on phone policy	Like previously stated, Students with higher grades don't need to have phone strictness, students with lower grades have phone strictness. This can be enforced through teachers seeing students grades and encourages students to get their grades up	
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	Other (please specify)	all of the above but also for people who don't socialize much or aren't comfortable talking to people it could affect them	not all the time	I already talked about it	no
Student	10th	Sometimes	It doesn't cause problems	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)		Having it at lunch, like not just don't have your phone, because that's a bit excessive some teachers don't even agree.	I expect teachers are going to become upset because kids are going to find a different solution to socialize and it's going to be more annoying then silent typing here and there	I think it makes sense, but a the same time a complete no cell phone use is to excessive.
Student	10th	Sometimes	It often causes disruptions in class	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It could make it harder to contact family in an emergency		Something that would help us with the cell phone policy are the boxes in the class room that can lock the phones up. Just so that in case of emergency's, I feel like since we are not learning anything during passing period and before or after school we should be allowed to have them.	Having them locked and away. And is people don't want to put them in the box it should equal in a referral.	No I just don't think that it will work because not all but most people will refuse and cause issues affecting our learning time and since they just want to be on there phones doesn't mean that the people who actually want to learn should be punished.
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Neutral	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		To have them when done with assignments. Have it taken away only if student is distracted.		I think people that are distracted a lot by cell phones should get them taken away.
Student	10th	Often	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	Students would be upset, It could make it harder to contact family in an emergency		Maybe just impose it while in class not outside like during lunch or in the hallways	Exceptions with this ban should include again just while in class and not out	N/A
Student	10th	Sometimes	It often causes disruptions in class	They create major distractions and take away from school experiences	It doesn't cause issues	Neutral	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Only ban them in classes.	I don't have any	None
Student	10th	Sometimes	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it				
Student	10th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Being able to have them in the hallways and outside of class would cause less backdash from students, collecting them in class is acceptable but it is unfair to take them away from students who don't have a problem with cell phone use.	Exceptions should include being able to get them out after you finish work, during passing periods, and during lunch.	While I understand cell phones are a problem for some students, I think we can find a better solution than an outright ban. It is unfair to the students who don't have a problem with cell phones and it is a safety issue regarding parents. I personally need to contact my parents to let them know where I will be at the end of the day for pickup because it changes daily, and I need to tell them if plans fall through or if there is an emergency.
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Not making one		Keep it limited
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency		I just think that cell phones being banned in other places like hallways, lunches and other common areas is unfair. I need music on during some of these spaces due to overstimulation. I think having a teacher that enforces the off and away rule with some break time is perfectly reasonable.	I would say having them free for common areas and leave them away during classes for the most part. Maybe a few breaks or having them available for independent work time.	No, that's all.
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It could make it harder to contact family in an emergency		no straight ban just a stricter no phone policy	ban laptops too	no ban
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Don't do anything. Its up to the students to decide if they want to get an education and learn or not.	If you're done with the work and have nothing else to do, you should be allowed to be on your phone.	
Student	10th	Rarely	It makes it hard to focus and learn	They create major distractions and take away from school experiences	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Neutral	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	10th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Neutral	It would be hard to enforce, Students would be upset				
Student	10th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency			I think it should be up to individual teacher what they allow in their class	

What is your relationship to the district?	What grade are you in?	How often do you use your cell phone for non-academic purposes or entertainment during school hours?	How do you think cell phone use affects the learning environment at school?	How do you feel cell phones impact student engagement?	How do you think cell phone use affects areas outside the classroom, like hallways, the cafeteria, and common areas?	How would you feel about a district-wide rule limiting student cell phone use during school hours?	What challenges do you think might come with a school-wide cell phone ban? (check all that apply)	Other:	What would help make a cell phone policy work better for students?	Do you think there should be any exceptions to a cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Student	10th	Never	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Maybe just give the phone before the class than get it back after.	They should have their phones during lunch and passing time	No
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Other (please specify)	Would more than likely cause an updrift in student protests - fights, detentions, etc.	Don't fully take away usage. (I.E. the locking phone bags) From what I've seen in a few of my classes, students work more and pay more attention when there are designated breaks throughout class that we can check our phone at. Like a 5 minute break here and there or a 10 minutes one in the median of the class period.	Medical reasons obviously but also... Music, honestly, I myself find it hard to go through a full day of school without music because I have diagnosed anxiety and tend to get very overwhelmed without something to ground myself and focus on. It's caused panic attacks and break downs that lead me to going home early because I can't focus enough to calm down-which ruins my attendance and stumps my learning. And makes it hard for me to get my work done if I'm too focused on voices and other things that are what's causing me to be overwhelmed.  Granted, the music should be kept quiet enough that only the person listening can hear it & are using headphones. And keep one ear accessible so you can hear the teacher during instruction, or take it out during instruction and put it back in during work.	I don't think so, I just would advise somehow making classes more engaging or fun so they don't feel the need to bypass the ban and be on their phones anyways.
Student	10th	Sometimes	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		It would be better if it was not taken for the whole day. Like we could have it during passing periods.	Lunch, passing periods, if there is no work to be done.	
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		only during class time, should give it back when we're done with our work	people who have family problems, emergencies	let us have our phones in between classes and at lunch at least
Student	10th	Often	It often causes disruptions in class	They make it harder for students to focus and interact with each other	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Somewhat Support It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		I think just explaining more why you guys are banning phones. I totally agree about how it affects student learning and understand why it does, but not many students understand why. And think that there is just a ban because you guys just want to take it away which is obviously not the case	I think that it should be done class by class as in it should be up to the teachers. Or we could have cellphone cages during class	
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency	Safety issue, people might choose not to do work, it's not fair to people who do their work	Not a full ban	Yes, like if you have no missing work or you are engaged in class	
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Somewhat Support It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Having them in backpacks	Yes Allow it during lunch, before school, and during passing time	They should not be ban
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Allow phones during breakfast and lunch.	N/A	N/A
Student	10th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	Parents might not like it, It could make it harder to contact family in an emergency		To only do it for students that are using their cell phone in a bad manner	No	No
Student	10th	Very Often	It makes it hard to focus and learn	They create major distractions and take away from school experiences	It doesn't cause issues	Strongly Support It	It would be hard to enforce, Students would be upset		If they banned use in class	Lunch	My grades went down because of my phone
Student	10th	Rarely	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Have a guide as to how phones could possibly be restricted, but leave it up to the teachers to decide how they would like it to work, or just decrease the grade.	Absolutely. Medical reasons and personal reasons are important to respect	The way it's being handled now doesn't work well. Restricting it so heavily only makes students sneakier. An outright ban would only make the problem worse.
Student	10th	Sometimes	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Don't make it a school wide ban. some classes do not give enough work during class to fill the time of every student. The kids who have work done already for every other class are then left with nothing to do.	I believe that phones should be allowed to be used during lunch and passing periods. Students who do not have a close circle of friends may be left sitting alone at lunch and to force them to sit without any distractions is plain unkind. During passing periods students use their phones to find a meeting place for them and their friends.	
Student	10th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	Students would be upset, It could make it harder to contact family in an emergency		Make it so they teacher decides if phones are allowed in the classroom	I suggest they should allow us to have it during passing and lunch if they do it or even better not at all	I hate it greatly I am not happy with the idea of it
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		enforce more in classroom enforce less outside of classroom, students need to be more responsible and manage phone use	emergencies or anyone who might need to keep track of something especially if its medically	I personally dont think it should be fully banned but more enforced because I do understand many not paying attention during class.
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Somewhat Support It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency		make class more engaging	let them be used during lunch	no
Student	10th	Often	It doesn't cause problems	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	10th	Never	It doesn't cause problems	They help students stay engaged and connected	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		I don't a cell phone policy would be better.		I really don't think it's a good idea to ban phones because most of the time it's how parents communicate with children like I always remind my mom to pick me up because she doesn't have a good memory and when I'm not feeling well I text my mom to pick me up because I don't feel well but without phones people would be lining up to call their parents when everyone starts to be sick
Student	10th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency, Other (please specify)	It'll make it hard for students who order food from outside the school	Banning them in class rooms, maybe collecting them, but still being able to use during lunch and passing time	If the parents consent to allow their kids to have their phones	

What is your relationship to the district?	What grade are you in?	How often do you use your cell phone for non-academic purposes or entertainment during school hours?	How do you think cell phone use affects the learning environment at school?	How do you feel cell phones impact student engagement?	How do you think cell phone use affects areas outside the classroom, like hallways, the cafeteria, and common areas?	How would you feel about a district-wide rule limiting student cell phone use during school hours?	What challenges do you think might come with a school-wide cell phone ban? (check all that apply)	Other:	What would help make a cell phone policy work better for students?	Do you think there should be any exceptions to a cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Student	10th	Never	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		I think it should be left as is and only teachers can collect the cell phones if the student is using it as a distraction.		I think the cell phone policy should stay as is especially because emergencies can happen and put students at risk of not being able to contact their loved ones.
	10th	Sometimes	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Idk		Nah
Student	10th	Sometimes	It often causes disruptions in class	They make it harder for students to focus and interact with each other	It doesn't cause issues	Somewhat Oppose It	Parents might not like it		We should have cell phones on field trips and/ or special events.	If you're leaving early or there's any emergency, then kids should have access to their phones.	We hate it! Students should have it for the 1st period and last period of the day because students might be coming in late 1st period or going home early.
Student	10th	Rarely	It can be distracting sometimes but is manageable	They create major distractions and take away from school experiences	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	Quick access to the internet needed for research. Not everyone will want to pull out a computer for a 1 minute search.	I believe that phones should be allowed for students to use and alike. I think that there can be a point to which a student shouldn't have access to their phones, but it sounds like a lot of work. I can imagine a marking system that the teachers can track if a student is using their phone non-educationally. This is inspired off of the planner's marking system for leaving class.	Yes, there should be exceptions to the phone ban policy. There is a guaranteed group of students who aren't abusing their phones during class, or they're using their phones in proper manner. As I stated before, there should be a marking system for students who abuse their phones and don't abuse their phones. It sounds unfair but I believe it's reasonable. If the student abusing their phone begins to do well, there could be a benchmark for them to have their phone privileges back.  Some exceptions to phone use I believe could be noted are: - Short searches (students need to find something quickly and pulling out a computer, logging in, loading, searching, finding, and closing the computer isn't the most efficient way to do quick searches.) - Calm-short hobbies (like inspiration for something to draw. Quite literally just an image to look at.) [This could be debated whether it's a distraction or not but, in my perspective, I don't see a problem with it. Especially if it is during work time and the student has nothing to do.] [These hobbies are short, plain, and simple. It shouldn't include Gaming, (long lasting distraction), watching something (long lasting distraction), texting (lasting distraction), and so forth.] -Coping (Some silent students might need some personal use time if they're going through something. Not all students going through such things can, or rather, will speak up.) I know quite a few teachers that always tell students that if they're having a bad day, just let them know.	This is both a positive and negative thing to enact upon the school so suddenly. There will be a rush of unhappy students if phones are gone forever. I don't want phone's to be banned from school, but I do know that phones have to be limited somehow. I have seen many students suffering educationally because they just don't care, or they can "multi-task." Please take this ban strict, but easy. Less as a ban, more of a restriction.
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Somewhat Support It	Other (please specify)	I will never stand against cell phones	I don't know	I don't give	No
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	this is definitely an extreme example, but if an emergency situation occurred students would not be able to contact parents	Letting students charge their phones during the period would for sure make them more willing to put their phones away. Or making it a habit for students to put their phone, as one of my teachers has done, in a zipper pouch they have access to in a bin on their table. Although some students will just be a lost cause as there is always someone who will just not comply.	absolutely, during work time, during lunch, passing and in the morning, in the bathroom and the library.	For me personally, I have brothers and friends who may need to contact me. And the thought of my friend or brother's having an emergency or needing me for somethings and missing that message makes me more anxious and distracts me from my school work less than social media does. Or (this is a little graphic but the truth) being on my period and bleeding on to my pants and not being able to text my mom or someone to pick me up makes me nervous, because I know myself and will be too embarrassed to walk to the office and having to sit in my bloody pants.
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		only take the students phones after the first warning of telling them to put it away	music.	don't do it. It may help a tad but then students are just going to get angry and sleep more in class and more students will get in trouble for arguing about it to the teacher.
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It could make it harder to contact family in an emergency				
Student	10th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	I use my phone to contact my doctor during school, and some people use their phones to monitor their glucose levels.	A policy where we can't use phones in classes, unless teachers says it okay. If students still use phone when teacher said no teacher take their phone for the rest of the day.	I would say that we should be allowed to use our phones during passing time and lunch. Those are our times to take a break and chill out. We shouldn't take that way from students.	Let us use cellphones during passing time and lunch. That's the only time we get a break.
Student	10th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	10th	Often									
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	Protests and riots	To Try To Lock In	Yes Keep At All Times	Yes, Don't Enforce It
Student	10th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	10th	Often	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Neutral	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		To have some restrictions so it can both satisfy the students and staff.	You need to put some students in the meetings so we can come up with rules and to satisfy everyone involved.	I personally see why you would want to do this but try and make us ease in to the ban not just place it in front of our faces and just expect us follow it.
Student	10th	Often	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	personally I really enjoy listening to music at school, its almost a form of coping or helping me focus because of my adhd .	The only thing I can think of is maybe helping during class time, despite the ban or not students will find a way to sneak or etc. not to mention alot of students need to stay in contact with their parents frequently maybe because of certain events going on	If this ban were to ever be put in effect, it should only be restricted to classrooms. That's far more realistic then it being banned school wide considering maybe students don't have many friends at lunch or maybe its hard to find people at lunch or in general it makes day to day life a little easier and if there were a ban some students get pretty frustrated over their phones, it would also involve ALOT more problems and I think its something that shouldn't really be put in place. BUT if it is then primarily for classrooms at the very least.	Went solve much and is another rule certain students would fight over. If someone is choosing not to focus in class then that's on them. Take away a phone now they will start sketching on their paper/desk or doing other things. Some people just really don't take advantage of their education but that doesn't mean all students that can handle being on their phones or not should have that privilege revoked. Again as stated previously I LOVE listening to music and is something I've always done to calm down or get me focused it just eases me since I can get overwhelmed extremely quickly and easily. Overall I think it sounds like a good idea when you consider it but when it actually takes place it may not be as good of an idea as you think. Oh and staff members I mean come on everyone looks at their phone especially now, call it addiction or what it comes in handy for various reasons that's why everyone has a phone. It also can allow people to be more comfortable I mean if I cant check my phone I tend to get stressed mostly because I keep in touch with my parents frequently - the music, that's the main killer for me I would be pretty bummed not being able to listen to music, and I know for sure alot of other students feel the same was as I do. Anyways thank you for taking the time to read this and hear me out. Have a good day!
Student	11th	Never	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Let us use at lunch, after we're done with school work, or if we need to text something important.		

What is your relationship to the district?	What grade are you in?	How often do you use your cell phone for non-academic purposes or entertainment during school hours?	How do you think cell phone use affects the learning environment at school?	How do you feel cell phones impact student engagement?	How do you think cell phone use affects areas outside the classroom, like hallways, the cafeteria, and common areas?	How would you feel about a district-wide rule limiting student cell phone use during school hours?	What challenges do you think might come with a school-wide cell phone ban? (check all that apply)	Other:	What would help make a cell phone policy work better for students?	Do you think there should be any exceptions to a cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Student	11th	Sometimes	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		I don't think cell phones should be banned from schools. It takes away students rights to be able to communicate with parents and peers. If parents are ok with their child to have their phone during the day, then schools should not feel the need or right to ban	Family emergency's should allow students to have phones if they communicate with teachers and staff. Passing periods should be a time for students to have their cell phones because that is a time for students to be able to take time off of school while they are making their way to their class.	
Student	11th	Very Often	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, Other (please specify)	Riots	Nothing	N/A	
Student	11th	Never	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Have students put their phones in a "phone locker" or maybe a charging station, or pouch on the wall during class. If a student does not have their phone then it won't distract them.	Using a phone for academic purposes like in many leadership classes, helping with research in science classes, etc. School issued devices are hard to work with and tend to block searches about sensitive topics in health classes and sometimes science classes too.	Why should we punish students for the actions of their peers? If a student always has their phone on them, but never has it out during class, is their phone a distraction to anybody in that room?
Student	11th	Rarely	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Somewhat Oppose It	It could make it harder to contact family in an emergency				we should at least be able to listen to music
Student	11th	Never	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Not having one		
Student	11th	Rarely	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce		Allow music for work time	Medical reasons	
Student	11th	Rarely	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		I don't know.	Classes where phone use is necessary ex) photography	
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Strongly Oppose It	It would be hard to enforce, It could make it harder to contact family in an emergency, Other (please specify)	Things like QR codes that are used in power presentations, or others in the commons like the song request for winter formal	Going overkill on punishments such as holding the phone the whole day or at all	There should be no ban	No
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Somewhat Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency		(No answer)	(No answer)	NO BAN!!!
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	11th	Sometimes	It makes it hard to focus and learn	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Somewhat Support It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Provide an incentive or reach a concession between the two positions.	Phones off and away in the classroom, but outside of it its fine.	
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency, Other (please specify)	Harder to do research especially because the chromebooks block a lot of sites that are unnecessary to block.	Only take the phones if the student makes it a problem	Research projects and when all work is finished for classes.	Only take them if the student is on them during instruction time
Student	11th	Sometimes	It doesn't cause problems	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Strongly Oppose It	Students would be upset, It could make it harder to contact family in an emergency				
Student	11th	Often	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency		Not removing it from students but enforcing keeping them away	Class time ban, but not during passing periods/lunches	
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		maybe just having teachers put self phones in a box instead of banning them everywhere all the time	people who have a high attendance and those who are maintaining good grades	I don't they should ban them at all times maybe just be put away during the classes.
Student	11th	Sometimes	It doesn't cause problems	They help students stay engaged and connected	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Strongly Oppose It	It could make it harder to contact family in an emergency				
Student	11th	Rarely	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency				
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	11th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Neutral	It could make it harder to contact family in an emergency, Other (please specify)	Can't see that far so they take pictures or use its to catch up on notes	To just put it away and focus on the study's	Not really	No
Student	11th	Often	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Somewhat Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		being allowed during lunch and free time and passing periods	not allowed to use when in class would be okay	No
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Neutral	It could make it harder to contact family in an emergency				

What is your relationship to the district?	What grade are you in?	How often do you use your cell phone for non-academic purposes or entertainment during school hours?	How do you think cell phone use affects the learning environment at school?	How do you feel cell phones impact student engagement?	How do you think cell phone use affects areas outside the classroom, like hallways, the cafeteria, and common areas?	How would you feel about a district-wide rule limiting student cell phone use during school hours?	What challenges do you think might come with a school-wide cell phone ban? (check all that apply)	Other:	What would help make a cell phone policy work better for students?	Do you think there should be any exceptions to a cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Student	11th	Sometimes	It often causes disruptions in class	They make it harder for students to focus and interact with each other	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Neutral	Students would be upset, It could make it harder to contact family in an emergency		phone lockers for each class if it gets difficult putting phones away.	No	No
Student	11th	Sometimes	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	for alot of us the phone keeps us in school and helps us	The green and red zone of times you can use your phone in class for every classroom	Everything	
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it		Doing a trial in AP Biology where phones are locked in boxes. Seems to work well.		
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	Parents might not like it, It could make it harder to contact family in an emergency		Make it so phones are only banned during classroom time of education	Receiving a phone call. As no matter what, You ever know if a phone call is an emergency or not	We should be able to use our phones to make calls at most. As we have to call parents and vice versa during emergencies, events, rides, and such
Student	11th	Never	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency		Not allowed during class is understandable but taking it away during our lunch and passing time is doing too much.	Let us have our phones during lunch and passing times.	Again let us keep our phones during lunch. If you take it the whole day or make us put it in a bag you're doing way too much, and I bet that a lot of students won't comply and you'll make this school even more miserable.
Student	11th	Sometimes	It doesn't cause problems	They help students stay engaged and connected	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Allow music and our time maybe phone ban during testing and that only	Music	Don't do it
Student	11th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Neutral	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		I don't know.	I don't know.	I don't know.
Student	11th	Rarely	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, It could make it harder to contact family in an emergency			Lunch would be extremely difficult to enforce- Students who go off campus need phones to safely communicate. Students who pick up younger siblings need to communicate with parents. In my family there are often changes of plans that are issued over text.	During class is perfectly fine, but passing periods and lunch is not an ask that can be easily transitioned to, especially in the society we live in today with external issues
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		If wasn't a ban more of a limitation like if the Wi-Fi or if you have bad attendance and or grades and are seen on a phone you are called in to the office and or the council	If the teacher allowed it	No
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Not having it		No don't do the ban
Student	11th	Often	It often causes disruptions in class	They make it harder for students to focus and interact with each other	It doesn't cause issues	Somewhat Support It	It would be hard to enforce, Parents might not like it			Maybe during lunch we should have them. Or we could have a device that allows us to contact our parents. I text my parents a lot during school about important things.	
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		I feel like that teachers should all have their own phone policy instead of a school wide policy because some teachers do and it works good for them.	I feel like incase of emergencies you can have it near you or in some way have access to it.	No
Student	11th	Often	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency			I do not think we should be banned from using phones outside the classroom. Especially during lunch and passing time since those times are our breaks.	I think it's a great idea to start it in 2027 when I'm no longer there
Student	11th	Often	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		disciplining the ones who are using their phones for other reasons other than emergencies, or academically	n/a	I somewhat agree about how phones can be distracting but also some families are genuinely strict about having your phone on you in case of emergencies. It can be easier to communicate through cell phones to your parents rather than having to use the one in the classroom. also could help with private conversations.
Student	11th	Sometimes	It often causes disruptions in class	They make it harder for students to focus and interact with each other	It doesn't cause issues	Somewhat Support It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency		I can't really think of a way to make this work	Let teachers decide when to/not to allow cell phones	No
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They create major distractions and take away from school experiences	It doesn't cause issues	Somewhat Support It	It would be hard to enforce, Parents might not like it, It could make it harder to contact family in an emergency		Remove them in class but allow them in the halls and during lunch	Lunch and hallway passing time	
Student	11th	Rarely	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Leaving them alone. If you make classes more entertaining and engaging then kids wouldn't be on phones in the first place	The exception will be no ban also because kids won't show up to school because of it	In one of my classes the only agreeable phone policy is that first you just get a warning to remind you then the second time the teacher will have you put your phone in a paper lunch bag and staple it closed and leave it in the desk as the student doesn't get their phone taken. Or make the classes engaging and less bitchy teachers that hate students just as much as they hate them then maybe we would have this problem. Thanks.
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	11th	Often	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Let student keep their phones if a students wants to waste their school time by being on their phone then let them it's up to them. They aren't impacting anyone but themselves.		

What is your relationship to the district?	What grade are you in?	How often do you use your cell phone for non-academic purposes or entertainment during school hours?	How do you think cell phone use affects the learning environment at school?	How do you feel cell phones impact student engagement?	How do you think cell phone use affects areas outside the classroom, like hallways, the cafeteria, and common areas?	How would you feel about a district-wide rule limiting student cell phone use during school hours?	What challenges do you think might come with a school-wide cell phone ban? (check all that apply)	Other:	What would help make a cell phone policy work better for students?	Do you think there should be any exceptions to a cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Student	11th	Never	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		A better way is to keep the same policy as students do get work done. Or having phones in backpack as phone pouches and taken for every day because the importance of communication with parents.	N/A	N/A
Student	11th	Rarely	It makes it hard to focus and learn	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Neutral	It would be hard to enforce		Idk	Idk	No
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	11th	Often	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency				Just dont do it
Student	11th	Never	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	No ban			It would widely disrupt student learning for every grade.
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	Materials may be more time consuming to garner (especially with students who already have issues with phone use)	Repeat offenders should have their phones taken away, easy as that, and maybe grades should influence this fact. I use my phone in class sometimes when I technically shouldn't I admit it, but I have no issues with participation, focus, or answering. (If anything people themselves also distract each other somewhat)	C's and above/reasonable phone use or behavior in class should NOT be entirely exempt, but they should be slightly less lenient, if anything, a small checkup on attention works and you'd be able to see if they did pay attention with assignment grades.	Don't. Punishments work fine, blanket bans on electronics punishes students who get in a nicer learning environment with something like music, or easy material through pictures or or code usages, links to videos and articles not strangely banned by the school moderation.
Student	11th	Never	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		I don't know	No	No
Student	11th	Often	It doesn't cause problems	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Keep the current system	Medical reasons, life outside of school emergencies, and general emergencies	I believe the system would work better if it wasn't a complete ban on cellphone usage but a slightly more strict enforcement of the current policy. From my point of view the people I see using their phones during class usually use it for academic purposes, though I do commonly see many students using their phones for entertainment purposes my belief is that if they are using their phones for entertainment purpose they will find an alternative if not stop showing up to school if the ban were to go into action.
Student	11th	Often	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Neutral	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Students need cellphones for family problems if anything happens or help on work or assignments to do on phone and music to listen to help students engage better	Cell phones should not be banned	
Student	11th	Often	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Somewhat Support It	Students would be upset		Can keep the students who are off track back into their needed requirement.	Allow the students on track and only let them use it during lunch	Bar mitzvah
Student	11th	Rarely	It makes it hard to focus and learn	They create major distractions and take away from school experiences	It can be distracting sometimes but is manageable	Neutral	It could make it harder to contact family in an emergency		Limit the times you use your cell phones in class.	No comment.	No comment.
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It can be distracting sometimes but is manageable	Somewhat Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		During class students can take 5 to 10 minutes break during class to help students relax for a bit and or research	During passing time phones should be allowed and during breaks in class	Only ban and have break throughout the day
Student	11th	Sometimes	It makes it hard to focus and learn	They create major distractions and take away from school experiences	It can be distracting sometimes but is manageable	Neutral	Students would be upset, It could make it harder to contact family in an emergency		Use the phones for emergency reasons, Spotify and texting to friends and family members.	Same answer as the last one.	I think the phone ban is a bad idea!
Student	11th	Never	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Support It	It would be hard to enforce		Don't be so harsh with the policy	U can use them not in class	No
Student	11th	Rarely	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	11th	Often	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Somewhat Oppose It	Other (please specify)	It can be used as a tool for people, and some people use there phone for health reasons or taking care of family and need help	Use them in times of need like for assignments, or learning purposes.	Not use them when the teacher is teaching and doing an important lesson.	School laptops dont provide enough information for us to learn more, and won't have tools for certain students that need help then others.
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Strongly Oppose It	Students would be upset				
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce			I think if the students can bring them phone I think students should be allowed to bring their phones with them but teachers have the right to take them away before class starts.	
Student	11th	Sometimes	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	Would have to use chrome book for assignments that you could easily use your phone for, Chrome books take a while to sign into.			
Student	11th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	some students need to stay in contact with family for medical reasons or even emergency	allow students to be able to stay in contact with family for medical reasons or emergency not every kid is just playing on their phone some need to stay in contact with family.	allow students to be able to stay in contact with family for medical reasons or emergency not every kid is just playing on their phone some need to stay in contact with family.	a cell phone ban is not a great idea and very risky some students have medical issues that they need to be in communication with family for or something bad could happen at school and students should not be expected to trust staff to reach out to family's in time, as a student who has went through a bad thing at school staff did not reach out to family's in time and that could have ended up much worse.
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Support It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		If there were green zones where it is appropriate to use a phone and where it's not like classroom lecture time. Instead of completely ban it regardless of the appropriate time.	Yes like during lunch, and or when certain individuals are done with there work completely!	

What is your relationship to the district?	What grade are you in?	How often do you use your cell phone for non-academic purposes or entertainment during school hours?	How do you think cell phone use affects the learning environment at school?	How do you feel cell phones impact student engagement?	How do you think cell phone use affects areas outside the classroom, like hallways, the cafeteria, and common areas?	How would you feel about a district-wide rule limiting student cell phone use during school hours?	What challenges do you think might come with a school-wide cell phone ban? (check all that apply)	Other:	What would help make a cell phone policy work better for students?	Do you think there should be any exceptions to a cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Student	11th	Sometimes	It often causes disruptions in class	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Somewhat Oppose It	It would be hard to enforce, Students would be upset		Maybe enforce phone lockers	Yes, if by chance it is a family member. We'd have to change some settings on our phones	Not at the moment
Student	11th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	I think that it would be hard to communicate with coaches about early release and last minute changes in games.	Let athletes have phones at least so there won't be a lot of miscommunication with games and times.	I think that athletes should at minimum get to have them to help with sports and times for games as well also let us have them in passing periods and at lunch it would cause less of a back lash if you just ban them in classrooms. But let students access them in emergencies and for sport events for the student athletes.	Don't completely ban them only directly in the classroom.
Student	11th	Rarely	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Neutral	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Remove them in class but allow them in the halls and lunch		
Student	11th	Often	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency, Other (please specify)	Chromebooks aren't always open/ available to check email, non-English speaking often don't know how to send emails or communicate	Available to use during passing periods/ lunch, enforced to be put away during instruction time but minimal use during independent work time	Ability to use them during passing period and lunch, have them in backpacks, and occasional breaks during class and especially during independent work time	
Student	11th	Sometimes	It makes it hard to focus and learn	They create major distractions and take away from school experiences	It can be distracting sometimes but is manageable	Somewhat Support It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		I think the only thing that would help is banning them because students already don't listen so having exceptions would make it harder to control. I mean allowing us to have them in our lockers or backpacks atleast incase of an emergency but if seen out take them. Special permission from a teacher would be fine because the school computers don't allow you to search things up	Exceptions if needed for a class project because the restrictions on computers don't allow you to search up like anything or incase of emergency situations	I think it would be helpful because kids are like zombies I just think waying the pros and cons is important but backlash will be insane.
Student	11th	Rarely	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Neutral	It would be hard to enforce, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	Phone applications such as BAND that allow for easy communication between sports coaches being banned would be very inconvenient	I have no clue.	No clue.	Nope.
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	Causes getting into and out of school to take longer if we have pouches or carts	Being understanding	Yes emergencies, legal adults, children with disabilities/language barriers/mental illness	Don't do one, if you care about my learning I need to feel safe to do so
Student	11th	Sometimes	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		If phones aren't allowed, laptops shouldn't be as secure as most websites are completely inaccessible, even if it's for school work which makes phones necessary to do research or school work. Research for health class, History for history classes, and general definitions for words are blocked on our computers.	during passing periods, lunches, basically any time that isn't class time. Also if there are family emergencies where a parent must contact the child, I believe that allowing a break to check phones would be nice.	I believe this will cause outrage amongst students and parents. not only will it be hard to manage, stealing might also become an issue, along with forgetting phones. don't do it.
Student	11th	Never	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Don't punish the entire school, just individuals who constantly disobey. We also pay for these phones, not the school.	Yes. Students who have medical issues, do sports, need immediate contact with parents. This is a safety violation as well, because if there's a school safety threats, we need to contact our parents.	This is not okay. It's a decent idea for later generations, but this generation that will be graduating in a year, actually have plans for college, so they're more responsible because their futures are at stake.
Student	11th	Very Often	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		If it becomes too much of a distraction just take it away from the student. One student in a class shouldn't be the reason every students phone gets taken away. This'll make that one student be targeted for bullying and other types of harassment.	I think a cell phone ban will just cause students to skip class maybe the whole school day. I think each student should have their own punishment if their phone becomes a distraction for them. Each student is responsible for their own phone and should not be blamed for others misbehavior/actions. There's a possibility a cell phone ban will cause students to find other ways to stay awake during class such as rough housing or throwing things in class. If they don't have their phones what will the teachers blame the students for? Trying to stay awake for class? Students shouldn't have to stare at the clock and wait for class to end. They should want to stay in class and learn. How can they learn if they're asleep? I'm just saying phones keep students active and that's not the only reason they are helpful. In a classroom there is one teacher and so many students. Phones benefit teachers and students. I would write more if my teacher didn't want to take my phone away for taking a survey the school asked me to take.	
Student	11th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	Parents might not like it, It could make it harder to contact family in an emergency		Phone in backpack but with emergency contact notifications on.	Students who are of priority who take medications or have a condition that may be of high risk. Also students who may have difficulty with language barriers who may need translating apps.	N/A
Student	11th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, It could make it harder to contact family in an emergency				1. If any changes in plans were made within families during the day, they would be unable to contact the student (especially in without WIFI who cannot email) 2. School computers suck for everything except typing . 3. Students will sneak phones anyway. 4. During free work time in the majority of my classes (AP and accelerated included), fellow students often like to talk loudly and be distracting. The only way I can focus and get work done is by putting on headphones and drowning them out with calming music. Without my phone, I would be unable to concentrate on things like writing essays in class.
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	Disabilities	backpack	able to have free time with phones	Make it less strict
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce				
Student	11th	Never	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				NOI
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	there would be no way to take pictures of notes for teachers that don't post notes on schoology	be more strict about taking phones when phones aren't allowed		
Student	11th	Rarely	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It doesn't cause issues	Neutral	It would be hard to enforce		Use during lunch	Use during lunch	
Student	11th	Rarely	It doesn't cause problems	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	Parents might not like it, It could make it harder to contact family in an emergency				

What is your relationship to the district?	What grade are you in?	How often do you use your cell phone for non-academic purposes or entertainment during school hours?	How do you think cell phone use affects the learning environment at school?	How do you feel cell phones impact student engagement?	How do you think cell phone use affects areas outside the classroom, like hallways, the cafeteria, and common areas?	How would you feel about a district-wide rule limiting student cell phone use during school hours?	What challenges do you think might come with a school-wide cell phone ban? (Check all that apply?)	Other:	What would help make a cell phone policy work better for students?	Do you think there should be any exceptions to a cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Student	11th	Rarely	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it. It could make it harder to contact family in an emergency		I don't see why ALL students are seeming to be punished because other students are on their phone. I understand phones are a distraction for a large portion of students at RIS but it seems unfair for the students who know how to control themselves to just take it away completely. I think instead of taking it away for everyone, just take it away from the students who are always on their phone. Teachers can maybe take notes on students who are on their phones 24/7 on a random week without telling students and then they can like tally up whoever uses their phones most and take it away from them.	Students should be able to have a paper form for their parents to make an exception for them, and a parent teacher conference to confirm. Teachers can write a note to parents saying what their child is doing in class too	Me personally, I strongly disagree with the cell phone ban. My grandma is sick, she's bed bound, diabetic and has dialysis every week and has other issues, I help out with her every weekend and I need to have my phone on me in case something happens. Yes, phones are distracting for all of us but take it away from the students who can't control themselves. I've been a honor roll student through all of High School and I've been able to put my phone away when needed and not be on it 24/7. The phones aren't the reason kids are quiet and not talking to each other either, it's just after 2020 kids lost their ability to talk to each other. Yes they do turn their phones as a way to distract themselves from other peoples existence but I don't see how getting rid of phones would get rid of that problem. Kids would just resort to sleeping or just sit and do nothing.
Student	11th	Often	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it. It could make it harder to contact family in an emergency		Cell phone usage allowed in commons, hallways, and during lunch.	I would recommend exceptions for Juniors and Seniors, or at the very least, just Seniors. These students are nearing the end of high school; a majority of which have already proven their academic skill throughout two to three years. Cell phone usage can be problematic, but perhaps a pass similar to a off-campus pass can be integrated. Would work exactly the same way as an off-campus pass.	
Student	11th	Often	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Support It	Students would be upset, It could make it harder to contact family in an emergency				
11th	Rarely	It makes it hard to focus and learn	They create major distractions and take away from school experiences	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Somewhat Support It	It could make it harder to contact family in an emergency					So on my classes that I've got we don't go or use cell phones in class where they are not in class or their teacher has given them a break to use them. They shouldn't be being punished because of the others that allow themselves to be distracted.
11th	Rarely	It makes it hard to focus and learn	They create major distractions and take away from school experiences	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Somewhat Support It	It could make it harder to contact family in an emergency					
11th	Rarely	It makes it hard to focus and learn	They create major distractions and take away from school experiences	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Somewhat Support It	It could make it harder to contact family in an emergency					
11th	Rarely	It makes it hard to focus and learn	They create major distractions and take away from school experiences	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Somewhat Support It	It could make it harder to contact family in an emergency					
Student	11th	Rarely	It makes it hard to focus and learn	They create major distractions and take away from school experiences	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Strongly Support It	Students would be upset	Make teachers more engaging and give more fun activities during lunch, and allow for more social time	Lunch is reasonable	None	
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency	Allow use during lunches/break times.	If someone uses music to focus/calm themselves or needs an app to regulate, whether it be mentally or physically, they should be allowed to do so.	A ban would likely cause more harm than good, and students will find a way around it. A lot of kids use their phones purely during times where they are not in class or their teacher has given them a break to use them. They shouldn't be being punished because of the others that allow themselves to be distracted.	
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it. It could make it harder to contact family in an emergency	Maybe just not letting students on their phones during class time, but I think that any other time is fine, because they aren't in class and they aren't needing to like be focused on notes or something while it's lunch time or when they're in the hallway	I think students should be allowed to at least have their phones on them in case of emergencies, and we should be allowed to use them during lunchtime and in the halls. Personally I don't trust the school AT ALL to contact my parents in some way if an emergency happens. I want to be able to contact my parents when I need them whether it's an emergency or not. It makes me feel safer and my parents want to be able to text me and my siblings and get an answer back asap, they don't want to wait until after school to get a reply		
Student	11th	Often	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it. It could make it harder to contact family in an emergency	there should still be cell phones, don't be on ur phone too much in class but if ur done with everything and ur teacher lets you then it's fine to do that	na	It's stupid to not have our phones during OUR break (lunch) etc	
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it. It could make it harder to contact family in an emergency. Other (please specify)	People that have medical issues that require their cellphones or other medical issues such as mental health	I'm not sure, maybe breaks for such long classes, long classes can be hard on students depending on who it is, it's hard to focus on a subject for more than an hour for some student's. It may s	Persons such as students with medical issues. Some or most medical issues require a phone on them.	I think it's a consequence every student has to suffer for only students who do cause any type of disturbance or disruption in the class room unless it was truly every student in these schools. Not everyone student should have to suffer this major consequence to those who make this a bigger problem.
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it. It could make it harder to contact family in an emergency	In my opinion there should be a three strike policy where if you're caught using it while you still have work to complete that's a strike but I also believe you should be able to watch a show while doing your work and if a teacher sees it's distracting you then that privilege can be taken away. I also believe if you're done with your work you should be allowed to be on your phone otherwise you just sit there in silence for the rest of the class period and that could stray kids away from even going to school.	yes, if you have a medical condition such as diabetes you should be allowed full usage of your cellphone at any time.	I honestly think a ban is not needed as a student I don't see an issue with cellphones if somebody is choosing to not focus that is their independent choice so why should everyone be punished for others being irresponsible with their phone usage?	
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it. It could make it harder to contact family in an emergency	There should be a rule that you can stay to be on your phone, then based on your grades and attendance, you can either get that permission or not	There should be exceptions during independent work time. Especially since there are students like me who work better when they are able to listen to music.	I don't think we should have a total and complete ban. I know that it's an issue, and either way it's a lose-lose situation. But, I think the lesser of the two evils would be to enforce restrictions and not do a complete ban. I know students AND parents would be upset.	
Student	11th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it. It could make it harder to contact family in an emergency	For them to decide on how to use it wisely	Class, halls, lunch, free period, etc.		
Student	11th	Often	It makes it hard to focus and learn	They make it harder for students to focus and interact with each other	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Somewhat Support It	Students would be upset, It could make it harder to contact family in an emergency				No, no other suggestions :)
Student	12th	Very Often	It makes it hard to focus and learn	They create major distractions and take away from school experiences	It doesn't cause issues	Somewhat Support It	It would be hard to enforce, Students would be upset, Parents might not like it.				
Student	12th	Often	It often causes disruptions in class	They make it harder for students to focus and interact with each other	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Somewhat Support It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency	I don't know	No idea	None	
Student	12th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it. It could make it harder to contact family in an emergency				
Student	12th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Neutral	It could make it harder to contact family in an emergency				



What is your relationship to the district?	What grade are you in?	How often do you use your cell phone for non-academic purposes or entertainment during school hours?	How do you think cell phones use affects the learning environment at school?	How do you feel cell phones impact student engagement?	How do you think cell phones use affects areas outside the classroom, like hallways, the cafeteria, and common areas?	How would you feel about a district-wide rule limiting student cell phone use during school hours?	What challenges do you think might come with a school-wide cell phone ban? (check all that apply?)	Other:	What would help make a cell phone policy work better for students?	Do you think there should be any exceptions to a cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Student	8th	Never	It can be distracting sometimes but is manageable	They create major distractions and take away from school experiences	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Neutral	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Someone who has required things on it, like google translate, as long as they are only using it for those resources that they need it for.	I think that even if you put a schoolwide ban, most people would just ignore it and do what they want. I also feel that a schoolwide phone ban would be stretching the schools already low resources and turning into an endeavor that has a much higher chance of failure than average.	
Student	8th	Sometimes	It often causes disruptions in class	They don't make much of a difference	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Somewhat Support It	Students would be upset		It could be better blocking the apps that can distract students from school like social media and on that way, they just can use the call for an emergency.	They should be let students use the phone but just on a personal emergency's because there are some situations that is hard to tell the people from the office or teachers what is the emergency.	No
Student	8th	Sometimes	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It can be distracting sometimes but is manageable	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		probably let students contact their parents in case of an emergency.	Let us use it in emergencies.	nope
Student	8th	Rarely	It often causes disruptions in class	They don't make much of a difference	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		I don't have any Ideas	No, I think we shouldn't have an exception to a cell phone ban.	I think you should not ban phones in school because some parent's might not like that, they are banning cell phone because they might have an emergency or problem, and they have to tell the student, and they don't want to tell the school.
Student	8th	Sometimes	It often causes disruptions in class	They help students stay engaged and connected	It doesn't cause issues	Neutral	Students would be upset, It could make it harder to contact family in an emergency		Using your phone while your at lunch even if your not outside	There shouldn't even be a ban for phones.	no
Student	8th	Rarely	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	Students would be upset		If seen the device gets taken.	Use at lunch/recess.	I just feel like others would not be happy with it and it would be better to do whats wanted so student morale are higher.
Student	9th	Rarely	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		I think there shouldn't be a full ban but a stricter policy on phones being used in class. There should be a better system. For example, if a student is done with all their classwork they're allowed to be on their phone.	.	.
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Let them keep their phones	I believe that everyone should be able to have their phones, and if it really does get distracting during a class, the teacher can ask for it to be handed over, and it returned at the end of class.	
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		A cell phone policy doesn't really work anyway. No matter what, students will be on their phones, banned or not. It's their decision to not pay attention and other respectful students shouldn't have to be punished for doing absolutely nothing. Our phones are our brains, but can also be used as tools. Different teachers will have different cell phone expectations, and some teachers probably require the use of a cell phone in their classes.	Yes, of course there are exceptions, like emergencies or important calls. Why is this question asking like we are in a cell phone ban?	Don't do it, because you should know by now it won't work.
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Neutral	Students would be upset		I'm not sure	Diabetics	No
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency	Kids won't listen anyways, they'll find ways to get past it.	Use it as long as your doing your work	Yes, if we're doing our work and getting it done theres no reason they should take them.	It's rly upsetting for ppl who don't see it as a distraction, plus I never bring my laptop so I need it for my work.
Student	9th	Never	It often causes disruptions in class	They create major distractions and take away from school experiences	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Strongly Oppose It	It could make it harder to contact family in an emergency			yes bc it can make fights break	no
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce			Just don't u will regret it	Nah that's all
Student	9th	Rarely	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It could make it harder to contact family in an emergency		It would not it would make alot of students uneasy and make a lot of them angry	A lot of times phones are useful for to track your blood pressure and contact family but also you could use your phone to do school work	Don't banned it
Student	9th	Never	It can be distracting sometimes but is manageable	They don't make much of a difference	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Somewhat Oppose It	Students would be upset, Other (please specify)	Students might not wanna go to school	Cell phone breaks	Cell phone at lunch and hallway	No
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency		I dont have a problem with my phone so i really dont know	No	Not right now
Student	9th	Rarely	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency		Give out warnings	People who are passing most 6/8 classes may use their phones if they are not passing they get it taken away	
Student	9th	Sometimes	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		If we can use it still	Don't ban it , we use it in class and for other stuff for example when we need it research stuff our computers aren't the most reliable source	
Student	9th	Often	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Have dedicated time for them every class period.	Yes you should be aloud to have it in your backpack so you can contact family	Nope
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Neutral	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	9th	Never	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It can be distracting sometimes but is manageable	Somewhat Oppose It	It could make it harder to contact family in an emergency			allowed during lunch/ classroom breaks	
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Neutral	It would be hard to enforce, Parents might not like it, It could make it harder to contact family in an emergency		I think if we allow students to have their phones on breaks or during lunch and passing time would work better.	If a student has a medical issue or a family problem is going on the the student needs to know.	

What is your relationship to the district?	What grade are you in?	How often do you use your cell phone for non-academic purposes or entertainment during school hours?	How do you think cell phones affect the learning environment at school?	How do you feel cell phones impact student engagement?	How do you think cell phone use affects areas outside the classroom, like hallways, the cafeteria, and common areas?	How would you feel about a district-wide rule limiting student cell phone use during school hours?	What challenges do you might come with a school-wide cell phone ban? (check all that apply)	Other:	What would help make a cell phone policy work better for students?	Do you think there should be any exceptions to a cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Student	9th	Sometimes	It often causes disruptions in class	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Somewhat Support It	It would be hard to enforce, Students would be upset, Parents might not like it		1 warning before take away.	Kids with medical issues so parents can be contacted quickly.	No.
Student	9th	Sometimes	It doesn't cause problems	They make it harder for students to focus and interact with each other	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		It's only taken away if you're caught with it 3 times,	Calling family in case of emergency	
Student	9th	Rarely	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		slightly enforcing, but students need to contact parents and should be able to use phones when done with work and have nothing to do.	not using your phone while not having work done, and not using it while instructions are being given.	no
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Neutral	It could make it harder to contact family in an emergency		stop them from using phone during period	In an emergency	no
Student	9th	Sometimes	It often causes disruptions in class	They make it harder for students to focus and interact with each other	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Strongly Support It	Students would be upset, It could make it harder to contact family in an emergency		Have teacher's have a "jail cell" for phones, something like what Ms. Weber has for her classes. This will let students know where they're phone's are at and will be able to use them for a few minutes before and after class.	Sick people	
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Neutral	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Only being able to use cellphone for non academic purposes once you completed your class work.		No
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	Students would be upset		Limit access under conditions	Crisis medical attention and life problems	No
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency, Other (please specify)	Students use their phones for checking grades, important updates, different schedules, or work that easier to do on phones	Breaks, I think completely restricting phones will make people want to use them more. I also know people who had two phones in case one was taken.	Days with more activities like before breaks and raider rumble	
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Having it off in classes however being able to use it at all other times.	Me as a search and rescue volunteer, I use my phone as a point of contact because I am on call 24/7. Having cell phones being taken away would affect that way of communication.	
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	With laptops having so many restrictions, its hard to provide pictures from google got assignments and access websites for class	I think limiting the use but not completely banning	I would say allow during school events, lunch, free periods, bathroom breaks, etc.	
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Support It	Students would be upset, Parents might not like it		20 minutes of class u could go on your phone but not to much like ever like 3 or 2 u could n then after the 20 you put it in a basket.	No I just feel like they should make some rules n actually have students do then but if it does get ban u say students every like 20 to 25 minutes it's a break n we go on our phones.	For electives they could have they phone but like math n all that u take breaks
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	kids will go against it and do even worse in school to make the school in deeper situations	the school not being really strict about phones but just enforcing it.		If your going to enforce the ban, use yonder pouches because kids will find ways
Student	9th	Often	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Neutral	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Put the phone in the class calculator wall pouches before class and take when class is done.	Kids who are known to behave well get access to their phones. Or kids who are excelling in classes.	No thanks.
Student	9th	Very Often	It makes it hard to focus and learn	They make it harder for students to focus and interact with each other	It doesn't cause issues	Strongly Support It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		It would be better if you guys let us have our phones with us and not use it or just put it on a basket or a table	I feel like not because what if something happens to this person and you don't have your phone in the moment and there's barely women's teacher in this school so I feel like not , and what if you text your parents something that happen to you .	No
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It could make it harder to contact family in an emergency, Other (please specify)	How do I contact my family if there is a school shooting, I can't	Have boxes in your room that you put it in if you pull it out in class	If you have a IEP or 504 you should be able to have your phone.	Don't do it.
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Not completely banning them just enforcing it more in class that cell phones should be put away	Lunch and hallways time should be fine and we shouldn't have to lock up our phones teachers should just enforce it more	No
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				Tbh its pmo id
Student	9th	Often	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		not during classes when doing work and no texting other students during school hours	IEPs and mute/non-verbal students	DO NOT DO IT
Student	9th	Rarely	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	9th	Rarely	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	Parents might not like it, It could make it harder to contact family in an emergency		I do see that there could be help in it yet not		I think we live the the USA and there is lots a bad things that can happen my cousin was in a shooting and she could not call anyone they had took her phone I don't want to live with that fear
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	Parents might not like it, It could make it harder to contact family in an emergency		Idk	No bc it's not ur phone	no.
Student	9th	Sometimes	It often causes disruptions in class	They make it harder for students to focus and interact with each other	It doesn't cause issues	Neutral	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		be able to use it after you finish your work so theyll try harder to get it done	mostly enforce it on the kids that are failing	none

What is your relationship to the district?	What grade are you in?	How often do you use your cell phone for non-academic purposes or entertainment during school hours?	How do you think cell phone use affects the learning environment at school?	How do you feel cell phones impact student engagement?	How do you think cell phone use affects areas outside the classroom, like hallways, the cafeteria, and common areas?	How would you feel about a district-wide rule limiting student cell phone use during school hours?	What challenges do you think might come with a school-wide cell phone ban? (check all that apply)	Other:	What would help make a cell phone policy work better for students?	Do you think there should be any exceptions to a cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Student	9th	Often	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency				we should be able to use them at lunch
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		What does it stop them that like. Would we be able to listen to music during alone work time?	Some things wrong. Still able to listen to music with permission.	
Student	9th	Sometimes	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It could make it harder to contact family in an emergency		Have dedicated times where you can have your phone out, and then strictly enforce it when it's not the time.		
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	Managing how students use their phones will do nothing but make the issue worse, they see finding a way to avoid the rules fun	Let teachers set their own restrictions and rules for phones, having a student have some freedom over their phone in school allows them to take their mind off if it more.	Again, cell phone restrictions and bans should be dictated by the teacher in the classroom for the same reasons above.	X
Student	9th	Sometimes	It doesn't cause problems	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It doesn't cause issues	Somewhat Support It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency		If they only gave it up before doing work	No	No
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Having a warnings system instead of just completely banning it.	If there is a cell phone ban, there should be exceptions for medical issues, family issues or other things that cause a student to need their phone to check on important things.	No.
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	Students would be upset, It could make it harder to contact family in an emergency		No phone in class	Idk	No
Student	9th	Often	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	It could make it harder to contact family in an emergency		I think it all depends on what the teachers want to do	No	No
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Strongly Support It	It would be hard to enforce, It could make it harder to contact family in an emergency				
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency			Lunch, Passing time, and certain class activities.	
Student	9th	Rarely	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Don't banned them.	At least let them use them in lunch	
Student	9th	Rarely	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Support It	It would be hard to enforce		For students to contact their families and some school work	No	
Student	9th	Sometimes	It often causes disruptions in class	They make it harder for students to focus and interact with each other	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Neutral	It could make it harder to contact family in an emergency		Put it away at the beginning of class or put it in pocket cubbles.	Yes in case of in emergency or if any health problems occur towards me.	
Student	9th	Sometimes	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		If teachers let than let it but if they don't then dont	No exceptions people need	No ban
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		I honestly enjoy the rules now. We can have our phones but if the teacher needs attention or if they simply don't want them at all we put them down for that time period. I especially enjoy when the teacher is done teaching and I get to do my work with music and just chill. Its fun to chill as well when my work is done too	If there is an emergency where the student needs to contact someone I think they should be able too	Dont do me like this
Student	9th	Sometimes	It often causes disruptions in class	They make it harder for students to focus and interact with each other	It can be distracting sometimes but is manageable	Somewhat Support It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Nothing		
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	Students would be upset, It could make it harder to contact family in an emergency				
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		You can't use your phone during class time but anywhere else it fine only when given permission.	Emergencies and if it's needed for the lesson	No
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce		Just leave it as it is, just because kids in class don't value their education doesn't mean others need phones taken away, and people get their work done even with phones		
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Neutral	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Off and away when teacher is speaking or talking in class	Yes there should just be off and away in class	Please listen to Mr Wolf we need our self phones in emergencies
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Allow phones just not during class work time	I think we should not have the ban extended outside of class like the hallways and lunch should be free use of our technology	Phones should stay with students
Student	9th	Sometimes	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Support It	It would be hard to enforce		It helps me for my work and I see kids using them to do help in class	They should not have the ban	Students should have there phone
Student	9th	Rarely	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	Students would be upset, It could make it harder to contact family in an emergency				

What is your relationship to the district?	What grade are you in?	How often do you use your cell phone for non-academic purposes or entertainment during school hours?	How do you think cell phone use affects the learning environment at school?	How do you feel cell phones impact student engagement?	How do you think cell phone use affects areas outside the classroom, like hallways, the cafeteria, and common areas?	How would you feel about a district-wide rule limiting student cell phone use during school hours?	What challenges do you think might come with a school-wide cell phone ban? (check all that apply)	Other:	What would help make a cell phone policy work better for students?	Do you think there should be any exceptions to a cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It doesn't cause issues	Neutral	It would be hard to enforce, Students would be upset	Teachers take it every class	No there's no point there should be one	No	
Student	9th	Rarely	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency	You can't use your phone during a lesson, only when given permission and during lunch and outside of class.	Emergencies and if needed for the lesson. And during lunch or outside of class.	the superintendent is brain dead	
Student	9th	Never	It often causes disruptions in class	They help students stay engaged and connected	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Neutral	It could make it harder to contact family in an emergency	Shuuuuu	Shuuuuuu	Shuuuuuuu	
Student	9th	Often	It doesn't cause problems	They don't make much of a difference	It can be distracting sometimes but is manageable	Somewhat Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency				
Student	9th	Rarely	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency	Nothing	Don't ban it	No	
Student	9th	Rarely	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	It isn't students it's teachers not regularly explaining no phone or yes phone during class	Let us use it during hallways after class having a break during class commons and time outside of a classroom	It cost to much to even start that ban that this school doesn't have and less teachers will even want to come back	
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Neutral	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency	breaks	nopespepepppppppp	no	
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency	Do not take them away for good. If we don't teach students how to use addictive things in moderation it will affect how they view things like substances and other addictive behaviors. Don't take them away for the whole day, restrict them during class and let them have it in the halls, lunch, etc.	Halls, emergency, lunch, or breaks.	No	
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency	don't do it	Maybe just don't limit students access to their own belongings that don't cause any major problems, the problems that they do cause are inflated to an enormous amount and their benefits are overlooked just because the people enforcing these rules aren't going to be affected by them	DONT DO IT	
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency	If there teachers were more strict on the phone use in classes and teachers can allow phone in their class when it's appropriate and use a phone sign like mr wolf	I'm not sure	Don't ban them there are ways to have students not use phones	
Student	9th	Rarely	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Somewhat Support It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency	Consistent enforcement across classes/teachers.	People that need it for important things outside of school should get some sort of pass from the school.	It would be cheaper and better all around to just enforce the rules the same everywhere.	
Student	9th	Sometimes	It doesn't cause problems	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency	I think you guys just in general shouldn't take phones instead invest in something with that money instead of wasting it on something that doesn't affect anyone	I just think you guys shouldn't but atleast let us have it in lunch and passing period	Invest that money on something better	
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	Some classwork and projects require to have access to online resources and other stuff	Better grades, better focus	Lunchtime, students should be at least able to access their phones during lunch or break or in case emergency	
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency	Nothing	I think that you should only be able to not use your phone in classes if you have constantly been using your phone in class in a disruptive way	No	
Student	9th	Never	It makes it hard to focus and learn	They create major distractions and take away from school experiences	It can be distracting sometimes but is manageable	Neutral	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency	V	two exeptions, 1) during non-class time 2) if teacher is fine with it		
Student	9th	Often	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency	Let students use their phones if they are doing well in class or have finished their work I don't see a point of keeping students off them if they are caught up or ahead. We are forced to be here don't take away our stuff that gives us a bit of enjoyment while being stuck here all day.	Students who are caught up or doing at least okay in class should be able to use phones. Also just keep it how it was with letting teachers decide. And why would you take phones away at lunch? That's our own time to do our stuff out break let us enjoy them. Also being able to talk to parents should be an acception	Don't completely take away phones I don't think trying to do that would go well.	
Student	9th	Rarely	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It doesn't cause issues	Somewhat Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Neutral	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency	We need teachers to be consistent and tell us with no excuse	If you have a health problem and just we don't need to band it at all	We could use a phone square like mr Wolf. He had no problem in hers class	
Student	9th	Never	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	Students would be upset, It could make it harder to contact family in an emergency	I understand not allowing students not use their phones in class but during lunch time? That's just unfair. It's our break time and a perfect time for others to use their phones. They should let us use our phone during passing time or lunch so we wouldn't have to use them during class.		Just allow us use them during passing time or lunch to make it fair	
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	Other (please specify)	Anxiety	Allow AirPods	Allow us to listen to music while we work and for some people need music and stay focused and calm	

What is your relationship to the district?	What grade are you in?	How often do you use your cell phone for non-academic purposes or entertainment during school hours?	How do you think cell phone use affects the learning environment at school?	How do you feel cell phones impact student engagement?	How do you think cell phone use affects areas outside the classroom, like hallways, the cafeteria, and common areas?	How would you feel about a district-wide rule limiting student cell phone use during school hours?	What challenges do you think might come with a school-wide cell phone ban? (check all that apply)	Other:	What would help make a cell phone policy work better for students?	Do you think there should be any exceptions to a cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Nothing	Yes, a reward system.	A cellphone ban is going to cause a rise from parents for safety and planning concerns while in school. This might even cause most students in class to be called or leaving to go to the office to receive or make calls to parents for example. I feel that there should be no cellphone ban unless the school enhances their safety system because the code that we follow for shootings is not going to protect students within school unless this system is enhanced. A cellphone ban will make students want to sneak using their phone more than they do in the classroom with permission to use them. I can agree and back this up because I myself have done this. I do not find my phone distracting because I focus on my work even with my phone within eye sight or near me. Think this decision through and think about all students not just the ones who cause trouble with their phones. Do not punish those who are not in the wrong but the students who are in the wrong when using their phones in a distracting manner at school.
Student	9th	Rarely	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It can be distracting sometimes but is manageable	Strongly Support It	Students would be upset		It to do their works if they don't use them phone	Nope, I don't have any exceptions to cell phone ban	Nope
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, it could make it harder to contact family in an emergency		limited usage or know when they can pull out there phones	No	No
Student	9th	Rarely	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, It could make it harder to contact family in an emergency		focus	yes ,more aggressive	no
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Somewhat Support It	Parents might not like it		to actually use it for school	no because we need are phones for emergency	nah
Student	9th	Sometimes	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Let them be on them phones	Yes people who need it for a 504 plane or a leg	Nope
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It doesn't cause issues	Somewhat Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency.		Use it at a certain time	No	No
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Support It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Let them use it during lunch but ban in classrooms	They are not allowed in class	No I don't have any
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It can be distracting sometimes but is manageable	Neutral	Students would be upset, Parents might not like it		Im not sure	I think there should be and I think it should be for those who pay attention	
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Neutral	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		homework/ classwork completion	-	-
Student	9th	Sometimes	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	9th	Rarely	It doesn't cause problems	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Let teachers decide what to do for there class and allow outside of classes	Outside of class	No
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	Some kids walk home and need they phones	Idk	Idk	Nope
Student	9th	Rarely	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		If there's an emergency in school then we won't be able to contact parents in time.	I don't think there should be any excyptions because we need our phones like what if our parents need to check up on us or what if something happens in school and the office can't contact our parents that's something the teachers AND principal should know about.	Teachers and principals SHOULD NOT BAN PHONES!!!!
Student	9th	Never	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Support It	It would be hard to enforce		nothing	no	no
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	Students would be upset, It could make it harder to contact family in an emergency		Instead just make a class basket where you put your phone and when the class is free to get a 5 minute break	No don't ban phones It's wack rule	Just keep it it's gon make scKool worse
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Strongly Support It	It could make it harder to contact family in an emergency				
Student	9th	Rarely	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It doesn't cause issues	Somewhat Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	Students are going to start arguing over it.	Still let them use it during lunch or in free periods	In an emergency or to contact parents (don't expect people to come to the office when they need to call their parents cuz if you take away the phones and they need to call their parents your going to have a lot of people in your office)	I know you guys think it'll help but there is good and bad sides to this. Goods students pay more attention but the bad side kids are going to try to go against or become more rebellions.
Student	9th	Often	It can be distracting sometimes but is manageable	They make it harder for students to focus and interact with each other	It often causes problems, like student conflicts, social media drama, fights, or other inappropriate behavior	Somewhat Oppose It	Students would be upset, It could make it harder to contact family in an emergency, Other (please specify)	For people who use the phone to translate because they speak another languages.	banning it only in class but also giving a break.	una excepción para las personas que no saben muy bien el inglés.	No
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	Students can't contact family to let them know when/if they need a ride and club/sport plans, etc	Each period Having students put their phone into a folder or something before each period so they can let their teacher know if they need it and can access it, and have it during lunch and passing time	If a student has a family emergency and needs to stay updated frequently, if it's a holiday or a teacher is giving their students a free period	I think an all day cell phone ban is an incredibly bad idea

What is your relationship to the district?	What grade are you in?	How often do you use your cell phone for non-academic purposes or entertainment during school hours?	How do you think cell phone use affects the learning environment at school?	How do you feel cell phones impact student engagement?	How do you think cell phone use affects areas outside the classroom, like hallways, the cafeteria, and common areas?	How would you feel about a district-wide rule limiting student cell phone use during school hours?	What challenges do you think might come with a school-wide cell phone ban? (check all that apply)	Other:	What would help make a cell phone policy work better for students?	Do you think there should be any exceptions to a cell phone ban? If so, what exceptions would you recommend?	Any other thoughts or suggestions regarding a student cell phone ban?
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency				
Student	9th	Often	It doesn't cause problems	They help students stay engaged and connected	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Not having a cell phone policy	JUST DONT BAN PHONES YOU	
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It can be distracting sometimes but is manageable	Somewhat Support It	Students would be upset, It could make it harder to contact family in an emergency		Have times specially for phone use	People who cannot speak English People who are in dire situations	
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency, Other (please specify)	It helps students focus with music	Not enforce it...if people won't do work then the won't do it period...if you enforce it, it will just make stuff way more difficult and overall will cause more bad then good	I'm pretty nearly everyone in this school can agree music is the only thing really helping them through school (including me) so we should still have our phones for at least music	Let the kids using it for good to continue to use it
Student	9th	Sometimes	It doesn't cause problems	They help students stay engaged and connected	It can be distracting sometimes but is manageable	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		no policy at all		no
Student	9th	Rarely	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Somewhat Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Enforce ban in classes like most teachers do and continue to allow us to use phones in the hallways and lunch.	LUNCH AND PASSING TIME	no
Student	9th	Never	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Take away phones only if a student gets too distracted	No...for now.	No
Student	9th	Often	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	It would be hard to enforce, Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		phone pouches in classes only	<ul style="list-style-type: none"> <li>school events</li> <li>parental communication during pickup</li> <li>students that manage things like insulin with their phone</li> <li>lunch time</li> <li>students that use music to focus</li> </ul>	banning phones will just make students sneakier
Student	9th	Often	It can be distracting sometimes but is manageable	They help students stay engaged and connected	It can be distracting sometimes but is manageable	Neutral	It would be hard to enforce, Other (please specify)	For some students, it would be harder because some students take pictures of note in the class.	We can take it out for when use purpose only but not at work time, if teachers seen it as a distraction they can take it away till class ends or the student can get it after school.	NaN	No
Student	9th	Sometimes	It can be distracting sometimes but is manageable	They don't make much of a difference	It doesn't cause issues	Strongly Oppose It	Students would be upset, Parents might not like it, It could make it harder to contact family in an emergency		Take phones when learning but give them back to students one e done with the lesson		I don't believe that completely banning phones is a good idea. I think taking them during lessons is better because students would focus during the lesson but after students to do their work they can get their phone back. Most of the time there is extra time at the end of each period and without anything to do it is very difficult to not do anything.



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Superintendent's Report**

Type:  Action Item  Report / Presentation

Policy: BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students      | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development       |

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**Summary / Background:**

Superintendent Caropelo will provide announcements and reports to the Board:

- a. Superintendent Report – Frank Caropelo
- b. Financial Report – Holly Langan
- c. Enrollment Report – Holly Langan and Shaunice Silas

**Previous Board Action:**

Not Applicable.

**Financial Implications:**

Not Applicable.

**Motion:**

Not Applicable.

General Fund   2024–2025 Financial Summary by Object and Function											
For the Period Ending March 31, 2025											
				1	2		3	4 (=2 + 3)	5 (=4 - 1)		
RESOURCES	2021–2022	2022–2023	2023–2024	FY25		% of	Add: Rev / Exp	FY25	Budget to Forecast		
	Actual	Actual	Actual	Adopted Budget	YTD Actuals	Budget	Projections	Forecasted Balance	Variance Fav / (Unfav)		
<b>Operating Revenues</b>											
State School Fund	\$ 102,592,166	\$ 96,170,190	\$ 102,950,821	\$ 110,408,751	\$ 88,062,295	79.76%	\$ 20,424,165	\$ 108,486,460	\$ (1,922,291)		
Other State School Fund	30,646,272	32,806,224	33,875,384	36,285,734	33,426,996	92.12%	1,726,774	35,153,770	(1,131,964)		
<b>State School Fund Formula</b>	<b>133,238,438</b>	<b>128,976,414</b>	<b>136,826,205</b>	<b>146,694,485</b>	<b>121,489,291</b>	<b>82.82%</b>	<b>22,150,939</b>	<b>143,640,230</b>	<b>(3,054,255)</b>		
Local Sources	1,777,584	3,022,599	3,048,772	3,465,500	2,326,649	67.14%	775,000	3,101,649	(363,851)		
Intermediate Sources	700,000	700,000	1,999,997	2,500,000	2,500,000	0.00%	2,500,000	2,500,000	-		
State Sources	2,793,866	2,590,394	856,066	5,600,000	1,485,230	26.52%	1,500,000	2,985,230	(2,614,770)		
Federal Sources	31,401	42,995	288,395	75,000	26,600	35.47%	17,732	44,332	(30,668)		
Other Sources	215,987	155,626	-	-	-	-	-	-	-		
<b>All Other Sources</b>	<b>5,518,837</b>	<b>6,511,613</b>	<b>6,193,230</b>	<b>11,640,500</b>	<b>3,838,479</b>	<b>32.98%</b>	<b>4,792,732</b>	<b>8,631,211</b>	<b>(3,009,289)</b>		
<b>Total Operating Revenues</b>	<b>\$ 138,757,276</b>	<b>\$ 135,488,027</b>	<b>\$ 143,019,434</b>	<b>\$ 158,334,985</b>	<b>\$ 125,327,770</b>	<b>79.15%</b>	<b>\$ 26,943,671</b>	<b>\$ 152,271,441</b>	<b>\$ (6,063,544)</b>		
Beginning Fund Balance	24,654,907	37,766,147	26,681,850	18,548,922	20,618,328	111.16%		20,618,328	2,069,406		
<b>TOTAL RESOURCES</b>	<b>\$ 163,412,182</b>	<b>\$ 173,254,174</b>	<b>\$ 169,701,284</b>	<b>\$ 176,883,907</b>	<b>\$ 145,946,098</b>	<b>82.51%</b>	<b>\$ 26,943,671</b>	<b>\$ 172,889,768</b>	<b>\$ (3,994,138)</b>		
<b>REQUIREMENTS BY OBJECT</b>											
<b>Operating Expenditures</b>				By Object							
Salaries	\$ 63,390,945	\$ 70,161,704	\$ 75,362,331	\$ 79,246,200	\$ 48,882,742	61.68%	\$ 29,686,676	\$ 78,569,418	\$ 676,782		
Associated Payroll Costs	32,142,962	34,264,947	37,544,405	41,432,206	25,569,967	61.72%	14,947,657	40,517,624	914,582		
Purchased Services	22,183,942	27,991,765	26,832,809	38,105,247	22,385,207	58.75%	15,222,563	37,607,770	497,477		
Supplies and Materials	4,141,683	8,434,821	4,360,608	5,345,428	3,169,188	59.29%	1,194,610	4,363,798	981,630		
Capital Outlay	461,200	1,297,508	1,161,753	445,100	239,483	53.80%	203,919	443,403	1,697		
Other Objects	1,561,953	1,719,446	1,993,596	1,936,727	1,829,447	94.46%	23,239	1,852,687	84,040		
Transfers	1,763,350	2,702,133	1,827,455	1,781,250	1,401,250	78.67%	50,000	1,451,250	330,000		
<b>Total Operating Expenditures</b>	<b>\$ 125,646,035</b>	<b>\$ 146,572,324</b>	<b>\$ 149,082,956</b>	<b>\$ 168,292,157</b>	<b>\$ 103,477,285</b>	<b>61.49%</b>	<b>\$ 61,328,664</b>	<b>\$ 164,805,949</b>	<b>\$ 3,486,208</b>		
Contingencies									-		
Unappropriated Ending Fund Balance				8,591,750		0.00%			8,591,750		
<b>TOTAL REQUIREMENTS</b>	<b>\$ 125,646,035</b>	<b>\$ 146,572,324</b>	<b>\$ 149,082,956</b>	<b>\$ 176,883,907</b>	<b>\$ 103,477,285</b>	<b>58.50%</b>	<b>\$ 61,328,664</b>	<b>\$ 164,805,949</b>	<b>\$ 12,077,958</b>		
Ending Fund Balance	\$ 37,766,147	\$ 26,681,850	\$ 20,618,328					\$ 8,083,819			
<b>REQUIREMENTS BY FUNCTION</b>											
<b>Operating Expenditures</b>				By Function							
Instruction	\$ 75,949,684	\$ 86,050,468	\$ 88,580,155	\$ 103,968,733	\$ 61,186,917	58.85%	\$ 41,022,586	\$ 102,209,503	\$ 1,759,231		
Support Services	47,568,680	57,463,767	58,374,984	61,868,011	40,542,137	65.53%	20,168,956	60,711,093	1,156,918		
Enterprise and Community Services	164,321	155,960	100,362	474,163	146,980	31.00%	87,122	234,103	240,060		
Facilities Acquisition and Construction	-	-	-	-	-	-	-	-	-		
Other Uses	1,963,350	2,902,130	2,027,455	1,981,250	1,601,250	80.82%	50,000	1,651,250	330,000		
<b>Total Operating Expenditures</b>	<b>\$ 125,646,035</b>	<b>\$ 146,572,324</b>	<b>\$ 149,082,956</b>	<b>\$ 168,292,157</b>	<b>\$ 103,477,285</b>	<b>61.49%</b>	<b>\$ 61,328,664</b>	<b>\$ 164,805,949</b>	<b>\$ 3,486,209</b>		
Contingencies									-		
Unappropriated Ending Fund Balance				8,591,750		0.00%			8,591,750		
<b>TOTAL REQUIREMENTS</b>	<b>\$ 125,646,035</b>	<b>\$ 146,572,324</b>	<b>\$ 149,082,956</b>	<b>\$ 176,883,907</b>	<b>\$ 103,477,285</b>	<b>58.50%</b>	<b>\$ 61,328,664</b>	<b>\$ 164,805,949</b>	<b>\$ 12,077,959</b>		
Ending Fund Balance	\$ 37,766,147	\$ 26,681,850	\$ 20,618,328					\$ 8,083,819			
Ending Fund Balance % of Revenue	23.11%	15.40%	12.15%					4.68%			

General Fund   2024–2025 Financial Summary at March 2025			General Fund   2025–2026 Beginning Budget Assumptions	
RESOURCES	FY25 Adopted Budget	FY25 Forecasted	FY26 Revenue	Assumptions
<b>Operating Revenues</b>				
State School Fund Formula	146,694,485	143,640,230	151,310,455	3.3.25 ODE Estimate; (11.359 budget); Property Taxes; County & Common SF
Local Sources	3,465,500	3,101,649	2,700,181	
Intermediate Sources	2,500,000	2,500,000	3,000,000	This is mostly ESD apportionment
State Sources	5,600,000	2,985,230	2,500,000	High Cost Disability
Federal Sources	75,000	44,332	55,000	JROTC reimbursement; FEMA or other fed reimbursements when applicable
<b>All Other Sources</b>	<b>11,640,500</b>	<b>8,631,211</b>	<b>8,255,181</b>	
<b>Total Operating Revenues</b>	<b>\$ 158,334,985</b>	<b>\$ 152,271,441</b>	<b>\$ 159,565,636</b>	Total FY26 Revenue
<b>Beginning Fund Balance</b>	18,548,922	20,618,328	8,083,819	This is prior year ending fund balance
<b>TOTAL RESOURCES</b>	<b>\$ 176,883,907</b>	<b>\$ 172,889,768</b>	<b>\$ 167,649,455</b>	Total FY26 Resources
<b>REQUIREMENTS BY OBJECT</b>	<b>FY25 Adopted Budget</b>	<b>FY25 Forecasted</b>		
<b>Operating Expenditures</b>				
Salaries	\$ 79,246,200	\$ 78,569,418	89,352,235	FY26 estimate with current FTE, COLA, steps
Associated Payroll Costs	41,432,206	40,517,624	53,793,834	PERS +10%, health +5%
Purchased Services	38,105,247	37,607,770	35,387,567	includes Charter School Payments, some reduction of service agreements
Supplies and Materials	5,345,428	4,363,798	4,871,799	FY25 status quo
Capital Outlay	445,100	443,403	140,000	This is usually bus replacement; but is only prioritized maintenance and updates
Other Objects	1,936,727	1,852,687	1,519,780	This will need updated for liability insurance increases, debt schedules
Transfers	1,781,250	1,451,250	50,000	Nutrition Services - under review
<b>Total Operating Expenditures</b>	<b>\$ 168,292,157</b>	<b>\$ 164,805,949</b>	<b>\$ 185,115,215</b>	Total FY26 Operating Requirements
Ending Fund Balance	8,591,750		8,382,473	Required 5% of FY25 Revenues
<b>TOTAL REQUIREMENTS</b>	<b>\$ 176,883,907</b>	<b>\$ 164,805,949</b>	<b>\$ 193,497,687</b>	Total FY26 Requirements
<b>Ending Fund Balance</b>		<b>\$ 8,083,819</b>	<b>\$ (25,848,232)</b>	Operating Deficit and reductions required (or additional revenue)

# Enrollment Report as of April 15, 2025

## Elementary Enrollment By Grade Level and Classroom

School	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade		Total	Variance	
									Proj	Diff
<b>Alder</b>	13	13	18	17	22	20			Alder	
	16	14	20	17	21	20				
Dual Language	20	24	20	26	19	28				
<b>Total</b>	<b>49</b>	<b>51</b>	<b>58</b>	<b>60</b>	<b>62</b>	<b>68</b>		<b>348</b>	341	7
<b># of Classes</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>		<b>18</b>		
<b>Average Class Size</b>	<b>16.33</b>	<b>17.00</b>	<b>19.33</b>	<b>20.00</b>	<b>20.67</b>	<b>22.67</b>				
<b>Davis</b>	19	24	18	19	23	22			Davis	
	19	22	19	19	25	24				
	18		20	17						
<b>Total</b>	<b>56</b>	<b>46</b>	<b>57</b>	<b>55</b>	<b>48</b>	<b>46</b>		<b>308</b>	284	24
<b># of Classes</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>		<b>15</b>		
<b>Average Class Size</b>	<b>18.67</b>	<b>23.00</b>	<b>19.00</b>	<b>18.33</b>	<b>24.00</b>	<b>23.00</b>				
<b>Fairview</b>	18	23	15	25	25	28			Fairview	
	20	25	14	26	23	27				
			15							
STEP	3	4	7	3	2	1				
<b>Total</b>	<b>41</b>	<b>52</b>	<b>51</b>	<b>54</b>	<b>50</b>	<b>56</b>		<b>304</b>	279	25
<b># of Classes</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>		<b>13</b>		
<b>Average Class Size</b>	<b>20.50</b>	<b>26.00</b>	<b>17.00</b>	<b>27.00</b>	<b>25.00</b>	<b>28.00</b>				
<b>Glenfair</b>	23	20	23	23	29	30			Glenfair	
	20	20	23	24	27	30				
	22	21	19	22	29	28				
	22	17	24	24						
<b>Total</b>	<b>87</b>	<b>78</b>	<b>89</b>	<b>93</b>	<b>85</b>	<b>88</b>		<b>520</b>	403	117
<b># of Classes</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>		<b>22</b>		
<b>Average Class Size</b>	<b>21.75</b>	<b>19.50</b>	<b>22.25</b>	<b>23.25</b>	<b>28.33</b>	<b>29.33</b>				

<b>Hartley</b>	19	19	18	18	18	20			Hartley	
	21	19	18	18	19	18				
		20	18	20	21					
<b>Total</b>	<b>40</b>	<b>58</b>	<b>54</b>	<b>56</b>	<b>58</b>	<b>38</b>		<b>304</b>	301	3
<b># of Classes</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>		<b>16</b>		
<b>Average Class Size</b>	<b>20.00</b>	<b>19.33</b>	<b>18.00</b>	<b>18.67</b>	<b>19.33</b>	<b>19.00</b>				
<b>Margaret Scott</b>	23	23	20	19	22	28			Margaret Scott	
	22	22	20	21	21	27				
	21	21	20	22	21					
<b>Total</b>	<b>66</b>	<b>66</b>	<b>60</b>	<b>62</b>	<b>64</b>	<b>55</b>		<b>373</b>	318	55
<b># of Classes</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>		<b>17</b>		
<b>Average Class Size</b>	<b>22.00</b>	<b>22.00</b>	<b>20.00</b>	<b>20.67</b>	<b>21.33</b>	<b>27.50</b>				
<b>Salish Ponds</b>	17	23	22	24	22	22			Salish Ponds	
	17	20	21	23	21	22				
	17		19		18	22				
<b>Total</b>	<b>51</b>	<b>43</b>	<b>62</b>	<b>47</b>	<b>61</b>	<b>66</b>		<b>330</b>	314	16
<b># of Classes</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>		<b>16</b>		
<b>Average Class Size</b>	<b>17.00</b>	<b>21.50</b>	<b>20.67</b>	<b>23.50</b>	<b>20.33</b>	<b>22.00</b>				
<b>Sweetbriar</b>	21	25	22	24	19	26			Sweetbriar	
	19	23	20	23	18	26				
<b>Total</b>	<b>40</b>	<b>48</b>	<b>42</b>	<b>47</b>	<b>37</b>	<b>52</b>		<b>266</b>	247	19
<b># of Classes</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>		<b>12</b>		
<b>Average Class Size</b>	<b>20.00</b>	<b>24.00</b>	<b>21.00</b>	<b>23.50</b>	<b>18.50</b>	<b>26.00</b>				
<b>Troutdale</b>	18	21	20	23	21	28			Troutdale	
	17	19	20	23	21	27				
	16	17	19	23	21					

Life Skills	7	3	2	6	5	2				
<b>Total</b>	<b>58</b>	<b>60</b>	<b>61</b>	<b>75</b>	<b>68</b>	<b>57</b>		<b>379</b>	334	45
<b># of Classes</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>		<b>17</b>		
<b>Average Class Size</b>	<b>19.33</b>	<b>20.00</b>	<b>20.33</b>	<b>25.00</b>	<b>22.67</b>	<b>28.50</b>				
<b>Wilkes</b>	21	17	21	21	23	26			Wilkes	
	19	17	21	21	23	24				
	19	18	20	20	23	24				
	18	18		20						
Life Skills	6	6	4	3	4	2				
<b>Total</b>	<b>83</b>	<b>76</b>	<b>66</b>	<b>85</b>	<b>73</b>	<b>76</b>		<b>459</b>	421	38
<b># of Classes</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>		<b>21</b>		
<b>Average Class Size</b>	<b>20.75</b>	<b>19.00</b>	<b>22.00</b>	<b>21.25</b>	<b>24.33</b>	<b>25.33</b>				
<b>Woodland</b>	22	18	21	20	26	24			Woodland	
	21	18	19	18	26	23				
	21	17	17	17		23				
		17								
Life Skills	7	3	6	6	5	4				
<b>Total</b>	<b>71</b>	<b>73</b>	<b>63</b>	<b>61</b>	<b>57</b>	<b>74</b>		<b>399</b>	386	13
<b># of Classes</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>		<b>18</b>		
<b>Average Class Size</b>	<b>23.67</b>	<b>18.25</b>	<b>21.00</b>	<b>20.33</b>	<b>28.50</b>	<b>24.67</b>				
<b>Elementary Total</b>	<b>642</b>	<b>651</b>	<b>663</b>	<b>695</b>	<b>663</b>	<b>676</b>		<b>3990</b>	3628	362
<b>Total # of Classes</b>	<b>32.00</b>	<b>32.00</b>	<b>33.00</b>	<b>32.00</b>	<b>29.00</b>	<b>27.00</b>				
<b>Total Average Class Size</b>	<b>20.06</b>	<b>20.34</b>	<b>20.09</b>	<b>21.72</b>	<b>22.86</b>	<b>25.04</b>				

### Secondary Enrollment By Grade Level

School	6th Grade Grade	7th Grade Grade	8th Grade Grade	9th Grade Grade	10th Grade	11th Grade	12th Grade	Total	Variance	
									Proj	Diff
HB Lee MS	256	247	233					736	728	8
Reynolds MS	246	211	238					695	683	12
Walt Morey MS	168	171	172					511	532	-21

RHS + Middle College				684	579	549	512	2324	2441	-117
RLA				2	31	75	86	194	121	73
									Proj	Diff
<b>Secondary Total</b>	<b>670</b>	<b>629</b>	<b>643</b>	<b>686</b>	<b>610</b>	<b>624</b>	<b>598</b>	<b>4460</b>	4505	-45

**Charter School Enrollment By Grade Level**

School	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th - 8th Grade	Total	Variance	
									Proj	Diff
Arthur Academy	30	29	29	26	29	25		168	172	-4
Rockwood Prep	68	69	64	65	54	51		371	374	-3
MLA	47	48	48	48	48	48	276	563	554	9
HOLLA	18	20	18	21	21			98	75	23
									Proj	Diff
<b>Charter Total</b>	<b>163</b>	<b>166</b>	<b>159</b>	<b>160</b>	<b>152</b>	<b>124</b>	<b>276</b>	<b>1200</b>	1175	25

	Total	Variance	
		Proj	Diff
<b>Elementary Total</b>	<b>3990</b>	3628	362
<b>Middle School Total</b>	<b>1942</b>	1943	-1
<b>High School Total</b>	<b>2518</b>	2562	-44
<b>Reynolds Total</b>	<b>8,450</b>	8,133	317
<b>Charter Total</b>	<b>1,200</b>	1,175	25
<b>Total Reynolds and Charters:</b>	<b>9,650</b>	9,308	342



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Consent Agenda**

Type:  Action Item       Report / Presentation

Policy: BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students      | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development       |

---

**Summary / Background:**

- A. Approval of Personnel Order
- B. Approval of Prior Meeting Minutes
- C. Field Trip
  - i. RLA Engineering Science Class Trip to Beverly Beach State Park, Oregon
  - ii. RHS Speech and Debate Team Trip to Monmouth, Oregon
  - iii. RHS Choir Trip to Seattle, Washington
- D. Grant Acceptance:
  - i. Lemelson Grant
  - ii. Oregon Department of Human Services - HOWTO Grant
- E. Resolutions 2024-2025 -027 to -031

**Previous Board Action:**

Not Applicable.

**Financial Implications:**

Not Applicable.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve all Consent Agenda items as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

**Reynolds School District  
Board of Education Business Meeting  
Meeting Minutes**

March 18, 2025

6:00 PM

Building I, Edgefield Campus

**I. 5:30p - Executive Session**

The Reynolds School Board and the Superintendent will recess into Executive Session at 5:30p, under ORS 192.660(2)(a) Personnel, ORS 192.660(2)(b) Grievances, ORS 192.660(2)d) Negotiations, and ORS 192.660(2)(f) Legal Counsel. Executive Session is closed to the public.

**II. 6:00p - Call to Order**

- Chair Michael Reyes called the March 18, 2025 Business Meeting to order at 6:03p.

**A. Roll Call**

**B. Consider Approval of the March 18, 2025 Agenda**

I move that the Board approve the March 18, 2025 agenda as presented,. This motion, made by Aaron Muñoz and seconded by Ana Gonzalez Muñoz, Passed.

Yea: 7, Nay: 0

**C. Pledge of Allegiance**

**D. Land Acknowledgement**

- Read into the record by Director Aaron Muñoz.

**E. Mission and Vision**

- Read into the record by Chair Michael Reyes.

**III. 6:10p - Recognition**

**A. Student Recognition: Wilkes Elementary**

**B. Resolutions**

- Read into the record by Director Ana Gonzalez Muñoz.

**i. Resolution 2024-2025-022 Public School Volunteers**

- Read into the record by Director Ana Gonzalez Muñoz.

**ii. Resolution 2024-2025-023 School Library Month**

- Read into the record by Director Aaron Muñoz.

**iii. Resolution 2024-2025-024 Assistant Principal Week**

- Read into the record by Director Joyce Rosenau.

**iv. Resolution 2024-2025-025 Arab American Heritage Month**

- Read into the record by Director Cayle Tern.

**IV. 6:25p - High School Student Report**

**V. 6:30p - Public to be Heard**

Members of the public will address the board with comments and the board will listen only. Public Comment will be limited to 7 speakers with 3 minutes each. Forms must be turned in before the meeting start time.

**VI. 6:45p - Bargaining Group Updates**

**VII. 6:55p - Presentation to the Board**

**A. Legislative Update**

**B. Facilities Goal**

- Over 4000 work orders so far this year.
- Custodial supervisor hired.
- Work orders are entered electronically and go to the department secretary to assign. Secretary talks to Brent about any emergent or big requests.

**C. Dual Language Immersion Program Expansion**

**VIII. 7:25p - Superintendent's Reports**

**A. Announcements/Reports**

**B. Financial Report**

**C. Enrollment Report**

**IX. 7:40p - Consent Agenda**

I move that the Board approve the Consent Agenda as presented. This motion, made by Francisco Ibarra and seconded by Aaron Muñoz, Passed.

Yea: 7, Nay: 0

**A. Approval of Personnel Order**

**B. Approval of Prior Meeting Minutes**

**C. MESD Local Service Plan**

**D. Field Trips**

**i. RHS JROTC Trip to Warrenton, Oregon**

**ii. RHS DECA Trip to Orlando, Florida**

**E. Resolutions 2024-2025 -022 to -025**

**X. 7:45p - Action Items**

**A. Oregon Growth Savings Plan**

I move that the Board adopt Resolution 2024-2025-026 "Inclusion Under the State of Oregon Deferred Compensation Plan" as presented. This motion, made by Ana Gonzalez Muñoz and seconded by Aaron Muñoz, Passed.

Yea: 7, Nay: 0

**B. Executive Session Discussion**

I move that the Board accept hearing the level III grievance as presented in executive session. This motion, made by Michael Reyes and seconded by Ana Gonzalez Muñoz, Passed.

Yea: 4, Nay: 3

**XI. 7:55p - Board Announcements and Discussion**

**A. Individual Board Members - Announcements and Reports**

**B. Upcoming Board Meetings**

**XII. 8:10p - Adjourn**

- Chair Michael Reyes adjourned the March 18, 2025 Business Meeting at 9:01p.



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

**Reynolds School District  
Board of Education Work Session  
Meeting Minutes**

April 9, 2025

6:00 PM

Building I, Edgefield Campus

**Present:** Patty Carrera, Ana Gonzalez Muñoz, Aaron Muñoz, Michael Reyes, Joyce Rosenau, Cayle Tern,

**Absent:** Francisco Ibarra.

**I. 6:00p - Call to Order**

- Chair Michael Reyes called the April 9, 2025 Work Session to order at 6:00p.

**A. Roll Call**

**B. Land Acknowledgement**

- Read into the record by Chair Michael Reyes.

**II. 6:10p - Bond Planning Presentation**

**III. 6:40p - 2015 Bond Refund Presentation**

**IV. 7:15p - Boundary Adjustments Presentation**

**V. 7:45p - Adjourn**

- Chair Michael Reyes adjourned the April 9, 2025 Work Session at 8:07p.



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: RLA Coastal Science Field Trip**

Type:  Action Item       Report / Presentation

Policy: IICA: Field Trips and Special Events

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students      | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input type="checkbox"/> Professional Development                  |
- 

**Summary / Background:**

RLA students will study coastal ecology and marine biology at the Oregon Coast in Newport and the Hatfield Marine Science Center where they will spend time exploring the center and taking classes. Students will have an opportunity to learn about the animals and their habitats, as well as education and volunteer opportunities that have led to careers. Students will also have a chance to learn how engineering, science, and biology work together.

**Previous Board Action:**

The Board is responsible for approving all overnight trips.

**Financial Implications:**

The total cost of this trip is estimated to be \$2,831. It will be paid with High School Success grant funds.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the RLA science field trip to Beverly Beach State Park as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

**Reynolds School District**  
**INITIAL REQUEST FOR STUDENT TRAVEL OVER 100 MILES ROUND TRIP**

Name of Group: RLA Science Engineering Science Class School: RLA West

Note: This initial request must be submitted and approved 30 days before any commitment can be made or before any money-making activities can be started.

Date Request Submitted: July 25, 2024 Date(s) of Activity: May 15<sup>th</sup>-17<sup>th</sup>, 2025

If sufficient space is not available on this form, supporting data should be attached.

1. **Purpose of the trip. (Complete related section on the next page.)**
2. List staff member(s) responsible for students. List all other supervisors on trip.  
3 RLA staff members: Rachael Joyce (Science Teacher- Lead) and Gio Pena (Science Teacher, male chaperone and driver).
3. School Equipment to be used:  
RLA Proposes to use District Activity Vehicle 202
4. Lodging:  
We will spend two nights at Beverly Beach State Park in yurts
5. Will Student Travel Insurance be obtained? \_\_\_\_\_ Yes X No
6. Estimated number of students: 14 Number of supervisors: 2
7. Parent permission slip on file: X Yes \_\_\_\_\_ No
8. Person or persons initiating request: Rachael Joyce of the RLA Science Department Date: 07/25/24
9. Principal approval: Stacy Talus Date: \_\_\_\_\_

Decision: Preliminary approval to continue with planning \_\_\_\_\_ Yes \_\_\_\_\_ No

If denied, reason \_\_\_\_\_

Final Approval \_\_\_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_  
District Activities Coordinator

\_\_\_\_\_  
Date

**Reynolds School District**  
**PURPOSE OF TRIP**

1 List itinerary.

**Proposed Itinerary:**

**Thursday, May 15, 2024**

8:00	Students arrive at school and begin loading vehicles
8:30	Leave RLA and drive to OSU Marine Science Center
11:30-3:00	OSU Marine Science Center – Dissection Class
4:00	Check-in to Beverly Beach State Park
4:00-5:00	Organize gear for overnight, go over expectations and rules
5:00-6:00	Science on the beach.
6:30-7:00	Dinner
7:00-9:30	Group teambuilding
9:30	Bedtime

**Friday, May 16, 2024**

8:00-9:30	Wake-up, eat breakfast, prep lunch
9:30-10:00	Travel to OSU Marine Science Center
10:30-12:00	Explore the Museum
12:00-12:30	Lunch
12:30-2:30	Hatfield Marine Science Center – ROV Challenger Design
2:30-3:30	Job Talk
3:30-4:00	Travel back to campsite
4:00-5:00	Quiet Time at Campsite (Chance to walk the beach again)
5:30-7:30	Dinner prep/ Dinner
7:30-9:00	Evening Group Time
9:00-10:00	Get Ready for Bed
10:00	Lights out

**Saturday, May 17, 2024**

8:00-9:00	Wake-up, eat breakfast
8:00-10:00	Pack lunches, clean up, check-out of yurts
10:00-10:30	Drive to Historical Downtown Newport
10:30-1:30	Ripley’s Believe It or Not/ Louis Tussaud’s Waxworks
1:30-2:00	Lunch
2:00-5:00	Drive to RLA
5:00-5:30	Grab gear, cleanup bus
5:30	Go home

2. What are the objectives of the trip and how are the experiences provided on the trip related to the class or school program?

The objective of this trip is to give students a chance to experience learning by hands on activities outside of the classroom. Many have never had a chance to go to the coast and experience the ocean. The hands-on activities (dissecting lab and ROV Challenge Design Lab) will give students a chance to connect with what we are talking about in class which will be engineering based. The fish dissection is important, because it is through learning about animals that we are able to create technology that lets us explore our universe. The ROV Challenge is important, because students will get a chance to see real challenges that scientist face when designing equipment for exploration. There will be some cross content learning with going to Ripley’s Believe it or Not Museum and Louis Tussaud’s Waxworks, where they can see some historical moments of the world in a fun and interactive setting.

3 How will the activities on the trip provide opportunities for students to obtain new skills, knowledge, insights or appreciations?

RLA students will study coastal ecology and marine biology at the Oregon Coast in Newport and the Hatfield Marine Science Center. We will visit the Hatfield Marine Science Center where we will spend time exploring the center and taking a dissection class. Students will have an opportunity to learn about the animals and their habitats, as well as education and volunteer opportunities that have led to careers. Students will also have a chance to learn how engineering, science and biology work together. We will also be able to go to Ripley’s Believe It or Not Museum and Louis Tussaud’s Waxworks, where students will be able to interact with some not well-known history or get a chance to see some well-known figures.

4. What effect does the trip have on other classes or programs?

This trip will be an accumulation event for the engineering class. We will have spent all year working towards this trip. Any leftover seats will be given to students from other science classes which will help them connect to real world settings to what they are learning in class.

5. Estimated cost of trip \$ 2,831.00. Describe how the trip will be funded. (School funding? Fund raisers? Student/Parent funding?)

Item	Amount	TOTAL <b>\$2,831</b>
Transportation	300 total miles x \$1.03 per mile (1 district activity vehicle)	\$309.00
Lodging	4 yurts@ 2 nights \$63 per night	\$504
Food/ Supplies	17 people, 3 days	\$500
Restaurants	17 people, 3 days	\$750
Hatfield Marine Science Center and Dissection Lab Class	17 participants (14 students @ \$7 each plus \$3 reg fee)	\$149
Hatfield Marine Science Center and ROV Challenge Design	17 participants (14 students @ \$7)	\$196
Ripley’s Believe It or Not/ Wax Museum	17 participants (18 @ \$30)	\$600

This trip is funded by High School Success Funds.

6. Describe methods of transportation. List names of drivers, types of automobiles, and whether a Type 10/20 license will be required for drivers (see Policy EEAE).

RLA Proposes to use District Vehicle 202 for transportation to Newport, Oregon. Gio Pena will become a certified Reynolds School District Activity Van Drivers (type 10/20 license) will be responsible for the driving of the vehicles.

7. Describe supervision plans to ensure maximum safety for students.

All students will adhere to the following guidelines and conditions while on the trip. Staff will be with students at all times to ensure maximum safety for students. We have created a schedule of activities and will review activity expectations before each activity so students are aware of where they should be, what they are doing and times for starting and stopping each activity.

Standard Reynolds School District rules and regulations will be enforced and followed. Appropriate disciplinary action will be taken if students are found to be in violation of any of these expectations and staff will notify Stacy Talus of any issues as they arise.

Staff will carry cell phones and these numbers have been made available to Stacy Talus in case we need to be contacted.

**Reynolds School District**  
**STUDENT CONTRACT: FIELD TRIPS AND AWAY-FROM-SCHOOL ACTIVITIES**

To: Student and Parent(s)

The Reynolds School District is proud of its students and is confident that in most circumstances student conduct on field trips and away-from-school activities will be reasonable and prudent. However, in the event that a student chooses not to abide by the rules established by the adult(s) in charge, he/she should be aware of the consequences. The student should fill in the information requested below and sign the contract. If the student is under 18 years of age, his/her parent should also sign.

Student Name: \_\_\_\_\_

School: Reynolds Learning Academy

Description of field trip/activity: Engineering Field Trip

Location/Destination: Newport, Oregon

Date(s) of field trip/activity: May 15th, 2025-May 17th, 2025

Name(s) of person in charge of field trip/activity: Rachael Joyce, RLA Staff

I understand that the above named trip is an official school activity and that all rules and regulations applying in the Reynolds School District are in effect. Among these rules are the following:

1. All directions and guidelines established by the adult(s) in charge will be followed;
2. There will be no use of alcoholic beverages or other drugs at any time;
3. There will be no smoking while on the bus or van;
4. All established time schedules will be followed;
5. Reasonable and proper behavior will be maintained at all times during the trip.

I recognize that in the case of serious violation of the rules, that my parent(s) will be called collect and that I will be sent at home at their expense.

Student Signature

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Date

Parent Signature

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Date

(Complete student health history on next page.)

**Reynolds School District**  
**HEALTH HISTORY FOR SCHOOL FIELD TRIPS**

Student Name: \_\_\_\_\_

Birth Date: \_\_\_\_\_

Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Work Telephone: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Work Telephone: \_\_\_\_\_

Person to be called in case of emergency if parent/guardian cannot be reached:

Name: \_\_\_\_\_

Relationship: \_\_\_\_\_

Telephone: \_\_\_\_\_

Physician: \_\_\_\_\_

Telephone: \_\_\_\_\_

Last Tetanus Shot: \_\_\_\_\_

Please list any allergies (bee sting, medications, etc.) or illness that the school should be aware of:  
Medications student is currently taking:

Any special information/instructions concerning medication:

I hereby give my permission for non-prescription medication (for example, aspirin) to be given to my child if deemed advisable by designated school personnel. In case of surgical emergency, I hereby give permission to the physician selected by the school director, or in his/her absence, his/her designee, to hospitalize, secure treatment for and to order injections, anesthesia or surgery for my child as named above.

Any directions to the contrary should be specified on the reverse side of this form and signed.

Activity:

---

Parent/Guardian Signature

---

Date



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: RHS Spring Choir Tour**

Type:  Action Item       Report / Presentation

Policy: IICA: Field Trips and Special Events

Date: April 23, 2025

---

**Connection to Strategic Plan Goal Topics:**

- |  |   |
|--|---|
| <input type="checkbox"/> Marginalized Students                 | <input type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input type="checkbox"/> Professional Development       |
- 

**Summary / Background:**

RHS Choir Tour to Seattle, Washington to compete in the Music in the Parks Choral Festival, May 29-31.

**Previous Board Action:**

The Board is responsible for approving all overnight field trips.

**Financial Implications:**

The estimated cost of this trip is \$280 per student. There have been numerous fundraising activities throughout the year and scholarships are available to limit any out-of-pocket expenses. The registration fee for the Music in the Parks Choral Festival will be paid using RHS Fee Free funds.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the RHS choir tour as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

**Reynolds School District**  
**INITIAL REQUEST FOR STUDENT TRAVEL OVER 100 MILES ROUND TRIP**

Name of Group: Pro Cantorum Advanced Mixed Choir      School: Reynolds High School  
Note: This initial request must be submitted and approved 30 days before any commitment can be made or before any money-making activities can be started.

Date Request Submitted: March 6<sup>th</sup> 2025      Date(s) of Activity: May 29<sup>th</sup>-31<sup>st</sup>

If sufficient space is not available on this form, supporting data should be attached.

1. Purpose of the trip. (Complete related section on the next page.)  
Travel to Seattle Washington to attend Music in the parks Choral Festival hosted by Wild Waves.

2. List staff member(s) responsible for students. List all other supervisors on trip.
- Melissa Albert, Teacher
  - Lynn Reaney, Parent
  - Meg Vanderpool, Parent
  - Chris Card, Parent TBD
  - 1 more additional parent TBD

3. School equipment to be used: School Bus

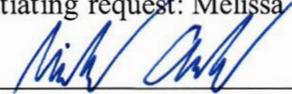
4. Lodging: Best Western Plus Mountain View Auburn

5. Will Student Travel Insurance be obtained? Yes

6. Estimated number of students: 38 Number of supervisors: 5

7. Parent permission slip on file: Yes

8. Person or persons initiating request: Melissa Albert Date: 3/6/2025

9. Principal approval:  Date: 3-7-25

Decision: Preliminary approval to continue with planning    Yes    No

If denied, reason \_\_\_\_\_  
\_\_\_\_\_

District Activities Coordinator Date

Final Approval    Yes    No

\_\_\_\_\_  
District Activities Coordinator

\_\_\_\_\_  
Date  
Field Trips and Special Events\*\* - IICA-AR

**Reynolds School District**  
**PURPOSE OF TRIP**

1. List itinerary.

- Choir Exchange with Area High School
- Visit University of Washington to tour and work with music department on music RHS has prepared for competition
- RHS Choir Compete in the Music in the Parks Choral Competition

2. What are the objectives of the trip and how are the experiences provided on the trip related to the class or school program?

- To Compete in the National Music in the Parks Choral Competition with the music we have prepared in the classroom

3. How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge or appreciations?

- We will also visit the Museum of Pop, partner with a local choir, and tour and work with the University of Washington. This aligns with the Choir classroom as well as offering enrichment for all students in visiting the university and museum and sharing our work in the classroom with new communities.

4. What effect does the trip have on other classes or programs?

- Students will miss one day of school

5. Estimated cost of trip \$13000-14000. Describe how the trip will be funded. (School funding? Fund raisers? Student/Parent funding?)

- We are currently fundraising a total of \$3100 toward the trip so far. We sell chocolates, and have fundraisers scheduled at Panda Express and Chipotle, where they donate 20%. We also have a Bottle Drop give account to collect funds from cans from all choir families, as well as hosting a pop can drive in April. Some families are paying for the trip directly while other families are fundraising. We have funds set aside to scholarship students in the event they do not raise enough funds.

6. Describe methods of transportation. List names of drivers, types of automobiles, and whether a Type 10/20 license will be required for drivers (see Policy EEAE).

- We will partner with RSD Transportation for a bus and provide a hotel room for the driver. Quote Attached.

7. Describe supervision plans to ensure maximum safety for students.

- We will have 4 parent chaperones and one instructor who will have chaperones groups of 8 or less. Chaperone groups will check in at all stops and locations as well as do nightly checks to confirm students are in their rooms as well as wakeup calls. The hotel has 24 hour security and is a locked space at night needing key access to enter. Students are in groups of 3 or more throughout any free time and will have many check-in points with chaperones at designated times throughout the trip and travel in chaperone groups in densely populated areas. Wild Waves has multiple lifeguards and security on the premises and is hosting many Middle and High Schools that day for the festival Music in the Parks. This is a festival hosted all across America with a great reputation and prestige.

## RHS Choir Music in the Parks Competition Itinerary 2025

May 29th	High School Choir Exchange Day	Details	Cost
3:45	<b>Arrive in RHS Classroom A-14</b> <i>1698 SW Cherry Park Rd, Troutdale, OR 97060</i>		
4:00	<b>Depart for Seattle</b> Arrive at Scatter Creek Rest Area (approximate) <i>Rochester, WA 98579</i>	RSD School Bus transportation to Seattle	\$3,900
7:00	<b>Bainbridge High School Choir Exchange</b> <i>DROP OFF: 9330 High School Rd NE, Bainbridge Island, WA 98110</i> Choir exchange	>RHS Performance For BHS Students and families	
8:30	<b>Dinner</b>	Pizza Dinner donated from local business	Donated
9:30	<b>Stargazing Tour</b> <i>Donated Experience from Battle Point Astronomical Association</i>	BHS and RHS with Battle Point Astronomical Association	Donated
11:30	<b>Ferry back to Seattle ( Optional)</b> PICK UP: 1101 Alaskan Wy, Seattle, WA 98101	<Fundraising dependent- can drive around	\$100
11:30	<b>Hotel for the night</b> <i>401 8th St SW, Auburn, WA 98001</i>		\$2,384
May 30th	University Clinic and Museum Day	Details	Cost
7:30	<b>Wake Up Call</b>		
8:00 AM	<b>Breakfast in Hotel</b>		Included
8:30	<b>Depart for University of Washington School of music tour</b>	University Tour	Free
9:15	<b>Tour University of Washington</b> <i>1410 NE Campus Pkwy, Seattle, WA 98195</i>	> Guided walking tour of UofW Campus	
10:30	<b>Clinic UofW Choir Clinic</b>	>Performance by RHS	Free
11:30	<b>Depart for MO POP</b>		
12:00	<b>MOPOP Museum- Lunch Subway ( On own- Bring Money)</b> Museum of Pop Culture including Sound Lab Exhibit <i>325 5th Ave N, Seattle, WA 98109</i>	>Self Guided Museum Tour	\$276
1:30	<b>Pike Place Market</b> <i>Groups with Chaperones, 1531 Western Ave, Seattle, WA 98101</i>	In chaperone groups move through pike place at leisure	Free
3:30	<b>Arrive at Red Robin Waterfront (Optional)-Fundraising deper</b> 1101 Alaskan Way, Seattle, WA 98101	>Choir banquet and class awards- class awards given to	\$860
5:00	<b>Walk to Mariners Stadium-25 min walk (Optional) Fundraisir</b> <i>1250 1st Ave S, Seattle, WA 98134</i>	Optional- can replace with choir exchange at area high school	\$792
7:10	<b>Game Begins</b>		
10:00	<b>Depart stadium for hotel</b> <i>401 8th St SW, Auburn, WA 98001</i>		
11:15	<b>In rooms for the night-Lights out</b>	Chaperone and director room checks	\$2,384
May 31st	Music in the Parks Competition Day	Details	Cost
7:00	<b>Breakfast begins</b>		
8:00	<b>Depart for Federal Way High School- Load Bus and In Perfo</b> <i>30611 16th Ave S, Federal Way, WA 98003</i> Watch Music in the Parks Competition- <i>PACK SNACK FROM BUS</i>	>Watch High schoolers from around the pacific northwest perform	
9:20	<b>Choir Warm Up Room</b>	>20 minute warm up time before competition	
9:40	<b>RHS Performance</b>	>RHS Competition Performance >Workshop with Judges	\$2,807
10:40	<b>Depart for Lunch at Tacoma Mall (Time To change Clothing)</b> <i>4502 S Steele St, Tacoma, WA 98409</i>	Lunch at food courts in mall	
11:30	<b>Depart Tacoma Mall for Wild Waves</b> <i>36201 Enchanted Pkwy S, Federal Way, WA</i>		
12:00	<b>Free Time at Music in the Parks Wild Waves with partner</b>		
4:30	<b>Music in the Parks Award Ceremony in park</b>	Music in the Parks Award Ceremony	ompetition price
5:30	<b>Depart for Reynolds High School</b> <i>1698 SW Cherry Park Rd, Troutdale, OR 97060</i> <i>Stop for dinner on the way home- Safeway and fast food options</i>		
9-10PM	<b>Arrive at Reynolds High School</b>		<b>TOTAL</b>
			<b>13503</b>

## ~Purpose of Trip – RHS CHOIR TOUR~

### Purpose of Trip Questions: 2 & 3

Choir tours serve multiple purposes that are beneficial for the development and growth of the music program. Some of the key objectives include:

- **Performance Opportunities:** One of the primary objectives of a tour is to provide the members with opportunities to showcase their talent and hard work through performances at various venues. These performances can range from local churches to prestigious concert halls, allowing the choir to reach diverse audiences and gain valuable experience in performing in different settings.
- **Cultural Exchange:** Choir trips often involve traveling to different cities, states, or even countries, providing choir members with the opportunity to immerse themselves in different cultures. This exposure helps broaden their perspectives, fosters cultural appreciation, and enhances their understanding of music's universal language.
- **Team Building and Camaraderie:** Tours offer a unique setting for members to bond with one another outside of regular rehearsals. Through shared experiences such as travel, performances, and social activities, students develop stronger relationships, trust, and teamwork skills that can positively impact their musical collaboration in class.
- **Educational Enrichment:** Tours include workshops, masterclasses, or collaborations with other musicians, offering educational opportunities that go beyond what can be achieved in a traditional classroom setting. These experiences can enhance the students' musical skills, knowledge, and appreciation for different styles of music.
- **Personal Growth:** Participating in a tour we can also contribute to personal growth by challenging individuals to step out of their comfort zones, adapt to new environments, and overcome obstacles together as a team. These experiences foster resilience, confidence, and self-discovery among choir members.

### Relationship to Class Experiences:

The experiences provided on a choir trip are closely related to the class in several ways:

- **Applied Learning:** The skills acquired during a tour, such as stage presence, vocal technique, ensemble performance, and musical interpretation, directly translate into improved performance abilities in class. The real-world application of these skills reinforces classroom learning and motivates students to strive for excellence in their musical pursuits.
- **Enhanced Collaboration:** The teamwork and camaraderie developed during a choir trip carry over into the classroom environment, fostering a sense of unity among choir members. This enhanced collaboration can lead to improved rehearsal efficiency, communication skills, and overall cohesion within the ensemble.
- **Cultural Appreciation:** Exposure to different communities during a choir trip enriches students' understanding of music's cultural context and history. This newfound vision for the wider world around us can inspire students to explore a wider repertoire of music styles in class and approach their performances with greater depth and authenticity.

## Estimated Costs

Transportation	\$3900
Lodging	\$4768
Ferry Cost	\$100
Museum of Pop	\$276
Dinner on the Waterfront	\$860
Music in the Parks Festival and Park Entry Fees	\$2806.70
Mariners Game	\$792
	<b>\$13,502.70</b>

Fundraising Calendar	Expected Profit	Actual	Notes
Sept			
Oct			
	Cookie Dough Fundraiser	\$450	\$450
Nov			
	Cookie Dough Fundraiser		
	Hot Topic Grant	10000	
Dec			
	Donation Dash/ Direct Give Model	400+	\$300 General Funds/Scholarship Students
Jan			
	Chocolate Sales	\$28/Box \$2800	Mezclada going into general funds/Scholarship stu
February			Individual sales into individual accounts for PRO
	Chocolate Sales	\$300	
March	Deposit DUE		
April			
	Donation Dash	400+	General Funds/Scholarship students
May			



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: OSAA Speech State Championship**

Type:  Action Item       Report / Presentation

Policy: Field Trips and Special Events - IICA

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

- Marginalized Students                       Culturally Responsive Teaching
- Student and Staff Wellness                       Professional Development
- 

**Summary / Background:**

The OSAA Speech State Championship will be held at Western Oregon University in Monmouth, Oregon from April 24 to April 26. Thirteen students from the RHS Speech & Debate team earned qualification based on the results of the OSAA Mt. Hood District 12 competition held just before spring break. The students will be competing against schools from across Oregon.

While staying in the WOU dorms, all students will be part of a “buddy” system staying in double rooms. Since the coach has a leadership role requiring extra time at the state championships, two additional Reynolds High School teachers will supervise students outside the dorms while competing on campus.

**Previous Board Action:**

The Board is responsible for approving all overnight field trips.

**Financial Implications:**

The overall cost of lodging, food, transportation, and subs for two days is estimated at \$2500 which will be covered by a pre-approved district budget and the team’s ASB fund.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the RHS Speech State Championship trip as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

Reynolds School District  
INITIAL REQUEST FOR STUDENT TRAVEL OVER 100 MILES ROUND TRIP

Name of Group: RHS Speech & Debate Team School: Reynolds High School

Note: This initial request must be submitted and approved 30 days before any commitment can be made or before any money-making activities can be started.

Date Request Submitted: 3/31/2025 Date(s) of Activity: 4/24-26/2025

If sufficient space is not available on this form, supporting data should be attached.

1. Purpose of the trip. (Complete related section on the next page.)  
OSAA Speech & Debate State Championships
2. List staff member(s) responsible for students. List all other supervisors on trip.  
Valerie Schiller; Mark Johnson; Tommy Murphy
3. School equipment to be used:  
14-Passenger Activity Van
4. Lodging:  
Western Oregon University dorms
5. Will Student Travel Insurance be obtained?  Yes  No
6. Estimated number of students: 13 Number of supervisors: 3
7. Parent permission slip on file:  Yes  No
8. Person or persons initiating request: Valerie Schiller Date: 3/31/2025
9. Principal approval: *Nick Cook* Date: 3-31-25

Decision: Preliminary approval to continue with planning  Yes  No

If denied, reason \_\_\_\_\_

District Activities Coordinator Date

Final Approval  Yes  No

\_\_\_\_\_  
District Activities Coordinator

\_\_\_\_\_  
Date





*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Grant Acceptance: The Lemelson Foundation**

Type:  Action Item       Report / Presentation

Policy: DD: Grant Funding Proposals and Applications

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input type="checkbox"/> Student and Staff Wellness       | <input checked="" type="checkbox"/> Professional Development       |
- 

**Summary / Background:**

The Lemelson Foundation’s mission is to harness the power of invention and innovation to accelerate climate action and improve lives around the world. The foundation’s strategic funding areas are in climate action, invention and entrepreneurship and invention education.

Through their invention education initiative, this 1 year investment will fund 2 science teachers per grade level at HB Lee (6 total) plus an administrator to join a regional cohort of middle school educators to experience exemplar invention education practices and consider possible implementation via additional Lemelson support in subsequent years.

**Previous Board Action:**

The Board is responsible for approving the acceptance of all grants.

**Financial Implications:**

\$9,720 grant to support teacher registration to local invention education conferences at PSU, substitute costs and additional planning/meeting time for designated HB Lee teachers.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the acceptance of the Lemelson grant as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



March 27, 2025

Frank Caropelo  
Reynolds School District  
1204 NE 201st Avenue  
Fairview, Oregon 97024

Reference: Grant Award #25-03141

Dear Frank Caropelo,

We are pleased to inform you that The Lemelson Foundation (the “Foundation”) has approved a grant of up to \$9,720.00 (the “Grant”) to Reynolds School District (the “Grantee”), for the period of March 1, 2025, to December 31, 2025.

The Grant funds are to be used to enable cross-collaborative solutions to advance the adoption of Invention Education in schools (the “Project”). The Grant funds are to be used as described in the Grantee’s proposal dated March 6, 2025, and the proposed budget included therein (see Appendix 1; hereinafter called the “Approved Budget”).

Katie Krummeck is the Foundation staff person responsible for the oversight of this Grant and considered the “Program Officer” for purposes of this Grant Agreement; if another Foundation staff person assumes this role during the term of this Grant, the Foundation will notify the Grantee of such change.

Payment of the Grant funds will be made after receipt by the Foundation of a countersigned copy of this letter Agreement (“this Agreement”) signed by an appropriate officer of your organization.

These terms apply to the Grantee’s use of the Foundation’s Grant:

1. Use of Grant Funds. Foundation Grant funds may be expended only for charitable, religious, scientific, literary or educational purposes. This Grant is made only for the purposes stated in this letter, and it is understood that these Grant funds will be used for such purposes substantially in accordance with the approved budget.
2. Return of Unused Funds. Any Grant funds not expended or committed for the purposes of the Grant by December 31, 2025, must be returned promptly to the Foundation.
3. No Lobbying. Foundation Grant funds may not be used by your organization to carry on propaganda, or otherwise to attempt to influence any legislation, within the meaning of Section 4945 of the Internal Revenue Code of 1986, as amended (the “Code”), and the Treasury Regulations thereunder.

4. Notice of Changes. The Grantee will inform the Foundation immediately of (a) any change in its organizational leadership or key personnel or (b) any material change or adverse development relative to its financial condition, operations, activities or affairs.

"Key personnel" for this Grant means Justin Birmingham, Lavert Robertson, or any future individual or individuals with similar responsibilities. In the event that this individual is unable to perform his or her obligations, ceases to be involved in the Project, or substantially reduces his or her involvement in the Project, the Grantee shall immediately notify the Foundation.

5. Reports. The Grantee agrees to deliver the following reports, each signed by an appropriate officer of the Grantee, to the Foundation, and loaded to the Foundation's Grantee Portal. Please complete narrative reports using the questions provided in Appendix 2. Please use the Approved Budget format in Appendix 1 and add actuals columns for all expense reports.

- (a) *Final Project Reports.* Full and complete final project narrative and financial reports (respectively, the "Final Narrative Report" and "Final Expense Report") must be submitted to the Foundation by **December 31, 2025**. These Final reports must: (1) describe the use of the Grant funds, (2) confirm the Grantee's compliance with the terms of the Grant, and (3) describe the progress made by the Grantee toward achieving the purposes for which the Grant was made. The Final Expense Report should include only funds received and expended under this Grant during the Grant period and should include all expenditures made under this Grant. Expenditures made in furtherance of the Grant purposes should be charged against the Grant, and records of such expenditures adequate to enable the use of such funds to be checked readily must be kept.

6. Monitoring and Evaluation. The Foundation will monitor progress with respect to the purposes of the Grant and the use of the Grant funds, which may include reporting of project metrics (to be agreed upon with the Foundation Program Officer), visits from Foundation Directors or other personnel or agents, discussions of the program with the Grantee's personnel, and reviews of financial and other records and materials connected with the activities financed by this Grant. Information provided by the required reports will go into the Foundation's grants management system. Information obtained from monitoring and evaluation may be used for Foundation learning and/or shared with others.

7. Publicity and Acknowledgments. The Foundation may, but is not required to, include basic information about this Grant and the Project in its public reports (e.g., Forms 990-PF), in one or more press releases, on its website, or in any other publicly disseminated materials, or other general lists of Foundation Grantees. The Foundation and this Grant should be acknowledged by the Grantee in all appropriate publications and materials related to or produced by this Grant, including any annual report, donor honor roll, website, brochure, film credit, announcement, and commemorative signage. The Grantee agrees to use the Foundation's full legal name, "The Lemelson Foundation", and logo in all such materials. Whenever possible, we request two weeks to review press releases or other materials. The Foundation may at any time direct the Grantee to stop using either or both of the Lemelson or Foundation name in connection with the Project, and at such time the Grantee shall promptly cease to use such name. If there are special considerations concerning the Grantee's public announcement of this Grant, or if the Grantee would like to coordinate a public announcement of this Grant with the Foundation's announcement(s), we encourage the Grantee to contact the Foundation to discuss its concerns.

8. Tax Status. The Grantee confirms that it is an educational institution exempt from United States federal income taxation by virtue of being a governmental unit of the State of Oregon (as described in Code Section 115) and is an Oregon independent public body governed by a Board of Trustees. The Grantee shall advise the Foundation immediately if there is any change to its status during the term of this Grant.

9. Indemnification. The Grantee irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify, and hold harmless the Foundation, its officers, directors, employees, and agents (collectively, "Indemnified Parties"), from and against any and all claims, liabilities, losses, and expenses (including reasonable attorneys' fees) incurred by the Indemnified Parties, arising out of any third-party claim to the extent attributable to, resulting from or in connection with any act or omission of the Grantee, its employees, or agents, in applying for or accepting the Grant, in expending or applying the Grant funds or in carrying out any project or program to be supported by the Grant, except to the extent that such claims, liabilities, losses, or expenses are attributable to, arise from or in connection with any act or omission of the Foundation, its officers, directors, employees, or agents.

10. Compliance with U.S. Law. The Grantee agrees that it will comply with all applicable United States law.

11. No Renewal Promised. The Grantee acknowledges that the Foundation and its representatives have made no actual or implied promise of funding or renewal of funding except for amounts, and subject to any conditions, specified by this Agreement, including the attached appendices.

12. Termination. Failure to comply with any term of this Agreement, including, but not limited to, the reporting requirements set forth herein, shall result in termination of this Grant and require the return of all Foundation Grant funds to the Foundation. The Foundation reserves the right to terminate this Agreement if, in its sole discretion, the Foundation determines that the Grantee has made any misrepresentations, has in any way misappropriated funds, or has failed to comply with the terms and conditions of this Agreement. The Foundation shall be entitled to a return of any misappropriated funds up to and including the full amount of this Grant.

13. Full Agreement. This Agreement sets forth all terms of this Grant and replaces all prior understandings and Agreements with respect to this Grant. Any modification or amendment must be in writing and signed by an authorized officer of the Grantee and of the Foundation.

14. Governing Law and Venue. This Agreement shall be construed in accordance with the laws of the State of Nevada, and any claims or causes of action shall be adjudicated exclusively in the courts of the State of Nevada.

If this Agreement correctly sets forth your understanding of the terms of this Grant, please indicate your Agreement to such terms by having the enclosed copy of this Agreement countersigned by an appropriate officer of your organization and returned to the Foundation to the attention of Grants Management.

This Agreement may be signed and delivered by means of facsimile or other electronic transmission. To the extent so delivered, this Agreement shall be treated in all manner and respects and

for all purposes as an original Agreement and shall be considered to have the same binding legal effect as if it were the original signed version thereof delivered in person.

On behalf of the Foundation, may I extend every good wish for the success of your work.

Sincerely,

THE LEMELSON FOUNDATION

By: \_\_\_\_\_  
Robert MH Schneider  
Executive Director

On behalf of the Grantee, I understand and agree to the foregoing terms and conditions of the Foundation's Grant and hereby certify my authority to execute this Agreement.

Reynolds School District

By: \_\_\_\_\_

Print Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX 1**  
**Approved Budget**

The Lemelson Foundation Project Budget	
<b>Organization Legal Name:</b>	<b>Reynolds School District #7</b>
<b>Grant Term:</b>	<b>2025-2026</b>
<b>Proposal Submission Date:</b>	<b>March 6, 2025</b>
<b>Total Requested:</b>	<b>\$9,720.00</b>

Item #	Expense Type	Year 1	Total
<b>1</b>	<b>Personnel (substitute teacher costs, stipends, etc.)</b>		<b>\$9000</b>
<b>2</b>	<b>Travel Expenses</b>		<b>\$0</b>
<b>3</b>	<b>Conferences and Meetings Expenses</b>		<b>\$0</b>
<b>4</b>	<b>Other Direct Expenses</b>		<b>\$0</b>
<b>5</b>	<b>Indirect Costs (maximum of 15%)</b>		<b>\$720</b>
	<b>Total Expenses</b>	<b>\$9,720</b>	<b>\$9,720</b>

**APPENDIX 2**  
**Final Narrative Report Format**

The final narrative report is an opportunity to share feedback about your learnings during the grant term. Please upload the report to the Foundation's grants portal. Contact [grantsmanagement@lemelson.org](mailto:grantsmanagement@lemelson.org) with questions or instructions on accessing the portal.

Please answer the following questions in your report:

- How did you use this funding to explore invention education?
- What did your team learn about invention education throughout the grant that resonates with your community's goals and aspirations?
- Is your school district or charter school and community interested in continuing to explore the adoption of invention education as a pedagogical approach within the school day? Why or why not?
- What strengths in your community would help you integrate invention education into the school day across your district or charter school?
- What barriers or gaps do you need to fill if you are to pursue the adoption of invention education across your district or charter school?

If you identified additional questions in your application for exploration during the grant term, please include these in your report as well.

If, at the end of this grant, your district or school determines that invention education is not a fit, please share your reasoning and a description of the misalignment or barriers to implementation.



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Grant Acceptance: Oregon Health Authority HOWTO Grant**

Type:  Action Item       Report / Presentation

Policy: DD: Grant Funding Proposals and Applications

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input type="checkbox"/> Student and Staff Wellness       | <input checked="" type="checkbox"/> Professional Development       |
- 

**Summary / Background:**

Reynolds School District plans to start a new CTE program for dental assisting certification in fall 2026. Candidates must conduct practicum hours working in a clinical dental setting.

The Oregon Health Authority HOWTO grant supports workforce development in health careers. This award will support the hiring of an internship coordinator to arrange the student practicum experiences as well as stipend students to earn while completing hours toward certification.

**Previous Board Action:**

The Board is responsible for approving the acceptance of all grants.

**Financial Implications:**

\$287,142.24 to be received over 2 years starting in FY 2027-28 and FY 2028-29.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the acceptance of the Oregon Health Authority HOWTO grant as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

March 31, 2025

### Notice of Intent to Award

Thank you for submitting your proposals in response to **Request for Grant Proposal OregonBuys# S-44300-00008989** regarding the “**HOWTO Round 6**” grant funding. The proposals that have gone through the review process have been evaluated and sent for review by the Recommender Panel and OHA. OHA has made the selection of the apparent successful awardees. The following is a list of those who have been selected to receive a HOWTO Round 6 grant award. Awardee’s will receive a follow up email with the next steps in the process in the coming days.

#### Awardee List for HOWTO Round 6 Grant Opportunity

On behalf of OHA, we thank you all for your participation and keep an eye out for future HOWTO opportunity rounds.

<b>HOWTO Round 6 awardees</b>
African Youth and Community Organization
BCT Partners LLC
Black Parent Initiative
Chemeketa Community College
Empower Therapy
Familias en Acción
Friends of the Children of Klamath Basin
Insight Counseling and Therapy
La Clinica
Portland State University
Portland Workforce Alliance
Reynolds School District #7
United We Heal

Thank you,  
Suzanne Christman  
Office of Contracts and Procurement  
971-285-4505  
[suzanne.christman@odhsaha.oregon.gov](mailto:suzanne.christman@odhsaha.oregon.gov)



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Recognition**

Type:  Action Item       Report / Presentation

Policy: KAA: Community Relations

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students      | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development       |
- 

**Summary / Background:**

The Board will adopt the following resolutions:

- Resolution 2024-2025-027: Asian-American and Pacific Islander Heritage Month
- Resolution 2024-2025-028 Jewish American Heritage Month
- Resolution 2024-2025-029 Teacher Appreciation Week
- Resolution 2024-2025-030 School Lunch Hero Day
- Resolution 2024-2025-031 School Nurse Week

**Previous Board Action:**

Not Applicable.

**Financial Implications:**

Not Applicable.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve Resolutions 2024-2025 -027 to -031 as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Wade Bakley, Chief Operations Officer

**Subject: Design to Build**

Type:  Action Item       Report / Presentation

Policy: DJC: Bidding Requirements

Date: April 23, 2025

---

**Connection to Strategic Plan Goal Topics:**

- Marginalized Students       Culturally Responsive Teaching
- Student and Staff Wellness       Professional Development
- 

**Summary / Background:**

The district has been awarded funding through the City of Portland's Portland Clean Energy Community Benefits Fund (PCEF) through both their Strategic Program 16: Climate-Friendly Public Schools (SP16) and Collaborating for Climate Action (CfCA), with the goal of reducing greenhouse gas (GHG) emissions and improving climate resiliency.

These funds will be used for HVAC improvements, lighting, and roof upgrades in our Portland schools; Alder, Glenfair, and Margaret Scott. A covered play structure will also be added to Glenfair.

**Previous Board Action:**

As the local contract review board, the school board must approve any procurement exemptions. The board approved similar exemptions in 2016 for bond construction projects and in 2023 for ESSER funded construction projects..

**Financial Implications:**

The district has been awarded \$4,040,313 through SP16 and \$6,158,013 through CfCA for a total of \$10,198,326.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board, acting as the Local Contract Review Board, approve the utilization of Design Build contracting methods for the PCEF SP16 and CfCA physical infrastructure projects.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion

D. Call for Board Vote

Reynolds School District  
FINDINGS OF FACT  
FOR EXEMPTION FROM COMPETITIVE BIDDING AND  
THE USE DESIGN BUILD METHOD OF CONTRACTION  
Glenfair, Margaret Scott, & Alder PCEF Energy Efficiency Projects

ORS 279C.330(1) provides that: “As used in ORS 279C.345, 279C.350, and OAR 137-049-0690, “findings” means the justification for a contracting agency conclusion that includes, but is not limited to, information regarding:

- (1) Operational, budget, and financial data;
- (2) Public benefits;
- (3) Value engineering;
- (4) Specialized expertise required;
- (5) Public safety;
- (6) Market conditions;
- (7) Technical complexity

**The Reynolds School District finds that the information regarding these criteria as set forth below supports the Board of Directors decision to use the DESIGN BUILD contracting method for the Project.**

**1. Operational, Budget, and Financial Data:** As the project funding is limited and the potential scope not fully known at this time, a precise determination of the overall project budget cannot be made at this time given market conditions. If the DESIGN BUILD contracting method is available, the DESIGN BUILD contractor could assess the scope and phasing of the work and provide a more detailed cost estimate during the design phase and through the possible use of various work packages. This additional input would allow Reynolds School District to more accurately determine funding requirements and potentially include additional project elements. These phased project budget adjustments cannot be effectively accomplished with a traditional Design Bid Build (DBB) contracting process. Reynolds School District anticipates a lower overall cost and better value using the DESIGN BUILD contracting method, as described more fully in Section 2 and Section 4 below.

The DESIGN BUILD process will assist in developing a scope of work and construction documents that meet the requirements of the project with significantly lower risk of cost overruns. The resulting DESIGN BUILD contract will establish, within the contract price, the allowable fees, allowances and Project costs of the Work.

**2. Public Benefits:** Given market volatility, the utilization of the DESIGN BUILD delivery method will allow the team to use target value design tools to procure materials that have long lead times and receive design assistance from subcontractors who can provide cost savings and assurances with meeting project deadlines.

Use of DESIGN BUILD as an alternative contracting method will allow construction work to commence relatively rapidly on some portions of the work while design continues on the remaining portions. This will shorten the overall duration of the construction, maintaining both the schedule and

the budget of the project.

Further, as described in Section 5 below, the DESIGN BUILD delivery method will benefit the public as well by ensuring their safety when they are present in the new building.

**3. Value Engineering:** Value Engineering (VE) is encouraged by Reynolds School District on all District projects. VE can be defined as an organized effort directed at analyzing designed building features, systems, equipment, and material selections for the purpose of achieving essential functions at the lowest lifecycle cost consistent with required performance, quality, reliability, and safety. The DESIGN BUILD method of project delivery will result in earlier, more reliable, and higher quality VE since a sizable amount of project design and planning will be accomplished with the involvement of and in conjunction with the DESIGN BUILD contractor during the design development phase. Reynolds School District can expect to realize substantial benefits of a lower construction cost and a well-developed scope of work for the project.

The unique relationship of the owner, and combined construction contractor/design team under the DESIGN BUILD process for project delivery fosters a team approach, which should result in significant VE benefits. The standard DBB method procures a contractor and pricing only after the design has been fully completed, which does not allow for pertinent input from the Design Build contracting partner as to the chosen means and methods. Design plans and specifications that utilize alternative materials and methodology identified by the DESIGN BUILD that add value or save costs can be developed during the design phase when using the DESIGN BUILD delivery method.

**4. Specialized expertise required:** As the project will be constructed, in part, during times that students will be in session at their schools this presents significant safety concerns. It will be incumbent on the DESIGN BUILD company, and subcontractors to determine the best way to phase and integrate the various safety and security components of the sites.

For successful project completion, expertise and an innovative approach are required in: (a) managing and coordinating both design and construction; (b) implementing performance specifications; (c) providing VE and constructability reviews; (d) scheduling and estimating; (e) assessing risk; and (f) providing a completed project through a collaborative DESIGN BUILD delivery method.

The project requires the knowledge, craftsmanship, special expertise and experience of a design/contractor team that has worked on school buildings. The selected DESIGN BUILD contractor and its expert subcontractors will be critical team members for the project.

**5. Public Safety:** Two identified design drivers are the location of the new structures adjacent to occupied schools and community use of said facility. The DESIGN BUILD process will allow the District to work closely with the Design Build company to ensure the integrity of the new structures building and the safety of all who use the school building and grounds during construction. Using a traditional DBB process would extend the time and therefore the budget which would limit the scope components that could be included.

**6. Market Conditions:** The general economy and regional construction market is experiencing volatility in commercial construction, which appears to be trending beyond 2025 and is likely to

continue with added impacts due to tariffs and additional unknown economic factors. Reynolds School District has reason to believe the current market conditions will result in a large amount of interest in this DESIGN BUILD procurement. The bidder pools for most low-bid construction contract awards presently include a number of contractors that are not familiar with the specialized work that is required for a particular project but will nonetheless bid on this Project in order to secure work. This practice may result in a contract award to a low-bid contractor that is not able to sufficiently perform and is at a higher risk for safety or financial issues on a complex project. Due to these market conditions and risks, the DESIGN BUILD procurement process will best allow Reynolds School District to control these risks by evaluating the qualifications of interested proposers to select a design build contractor who can successfully deliver this important Project.

**7. Technical Complexity:** This project would benefit from a DESIGN BUILD contractor with in-depth technical expertise of the current supply chain and labor issues that contribute to the national and regional volatility of the construction market. Issues relative to designing and building a covered play structure on an occupied site will demand an additional layer of complexity known by those with experience with this project type. A DESIGN BUILD contractor with technical expertise will be required to identify and price multiple possible solutions, as well as to identify current and hidden conditions that may impact the project at multiple points of design and during construction. A high level of communication and coordination among Reynolds School District, the design build contractor as a team is required, which would be facilitated by utilizing the DESIGN BUILD approach for the project.



THE BUREAU OF  
**PLANNING &  
SUSTAINABILITY**

**INTERGOVERNMENTAL AGREEMENT 30009004**

This Intergovernmental Agreement (Agreement) is entered into by and between the City of Portland, Oregon, acting through its Bureau of Planning and Sustainability (City), and Reynolds School District (Reynolds). This Agreement is authorized pursuant to ORS 190.010.

**BACKGROUND**

1. The purpose of the City’s Portland Clean Energy Community Benefits Fund (PCEF) is to provide a consistent long-term funding source and oversight structure to address climate change in a way that advances racial and social justice.
2. PCEF’s inaugural five-year Climate Investment Plan (CIP) was adopted by City Council in September 2023. The CIP allocates \$750 million in PCEF funds to climate programs, including \$50 million to Strategic Program 16 – Climate Friendly Public Schools to: (a) make physical improvements to public schools within the City that reduce greenhouse gas (GHG) emissions and increase climate resiliency; and (b) support student-led climate initiatives at each middle and high school within the City. These activities are expected to reduce 16,000 – 24,000 MT lifetime CO2e emissions.
3. This funding will support Reynolds goals which are to increase the well-being of students and staff by upgrading school equipment to be more energy efficient and improve our green infrastructure, improving learning opportunities.
4. This Agreement formalizes the terms and conditions under which the City distributes PCEF funds to Reynolds in the amount of \$4,040,313 for physical infrastructure projects which reduce greenhouse gas emissions and \$0 for student-led initiatives. References to student-led initiatives in this agreement are not applicable.

**THE PARTIES AGREE**

**1. SCOPE OF WORK: DEVELOPMENT AND IMPLEMENTATION**

Reynolds will develop a physical improvements proposal that complies with Exhibits A and B, incorporated by reference (Exhibit A – Scope of Work: Process and Criteria to Develop and Approve Physical Improvements Proposal) (Exhibit B – Workforce and Contractor Equity Agreement). Reynolds will submit its first proposal to the City within two years of the effective date of this Agreement. The City may require Reynolds to modify its proposal to align it with the CIP. Once the City approves a proposal, Reynolds will implement it in compliance with Exhibit B and report on progress as described in Exhibit C, incorporated by reference (Exhibit C – Reporting Instructions).

**2. TERM**

The Agreement is effective six months prior to the final signature date on this agreement. The Agreement expires October 31st, 2028, with the City's option to extend.

### **3. PAYMENT**

- A.** The City has authorized a total not-to-exceed amount of \$4,040,313 for physical improvements and \$0.00 a year for five (5) years) for student-led climate initiatives.
- B.** If this Agreement is terminated, all unexpended funds will be returned to the City within sixty (60) calendar days of said termination.
- C.** Upon execution of this Agreement, Reynolds may request a one-time planning allocation of up to \$150,000 from the physical improvement allocation and the first year's student-led climate initiative allocation of \$0.00 by providing an advance invoice to the City.
- D.** If Reynolds wishes to request an advance from the physical improvements allocation, Reynolds will complete the proposal process outlined in Section 1, obtain a final approval letter from the City and then may submit an advance invoice, requesting up to fifty (50%) of the approved budget. City will consider this request as it is required in order to advance the project.
- E.** To request its remaining annual physical improvements allocation, Reynolds will:
  - i. complete the physical improvements described in its City-approved proposal,
  - ii. complete the City's reporting requirements,
  - iii. provide documentation to the City of third-party verification and commissioning (for physical improvements), and
  - iv. submit a complete reconciliation and reimbursement package containing requisite backing documentation including personnel payroll reports and paid contractor invoices with accounting for the total amount of its approved annual physical improvements allocation.
- F.** To request its annual student-led climate initiatives allocation, Reynolds will submit an advance invoice to the City. Reynolds will receive \$0.00 per year for schools with middle and high school grade levels in its district, for a total annual allocation of \$0.00. Consistent with the CIP, Reynolds is not required to submit a proposal to the City before its annual allocation is disbursed. However, student-led climate initiatives must comply with the reporting instructions in Exhibit C.
- G.** The City pays its invoices via electronic funds transfers through the automated clearing house (ACH) network. To initiate payment of invoices, Reynolds will execute the City's standard ACH Vendor Payment Authorization Agreement which is available on the City's website at <https://www.portlandoregon.gov/brfs/article/658568>. Upon verification of the data provided, the Payment Authorization Agreement will authorize the City to deposit payment for approved invoices into Reynolds accounts with financial institutions. All payments will be in United States currency.
- H.** The City will pay all amounts to which no dispute exists within thirty (30) calendar days of receipt of the invoice and reporting package and all requisite backing documentation. Payment of any invoice, however, does not preclude the City from later determining that an error in

payment was made and from withholding the disputed sum from the next payment until the dispute is resolved.

- I. In accordance with Portland City Code 7.07.060 C.3., all workers being paid using PCEF funds will be paid at least 180% of the applicable state minimum wage for time worked on PCEF-funded projects.

#### **4. RECORDS AND AUDITS**

- A. **Records Retention.** Reynolds will maintain current financial records in accordance with Generally Accepted Accounting Principles (GAAP). Reynolds agrees to maintain and retain all financial records, supporting documents, statistical records and all other records pertinent to this Agreement during the term of this Agreement and for a minimum of six (6) years after the expiration or termination date of this Agreement or until the resolution of all audit questions or claims, whichever is longer.
- B. **City Audits.** The City, either directly or through a designated representative, may conduct financial and performance audits of Reynolds's billings and work at any time in the course of the Agreement and during the records retention period listed above. Audits will be conducted in accordance with generally accepted auditing standards as promulgated in Government Auditing Standards by the Comptroller General of the United States Government Accountability Office.
- C. **Access to Records.** The City may examine, audit and copy Reynolds's books, documents, papers, and records relating to this Agreement at any time during the records retention period listed above upon reasonable notice. Copies of applicable records will be made available upon request.
- D. **Overpayment.** If an audit discloses that payments to Reynolds were in excess of the amount to which Reynolds was entitled, then Reynolds will repay the amount of the excess to the City. Under no circumstances will the payment of previous invoices constitute an acceptance of the charges associated with those invoices.

#### **5. PUBLIC RECORDS**

- A. **Public Records Act.** The City is subject to Oregon public records law. All documents and information submitted by Reynolds to the City may be deemed public records subject to public disclosure.
- B. **Submission of Confidential Records.** Reynolds will contact the City's Project Manager before submitting confidential information to the City. If Reynolds determines it is necessary to submit confidential documents and information to the City, Reynolds will identify, highlight, and segregate any information that is identified as confidential from information that is not exempt. Reynolds will identify applicable exemptions under the Oregon Public Records Act. Information that has not been properly marked as confidential by Reynolds may be disclosed by the City in response to a public records request.
- C. **No Warranty or Representation of Confidentiality.** The City makes no warranty or representation as to the confidentiality of Reynolds's documents or information submitted to the City whether or not the documents or information are identified as confidential by Reynolds. Documents or information identified by Reynolds as confidential may be disclosed

by City if City determines, in its sole discretion, that Reynolds's documents or information are subject to disclosure under Oregon public records law. If the City receives a public records request applicable to Reynolds's documents or information, the City will make an independent determination regarding exemptions that may apply to documents or information properly marked as confidential by Reynolds.

- D. Acknowledgement and Waiver.** Reynolds acknowledges by its signature below that all documents and information submitted to the City by Reynolds may be subject to public disclosure upon City's determination that Reynolds's documents or information are subject to disclosure under public records law, upon an order of the Multnomah County District Attorney, or upon an order of a court. Reynolds is advised to consult Reynolds's legal counsel regarding the applicability of Oregon public records law to Reynolds documents and information submitted to the City.

## **6. NOTICES**

Unless otherwise stated, the designees named below will be the contact for all activities to be performed under this Agreement.

### **City Project Manager**

Mickey Lee  
Clean Energy Project Manager  
1810 SW 5th Ave., Suite 710  
Portland OR 97201  
971-347-5393  
Mickey.lee@portlandoregon.gov

### **Reynolds Project Manager**

Wade Bakely  
Chief Operations Officer  
1204 NE 201<sup>st</sup> Ave  
Fairview, OR 97024  
503-661-7200  
wbakley@rsd7.net

## **7. TERMINATION**

- A. Cause for Termination: Cure.** It will be a material breach and cause for termination of this Agreement if Reynolds uses PCEF funds outside the scope of this Agreement, or if Reynolds fails to comply with any other term or condition or to perform any obligations under this Agreement within thirty (30) calendar days after written notice from City. If the breach is of such nature that it cannot be completely remedied within the 30-day cure period, Reynolds will (1) notify City of its efforts to cure the breach, (2) provide City an estimated timetable to cure the breach, and (3) proceed with diligence and good faith to cure the breach. Reynolds must obtain written consent from the City for any extension of the cure period.
- B. No Payment or Further Work Authorized During Cure Period.** During the cure period, City is under no obligation to provide additional PCEF funds notwithstanding any payment schedule indicated in this Agreement. Reynolds will not perform work or take actions that would require City to pay additional PCEF funds to Reynolds. Reynolds will account for any unused PCEF funds and such unused funds will be deemed held in trust for City. Reynolds will be solely responsible for any expenses associated with cure of its breach of the Agreement.
- C. Termination for Cause: Notice.** City's termination for cause based on Reynolds's breach of the Agreement will be effective thirty (30) calendar days from the date the City sends its notice of

termination to Reynolds, not including any written extension of cure period granted by City. Reynolds will return any unexpended PCEF funds as of the date of City's termination notice.

- D. Escalation Clause:** In case of a conflict or dispute between the parties, City and Reynolds may take the following steps to remedy the conflict or dispute. Each step should be completed within a fourteen (14) calendar-day period. Unless otherwise agreed to by City and Reynolds, if either party requests a meeting or a meeting is specified in one of the steps below, both parties should participate within a fourteen (14) calendar-day period.
- i. City's project manager works with Reynolds to resolve the issue. This could include a meeting between the project managers. If this is not successful in resolving the issue to the satisfaction of both parties then;
  - ii. A meeting will be scheduled with the City's project manager, Reynolds's project manager, and City's PCEF Program Manager. If this is not successful in resolving the issue to the satisfaction of both parties then;
  - iii. City's PCEF Program Manager will escalate the issue to the City's Bureau of Planning and Sustainability Director (Director). The City's PCEF Program Manager will gather information regarding the issue from both parties. This may include scheduling a meeting with either or both of the parties. The Director will issue a final decision.
- E. City's Remedy for Termination for Cause.** If City terminates this Agreement for cause, City, in its sole discretion, may require Reynolds to repay City any or all PCEF funds tendered under this Agreement. City may decline to approve or award future PCEF funding requests to Reynolds.
- F. Termination for Non-Appropriation or Re-Appropriation of Funds:** The City reserves the right to terminate this contract in its sole discretion due to any material change in the availability of funds, including but not limited to any non-appropriation or re-appropriation of funding. Notwithstanding this reservation, the City warrants availability of funds at the time of execution of this Agreement pursuant to section 13 herein.

## **8. NON-DISCRIMINATION**

In carrying out this Agreement, neither party will discriminate against any employee or applicant for employment because of race, color, religion, sex, age, handicap, familial status, or national origin. Each party will take affirmative actions to ensure that applicants for employment are employed, and that employees are treated during employment, without regard to their race, color, religion, sex, age, handicap, familial status, or national origin. Such actions will include but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship.

## **9. INDEMNIFICATION**

Subject to the conditions and limitations of the Oregon Constitution, Article XI, Section 7, and the Oregon Tort Claims Act (ORS 30.260 through 30.300), Reynolds will indemnify, defend, and hold harmless the City from and against all liability, loss and costs arising out of or resulting from the negligent or intentionally wrongful acts of Reynolds, its officers, employees, and agents in the performance of this Agreement.

Subject to the conditions and limitations of the Oregon Constitution, Article XI, Section 7, and the

Oregon Tort Claims Act (ORS 30.260 to 30.300) the City will indemnify, defend, and hold harmless Reynolds from and against all liability, loss, and costs arising out of or resulting from the negligent or intentionally wrongful acts of City, its officers, employees, and agents in the performance of this Agreement.

## 10. INSURANCE

Reynolds shall obtain and maintain in full force at its expense, throughout the duration of the Agreement and any extension periods, the required insurance identified below. Reynolds's insurance coverage shall be primary insurance coverage at least as broad as ISO CG 20 01 04 13. Any insurance or self-insurance maintained by the City shall be excess of Reynolds's insurance and shall not contribute with Reynolds's insurance coverage. City reserves the right to require additional insurance coverage as required by statutory or legal changes to the maximum liability that may be imposed on Oregon cities during the term of this Agreement. Any insurance required by the City for the purposes of this Agreement that are outside of insurance the Reynolds typically carries are eligible expenses that can be paid using grant funds. Reynolds shall not commence Project work until Reynolds has met the insurance requirements in this section and Reynolds has provided insurance certificates approved by the City Attorney. Reynolds shall acquire insurance issued by insurance companies or financial institutions duly licensed, admitted and authorized to do business in the State of Oregon.

10.1.a Insurance Certificate. As evidence of the required insurance coverage, Reynolds shall provide compliant insurance certificates, including required endorsements, to the City prior to execution of the Agreement. The certificates must list the City as certificate holder. Reynolds shall maintain continuous, uninterrupted coverage for the Term of this Agreement and to provide insurance certificates demonstrating the required coverage for the Term of this Agreement. Reynolds's failure to maintain insurance as required by this Agreement constitutes a Material Breach of this Agreement. Reynolds must notify the City in writing thirty (30) Calendar Days prior to a cancellation, non-renewal, or changes to the insurance policy.

10.1.b Additional Insureds. Reynolds's liability insurance coverages, except professional liability, errors and omissions, and workers' compensation where applicable, shall be without prejudice to coverage otherwise existing, and shall name the City of Portland and its officers, agents, and employees as additional insureds with respect to Reynolds's and Reynolds's contractors' activities to be performed under this Agreement. Reynolds shall provide proof of general liability additional insured coverage in the form of an additional insured endorsement form acceptable to the City. Reynolds's additional insured endorsement form must be attached to Reynolds's general liability certificate of insurance.

10.1.c Insurance Costs. Reynolds shall be financially responsible for all premiums, deductibles, self-insured retentions, and self-insurance. Insurance costs only qualify as acceptable expenses when they are increased as a result of requirements associated with this grant and approved by the City project manager.

10.1.d Coverage Requirements. Reynolds shall comply with the following insurance requirements:

10.1.d.1 Commercial General Liability. Reynolds shall acquire commercial general liability ("CGL") and property damage insurance coverage in an amount typically **\$2 million per occurrence** for damage to property or personal injury arising from Reynolds's

Project work under this Agreement.

- Required and attached
- Reduced by Authorized Bureau Director or Authorized Designee
- Waived by Authorized Bureau Director or Authorized Designee

10.1.d.2 Additional Insured Endorsement. For commercial general liability coverage, Reynolds shall provide City with a blanket additional insured endorsement form that names the City of Portland, Oregon, and its officers, agents, and employees, as an additional insured. The additional insured endorsement must be attached to the general liability certificate of insurance.

- Required and attached
- Waived by Authorized Bureau Director or Authorized Designee

10.1.d.3 Automobile Liability. If Reynolds uses an automobile for any purpose in performance of this Agreement, the Reynolds shall acquire automobile liability insurance to cover bodily injury and property damage in an amount not less than **\$2 million for each accident.** Reynolds's insurance must cover damages or injuries arising out of Reynolds's use of any vehicle.

- Required and attached
- Reduced by Authorized Bureau Director or Authorized Designee
- Waived by Authorized Bureau Director or Authorized Designee

10.1.d.4 Workers' Compensation. Reynolds shall comply with Oregon workers' compensation law, ORS Chapter 656, as it may be amended. If Reynolds is required by ORS Chapter 656 to carry workers' compensation insurance, Reynolds shall acquire workers' compensation coverage for all subject workers as defined by ORS Chapter 656 and shall maintain a current and valid certificate of workers' compensation insurance on file with the City for the entire period during which Project work is performed under this Agreement. Reynolds shall acquire workers' compensation coverage in an amount not less than **\$500,000 each accident, \$500,000 disease each employee,** and **\$500,000 disease** policy limit.

- Required and attached
- Proof of exemption (Complete Independent Certification Statement)

10.1.d.5 Physical abuse and sexual molestation liability. If Reynolds will work with minor children or other vulnerable populations in its performance of this Agreement, Reynolds shall acquire, and keep in effect during the term of this Agreement, physical abuse and sexual molestation liability insurance as an endorsement to the commercial general liability policy in a form with coverage for losses arising out of actual or threatened physical abuse, mental injury, sexual molestation, negligent hiring, negligent employment, negligent supervision, negligent investigation, negligent reporting to authorities, and negligent retention of any person for whom the Reynolds is responsible including but not limited to Reynolds and Reynolds's employees and volunteers. Policy endorsement's definition of an insured must include the Reynolds, and the Reynolds's employees and volunteers. Coverage must be written on an occurrence basis in an amount of not less than **\$ 1 million per occurrence.** Any annual aggregate limit must not be less than **\$3 million.** These limits must be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective

of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, must be treated as a separate occurrence for each victim. Coverage must include the cost of defense and the cost of defense must be provided outside the coverage limit.

Required and attached

Waived by Authorized Bureau Director or Authorized Designee

10.1.e Continuous Coverage; Notice of Cancellation: Reynolds shall maintain continuous, uninterrupted coverage for the duration of the Agreement. There shall be no termination, cancelation, material change, potential exhaustion of aggregate limits, or non-renewal of coverage without thirty (30) days written notice from Reynolds to CITY. If the insurance is canceled or terminated prior to termination of the Agreement, Reynolds shall immediately notify CITY and provide a new policy with the same terms. Any failure to comply with this clause shall constitute a material breach of the Agreement and shall be grounds for immediate termination of this Agreement.

## **11. SUBCONTRACTING AND ASSIGNMENT**

Reynolds will ensure that all contractors and subcontractors used to implement the Agreement meet Portland City Code requirements pertaining to permits, workers' compensation insurance, licensing, and all other requirements. Specifically, Reynolds agrees to the terms and conditions included in Exhibit B.

## **12. OREGON LAWS AND FORUM**

This Agreement will be construed according to the laws of the state of Oregon. Any litigation between the City and Reynolds arising under this Agreement will occur, if in the state courts, in the Multnomah County Court having jurisdiction thereof and, if in the federal courts, in the United States District Court for the state of Oregon.

## **13. FUNDS AVAILABLE AND AUTHORIZED**

The City certifies that at the time the Agreement is written that sufficient funds are available and authorized for expenditure to finance costs of this Agreement within current appropriation. In the event of any non-appropriation, or re-appropriation of funds, the City will notify Reynolds of its intent to terminate this Agreement.

## **14. SEVERABILITY**

If any term or provision of this Agreement is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the parties will be construed and enforced as if the Agreement did not contain the particular term or provision held to be invalid.

## **15. COMPLIANCE WITH APPLICABLE LAW**

Both parties will comply with all local, state, and federal laws, regulations, executive orders, and ordinances applicable to this Agreement. Without limiting the generality of the foregoing, the parties expressly agree to comply with (i) Title VI of Civil Rights Act of 1964; (ii) Section V of the Rehabilitation Act of 1973; (iii) Oregon's Public Records Act; (iv) the Americans with Disabilities Act of 1990 and ORS 659A.142; (v) all regulations and administrative rules established pursuant to the foregoing laws; (vi) any applicable sections of ORS Chapter 279; and (vii) all other applicable

requirements of state and federal civil rights and rehabilitation statues, rules and regulations.

**16. FORCE MAJEURE**

Neither party will be held responsible for delay or default caused by fire, riot, acts of God and war which are beyond its reasonable control. The affected party will, however, make all reasonable efforts to remove or eliminate such a cause of delay or default and will, upon cessation of the cause, diligently pursue performance of its obligations under the Agreement.

**17. NO THIRD-PARTY BENEFICIARY**

The City and Reynolds are the only parties to this Agreement and are the only parties entitled to enforce its terms. Nothing contained in this Agreement gives or will be construed to give or provide any benefit, direct, indirect, or otherwise, to third parties unless third persons are expressly described as intended to be beneficiaries of its terms.

**18. MERGER CLAUSE**

This Agreement constitutes the entire agreement between the parties. No waiver, consent, modification or change of terms of this Agreement will bind either party unless in writing and signed by both parties. Such waiver, consent, modification or change, if made, will be effective only in the specific instance and for the specific purpose given. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Agreement.

**19. AMENDMENTS**

The City and Reynolds may amend this Agreement at any time only by written amendment executed by both parties.

**20. CONFLICTS OF INTEREST**

No City officer or employee, during their tenure or for one (1) year thereafter, will have any interest, direct or indirect, in this Agreement or the proceeds thereof. No Reynolds officer or employee, during their tenure or for one (1) year thereafter, will have any interest, direct or indirect, in this Agreement or the proceeds thereof.

**21. CONTRIBUTION**

If any third party makes any claim or brings any action, suit or proceeding alleging a tort as now or hereafter defined in ORS 30.260 (**Third Party Claim**) against a party (**Notified Party**) with respect to which the other party (**Other Party**) may have liability, the Notified Party will promptly notify the Other Party in writing of the Third Party Claim and deliver to the Other Party a copy of the claim, process, and all legal pleadings with respect to the Third Party Claim. Either party is entitled to participate in the defense of a Third-Party Claim, and to defend a Third Party Claim with counsel of its own choosing. Receipt by the Other Party of the notice and copies required in this paragraph and meaningful opportunity for the Other Party to participate in the investigation, defense and settlement of the Third-Party Claim with counsel of its own choosing are conditions precedent to the Other Party's liability with respect to the Third Party Claim.

With respect to a Third Party Claim for which Reynolds is jointly liable with the City (or would be if joined in the Third Party Claim), Reynolds will contribute to the amount of expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred

and paid or payable by the City in such proportion as is appropriate to reflect the relative fault of City on the one hand and of the Reynolds on the other hand in connection with the events which resulted in such expenses, judgments, fines or settlement amounts, as well as any other relevant equitable considerations. The relative fault of the parties will be determined by reference to, among other things, the parties' relative intent, knowledge, access to information and opportunity to correct or prevent the circumstances resulting in such expenses, judgments, fines or settlement amounts. Reynolds's contribution amount in any instance is capped to the same extent it would have been capped under Oregon law if the State had sole liability in the proceeding.

**22. COUNTERPARTS**

This Agreement may be signed in two (2) or more counterparts, each of which will be deemed an original, and which, when taken together, will constitute one and the same Agreement.

The parties agree the City and Reynolds may conduct this transaction, including any amendments, by electronic means, including the use of electronic signatures.

**23. U.S. MANUFACTURED REQUIREMENT**

Grantee will purchase renewable energy products that are manufactured in the United States. There is no requirement with regard to the origin of components or subcomponents in manufactured goods used in the project, as long as the manufacturing occurs in the United States as required by PCC 7.07.060 C.1. Exceptions include:

- A. Unavailable: If the relevant manufactured goods are not produced in the US in sufficient and reasonably available quantities and of a satisfactory quality.
- B. Cost prohibitive: If the use of domestically produced manufactured goods would increase the overall project construction cost by more than 25%.

I, the undersigned, am authorized to execute this Agreement.

**City of Portland**

**Reynolds School District 7**

By:   
Eric Engstrom  
Interim Director, Bureau of  
Planning and Sustainability

By:   
Frank Caropelo  
Superintendent

Date: 12/13/2024

Date: 11/13/2024

Approved as to Form:

By:   
12/13/2024  
Office of City Attorney

## **Exhibit A**

### **Scope of Work: Process and Criteria to Develop and Approve Physical Improvements Proposal**

1. Reynolds will submit to the City a proposal to use its PCEF allocation for physical improvements to qualifying schools. The first proposal will be submitted following the execution of this agreement.
2. Proposals for subsequent calendar years are due November 1 of the year preceding the calendar year in which the allocation applies, e.g., the proposal for calendar year 2025 is submitted to the City by November 1, 2024.
3. Proposals will include:
  - A. Descriptions of energy efficiency, renewable energy, transportation decarbonization, green infrastructure and/or regenerative agriculture measures, and estimates of each measure's associated GHG reduction.
  - B. A budget for each measure by line item.
  - C. Implementation timeline for each measure.
4. Upon receipt of a proposal, the City will review and respond within ten (10) business days if additional information is needed to complete the City's evaluation.

Upon receipt of a complete proposal, the City will approve within thirty (30) business days each proposal measure which:

- A. Maximizes reduction of GHG emissions and improves climate resiliency.
  - B. Is designed for implementation in school buildings, for school transportation or in school yards.
  - C. Will be implemented at qualifying schools. Qualifying schools are physically located in the City, with fifty percent (50%) or more of students qualifying for free and reduced lunch. The City and Reynolds will review the list of qualifying schools at the time each proposal is submitted and update as needed.
  - D. Meaningfully contributes to the CIP's Strategic Program #16's goal of 16000-24000 MT lifetime CO<sub>2</sub>e reduction.
5. The City will approve individual measures or the entire proposal in a final approval letter provided to the Reynolds contact.

**Exhibit B**  
**Workforce and Contractor Equity Agreement**

1. Diverse contractor and workforce utilization goals and requirements

**A. Contractor utilization goals**

1. Single or multisite contracts with greater than \$350,000 of PCEF funds for hard construction costs:
  - a. A minimum of thirty percent (30%) of the hard total construction costs should be contracted to businesses certified by the Oregon Certification Office for Business Inclusion and Diversity (**COBID**) as Disadvantaged Business Enterprises (**DBE**), Minority-Owned Business Enterprises (**MBE**), Woman Owned Business Enterprises (**WBE**), Emerging Small Businesses (**ESB**), or Service-Disabled Veteran-Owned Business Enterprises (**SDVBE**). Alternative certifications for DBE, MBE, and WBE will be explored further and considered for eligibility to meet goals.
  - b. Sub-goal of twenty percent (20%) of hard construction costs contracted to MBE, WBE, and DBE.
  - c. Twenty-five percent (25%) of professional services budget contracted with COBID-certified firms.

**B. Workforce utilization goals**

1. Single site only- contracts with greater than \$350,000 of PCEF funds for hard construction costs will commit to the following goal (excludes subcontracts less than \$100,000).
  - a. Apprentice utilization - a minimum of twenty percent (20%) of the hours worked, by trade, must be worked by state registered apprentices throughout the duration of the project.
2. Single or multisite - contracts with greater than \$350,000 of PCEF funds for hard construction costs will commit to the following goals (excludes subcontracts less than \$100,000).
  - a. Apprentice level/on-the-job trainee diversity goal.
    1. A minimum of thirty percent (30%) of the total apprentice hours, by trade, will be worked by people of color.
    2. A minimum of fifteen percent (15%) of the total apprentice hours, by trade, will be worked by women.
  - b. Journey level/trades-worker diversity goal.
    1. A minimum of twenty-five (25%) of the total journey level hours, by trade, will be worked by people of color.
    2. A minimum of ten percent (10%) of the total journey level hours, by trade, will be worked by women.

2. **Verify Construction Contractor State Required Compliance (for projects with physical improvements)** - Reynolds will verify any state-required licenses (or credentials) are active at the time that PCEF work is performed, including:

- A. **Oregon Construction Contractor Board (CCB) License.** Verify active OR CCB license at the beginning of each project at: [CCB Contractor Search](#).
- B. **CCB Lead Renovators License for work on all 1978 or older homes or buildings.** Verify current Certified Lead-Based Paint Renovation Contractor (LBPR) License at the beginning of each project at: [CCB Lead License Search](#)

- C. **Oregon Bureau of Labor and Industry (BOLI) Agent Registration.** If apprentices are being used, ensure registration as a BOLI registered training agent. Check [BOLI Registered Agents](#) and [BOLI Ineligible Contractors](#)
  - D. **Adhere to Employee, Worker, Contractor, and Subcontractor Payment Guidelines:** These payment requirements apply to all staff, employees, contractors, subcontractors, and workers who perform any work on PCEF-funded projects. “Contractors” are any non-employee hired by a Reynolds whether they provide physical improvements or other services.
- 3. **PCEF Family Wage Requirement:** All employees and workers of Reynolds and Reynolds’ contractors and subcontractors will be paid **at least 180% of [relevant state minimum wage](#)** for time worked on the PCEF funded project.
- 4. **Prevailing Wage Requirement:** All PCEF-funded construction projects that are \$350,000 or greater at a single site, will adhere to [State Prevailing Wage](#) requirements. Payment of prevailing wage will include fringe and be made to workers in trades for which a prevailing wage is defined. Note that prevailing wage requirements are excluded on some, but not all, affordable housing projects. The exclusion applies to projects that are privately owned, predominantly affordable residential housing construction. “Affordable housing” means at least 60 percent of the project is designated for residents with incomes no greater than 60 percent of the area median income. “Residential” means no more than four stories in height and no commercial space. ORS 279C,810(2)(d); OAR 839-025-0100(1)e.
- 5. **Distribute PCEF-furnished wallet cards to all workers** and post PCEF-furnished signs at project sites and/or where workers gather (e.g., office, eating space, bathrooms).
- 6. **Pay contractors within 30 days** of billing AND ensure that contractors agree to pay subcontractors within 30 days of billing.
- 7. **Records retention and audits**
  - A. **Retain your contractor payment records for 6 years** beyond the end of the grant period AND require the same of your (sub)contractors.
  - B. **Retain your workforce payment records for 6 years** beyond the end of the grant period AND require the same of (sub)contractors.
  - C. **Participate in verification audit** if selected.
- 8. **Submit Quarterly Workforce Reporting**  
Information on all workers, contractors and subcontractors on PCEF projects will be entered into PCEF furnished template four times per year along with other project reporting. Information reported for each worker includes: job title, hours worked, hourly wage earned, benefits received, and race, ethnicity and gender demographics. It is important that contractors understand these reporting requirements before work begins.
- 9. **Promote Safe, Respectful and Inclusive Worksites**  
The following requirements are designed to promote safe and respectful worksites. They apply to all contractors, subcontractors, and Reynolds performing physical improvements using a construction workforce on PCEF-funded projects.
  - A. **Safe and Respectful Jobsite Policy**– Provide a jobsite policy that addresses how the organization will handle issues of discrimination (such as sexism or racism) and bullying (such as harassment or intimidation), consistent with [Oregon's Workplace Fairness Act](#).

*Policy will be distributed to all workers on PCEF funded projects and include:*

- Threatening acts of hate or violence will be immediately reported to the appropriate authorities.
- Each organization will define internal procedures for:
  - **Investigation-** All incidents of hate, intimidation, or harassment will be documented, including photos and names of witnesses where applicable.
  - **Response-** Include clear chain of command, shut-down protocols, accountability, and compliance measures in addition to reporting incidents and outcomes, timeframe, and process for removal of hate crime symbols.
  - **Support and protection of impacted workers and whistleblowers-** Define how leadership will report on steps taken to address the incident, how workers will be protected against retaliation, where workers can go for support, and anti-retaliation policy and training.

**B. PCEF Safe & Respectful Worksite Training** - Require all contractors, subcontractors, and workers (including apprentices) to complete a PCEF sponsored or approved respectful workplace training. This requirement applies to all workers and supervisors on PCEF funded projects, with an exemption allowed for those working less than 40 hours on the PCEF projects funded by this grant.

10. **OSHA Training** – Promote completion of OSHA-10 training for all construction workers and OSHA-30 training for all job site supervisors. Include this preference in contracts and subcontracts. For more information: [OSHA Training](#) and [OSHA Training Providers](#)
11. **Protection from Environmental Hazards** – Promote worker protection from COVID-19 exposure and climate-related events (heat, air quality, vector-borne disease). This requirement also applies to your (sub)contractors.
12. **Organizing** - Per Federal law, grant recipients, contractors, and subcontractors will not oppose worker efforts to organize, nor will they retaliate or otherwise create a hostile environment to workers who choose to engage in collective conversations or action regarding workplace issues ([NLRB Employee Rights](#)).

**Exhibit C**  
**Reporting Instructions**

1. **Physical Improvements** Beginning with the first allocation of funding, Reynolds will submit quarterly reports using a reporting template which will be supplied by PCEF. Reports will reconcile spending and will include workforce and contractor wage and demographic.
  
2. **(This section is not applicable to this grant.) Student-led Climate Initiatives** Students will submit two (2) annual reports through an online reporting tool provided by PCEF at the beginning and end of each school year. The reports will describe how the funded work will or did:
  - A. Include decision-making process that clearly demonstrates student empowerment and leadership. For example, decision-making could be made through participatory budgeting, student elective class, or student clubs.
  - B. Demonstrate connection to GHG reduction or sequestration.
  - C. Demonstrate connection to one of the PCEF funding areas – clean energy, transportation, green infrastructure, regenerative agriculture, or workforce and contractor development.
  - D. Be or was implemented within the City.

If [District] schools take the option to provide \$5,000 of the annual student led allotment for staff support of student led initiatives, they will report this expense in student led reporting.

Program Area: Portland Clean Energy Fund  
Funding Opportunity: 6448-Collaborating for Climate Action  
Organization: Multnomah Education Service District  
Application ID: 6660

**Project Description:**

This proposal outlines a comprehensive project by a consortium of six regional school districts: Centennial, David Douglas, Parkrose, Multnomah ESD, Portland Public Schools, and Reynolds. The proposed scope of work focuses on schools in North, Northeast, Southeast and East Portland with high percentages of underserved students. Projects align with PCEF’s Climate Investment Plan and the city’s Climate Emergency Workplan and are focused on improving HVAC systems, building envelopes, and schoolyards to improve the energy efficiency and climate resiliency of our buildings, resulting in a significant reduction in greenhouse gas emissions. Projects were generally identified through Long Range Facilities Planning processes, which include community engagement from PCEF priority populations.

In submitting this proposal, we acknowledge that each district has already been allocated PCEF monies through the Climate Investment Plan, Strategic program 15: Climate-friendly public schools. While the five -year funding allocation of \$50 million is a large sum, these monies will be split among the six school districts with 149 K-12 schools, and \$3,825,000 is allocated to student-led initiatives. As is made clear throughout this proposal, the scale of facilities needs across the school districts in Portland is immense. Projects funded through the Collaborating for Climate Action grant would be in addition to other upgrades funded by the initial allocation, enabling districts to upgrade more schools and would address urgent needs. As demonstrated throughout various components of this application, the districts have successful track records of utilizing significant investments on tight timelines and completing capital projects on schedule. In addition, there are cost efficiencies in scaling multiple projects concurrently.

The schools in this proposal primarily serve students of color and low-income students. In addition to reducing greenhouse gas emissions, we will make improvements to the thermal comfort of our campuses, resulting in fewer days of school closures and increased classroom engagement when students are present. Many of these projects will also improve indoor air quality for students and staff. These upgrades will also better allow our districts to serve the community by providing suitable gathering spaces outside of school hours and, potentially, in times of crises.

Specific work summaries are as follows:

**Centennial:** Centennial will replace aging and inefficient, natural gas heating, ventilation, and air conditioning units (HVAC) at Oliver Middle School, Parklane Elementary and potentially Powell Butte Elementary and Patrick Lynch Elementary. They will also procure electric school buses.

**David Douglas School District:** DDSD is proposing HVAC projects that will replace two original steam boilers in buildings dating back to 1956 and 1961 and two hydronic systems that are more than ten years old. All four schools currently lack upgraded fans and Variable Frequency Drive (VFDs), electrical devices that reduce natural gas consumption.

**MESD/Parkrose:** Parkrose and MESD are proposing HVAC projects that will replace (5-9) gas condensing boilers for radiant heat and unit ventilators, (10) gas rooftop units, and associated equipment with geothermal systems which will provide electrified heating and cooling along with improved ventilation. Parkrose and MESD are proposing to replace 70 year old (5-8 million BTU) steam boilers and failing radiant floor systems with geothermal systems in the three MESD/ MHCC used sites which will provide electrified heating and cooling along with improved ventilation. Both districts will replace gas maintenance vehicles with electric vehicles. Parkrose will also hire an Energy Coordinator instrumental to providing information to the community and students, as well as creating opportunities for them to integrate their voices on project implementation and youth engagement regarding climate issues.

**PPS:** PPS plans to replace HVAC systems with air-source heat pumps, reducing energy load and adding cooling to Cesar Chavez K-8 and Woodmere Elementary, which will drastically improve thermal comfort for students and staff. The upgrades at these two schools will also include replacing gas-fired water heaters with high-efficiency electric heat pump water heaters. Finally, PPS plans to upgrade windows and building envelopes in these two schools to ensure the energy load on new systems is as low as possible.

Additionally, PPS plans to work with the community to design and install green schoolyard improvements at seven schools that will address inequitable heat island impacts and lower the need for cooling energy in school buildings, while creating inclusive green spaces for students and the community to learn, play, and connect to nature.

**Reynolds:** Reynolds' proposal is for work at Alder, Glenfair and Margaret Scott elementary schools, constructed in 1965, 1954 and 1961 respectively. Priorities for the identified buildings are: HVAC replacement for improved thermal conditions, ventilation, and reduced emission; electrical upgrades and lighting replacement that transition to meet current code and energy efficiency; and roof replacement with significantly increased R-Value and solar reflectivity.

### **Funding Match:**

The consortium of six districts is leveraging multiple financial matches and incentives to support the proposed project. Across our co-applicants this includes:

**Centennial:** Centennial estimates leveraging a \$160,000 incentive through the Energy Trust of Oregon, \$500,000 through the Public Purpose Charge (SB 1149) Schools Program, and \$200,000 from the district's transportation equipment fund, for a total match of \$860,000.

**David Douglas:** David Douglas plans to contribute \$1.4 million, either from their bond, General Fund, or a construction excise tax.

**MESD/Parkrose:** MESD will contribute \$28,792 from their reserve account and plans to secure \$74,000 in incentives and rebates, for a total match of \$102,792. Parkrose is prepared to contribute \$1,632,346 in district funds. Combined, this would be a total match of \$1,735,138 from MESD/Parkrose.

**PPS:** PPS has already spent \$160,000 on community engagement and planning related to their schoolyard vision plans for the seven sites included in this proposal. The district will also commit \$300,000 worth of staff time as an in-kind match, for a total of up to \$460,000.

**Reynolds:** Reynolds School District will allocate \$210,000 for project management and soft costs.

### **Project Beneficiaries and Engagement:**

The projects outlined in this proposal would occur at twenty schools across six districts. This directly impacts over 5,500 students east of 82nd Avenue, over 70% of whom are students of color and over 40% of whom speak a first language other than English. Across seven PPS schools in North, Northeast and Southeast Portland, this would impact 2,200 students, 67% of whom are students of color and 32% of whom speak a first language other than English.

Students in these districts, and at these schools specifically, overwhelmingly represent PCEF priority populations. With upgraded HVAC systems, schools will be able to stay open during extreme heat events, and with improved climate comfort generally, students will better be able to focus on instruction, leading to improved educational outcomes. As academic performance improves, there is potential for reduced dropout rates, higher graduation rates, and a more educated workforce.

The projects in this proposal will impact air quality as well as the thermal comfort of classrooms. A high quality, properly functioning HVAC system is critical for clean and healthy indoor air quality (IAQ) in schools (<https://www.epa.gov/iaq-schools/framework-effective-school-iaq-management>). The proposed upgrades and their regular maintenance will improve IAQ for teachers, students, families, and community partners that may be providing services or attending activities on site.

Finally, any cost savings realized by districts will be reinvested in other critical components of students' education. Parkrose and PPS will also use this as an opportunity to engage students in climate and energy-related curriculum, and David Douglas is exploring career and technical education (CTE) options.

The holistic approach to upgrading facilities not only improves energy efficiency but also contributes to a safer, healthier, and more comfortable learning environment. This supports academic success, particularly for students from low-income families and communities of color who are disproportionately affected by the poor conditions of their schools. By addressing both environmental and educational inequities, the project contributes to long-term community benefits and promotes social and economic mobility.

Districts have already done a great deal of engagement with their communities, much of it during their facilities planning processes. Specific future plans and opportunities for engagement vary by district. However, all districts have experience working with families who speak a variety of languages and prioritize language accessibility. Additionally, the consortium will partner with the Coalition for Communities of Color, who is well positioned to consult on community engagement plans as needed (with any fees to be negotiated with individual districts). District-specific information is as follows:

**Centennial:** Students and families, along with school partners, have been engaging in these conversations around facilities upgrades, building utilization, student learning, maintenance cost and energy use for the last several years as the District engaged in long-range facilities planning, strategic planning, and summer school programming.

**David Douglas:** DDS D has laid the groundwork for inclusive and collaborative community engagement. The district's Long Range Facility Plan (2020) and approved Bond (2022) informed decisions related to the proposed energy efficiency measures. The Plan included a community-based committee, surveys, community workshops and town hall. DDS D residents attended community workshops for the Bond, flyers and mailers were distributed in five languages, and after approving the Bond, residents were invited to participate on the Bond Oversight Committee. DDS D continues to welcome residents' input on the Bond and other issues, and updates are posted regularly to the website and discussed at Board meetings which are open to the public. DDS D has multilingual and multicultural staff, as well as services through multilingual and multicultural vendors, who conduct outreach using an array of inclusive and collaborative platforms.

**MESD/Parkrose:** Parkrose utilized our existing plans to identify projects, but the district will work with our community to determine the order of projects. The proposal includes a new Energy Coordinator position to engage with the community and specifically to give students opportunities to learn about climate solutions and climate advocacy.

**PPS:** Over the past year, PPS conducted a series of public workshops on the PPS decarbonization plan. Outreach was directed throughout the district, with events being promoted in the PPS community's six most spoken languages. The input gathered from those sessions directly informed choices the district made in selecting projects for this grant.

PPS has also worked with Juncus Studio, an emerging small business, to develop the RISE (Resilient, Inclusive, Sustainable, Equitable) Schoolyard Program. A pivotal aspect of the district's schoolyard planning is the community-led process, ensuring the plans reflect the needs of students, teachers, and administrators.

The initial schoolyard vision planning efforts engaged over 500 students and teachers, along with more than 400 community members. The proposed schoolyard projects funded by this grant aim to involve an additional 800 students and approximately 1,000 community members, contributing to shaping the future vision of their green schoolyards. The community schoolyard events include material translated

into a variety of languages and facilitate a variety of ways to participate and provide feedback.

If awarded, PPS will continue to utilize culturally competent community outreach and visioning approaches to ensure that communities across the district are providing input on what they want to see in these plans and how they want to be involved as the work moves forward. In addition, PPS plans to turn decarbonization efforts and schoolyard improvements into important opportunities for education by partnering with local community organizations to help teach students, teachers, parents, and neighbors about the benefits of the work being done to their schools.

**Reynolds:** In Spring 2021, BRIC Architecture facilitated the Reynolds School District's long-range facility planning process, engaging diverse stakeholders—including students, parents, staff, culturally specific and culturally informed community partners, and local officials—to prioritize projects for the district's future infrastructure needs.

### **Anticipated Cost Savings and Estimation Methodologies:**

Any cost savings would be realized by the districts, which are local government bodies. Anticipated cost savings vary by district.

**Centennial:** As the proposed project switches from natural gas fired steam boilers to all electric VRF (heat pump style) units, Centennial does not anticipate cost savings with this project on the utility level; however, given that current systems are old, generally at the end of their life cycle, and costly and difficult to maintain, the district anticipates there will be savings in maintenance costs of approximately \$20,000 per year, per school for a total of \$40,000 annually. Centennial believes this maintenance savings will offset the added electricity costs of the systems vs. natural gas systems as well as added power for the cooling aspects of these systems (which is currently lacking with the existing natural gas system). As such the district anticipates this to be cost neutral.

These estimates were made in collaboration with Centennial's energy consultants based on data from The US Department of Energy (DoE), Pacific Northwest National Laboratory (PNNL) and the General Service Administration (GSA). Upon award, all projects would be fully reviewed and any savings verified by the Oregon Department of Energy (required for SB 1149 Fund use) and the Energy trust of Oregon (ETO) as required for incentives.

**David Douglas:** The project will result in annual energy savings for each building and reduced natural gas consumption. The project will result in energy savings for the school buildings of approximately 5,100 to 5,800 therms per building annually.

DDSD's Facilities Manager, Lance Schweitzer, consulted on these savings with engineering/architect contractors. He is a key project staff person; see staff bio. The district used actual natural gas usage as a baseline for the calculation and a conservative energy efficiency of the boilers based on meter data. These overall savings equate to a full peak month of natural gas usage.

**MESD/Parkrose:** Preliminary estimates show that converting to a geothermal system would achieve approximately 53% total building energy reduction resulting in about 24% energy cost savings or \$8,000 per year (based on current costs), per site. These estimated savings are based on a phase 1 engineering study done for Russell Elementary.

**PPS:** For the HVAC scope, PPS is proposing to retrofit from natural gas-fired steam boilers to electric heat pumps in two schools. Because the district will be fuel switching, and electricity is more expensive per unit of energy compared to gas, the district does not expect to see any utility cost savings. PPS will also be adding air conditioning (cooling) to two schools that currently do not have it, which will add energy cost as well. While the district might not see significant cost savings from these projects, it does expect to see significant GHG emissions reductions. The window replacements are estimated to achieve about \$5,000 in annual utility cost savings.

These figures are informed by a PPS level II energy audit conducted by McKinstry. The savings are estimated using a baseline of current equipment/operations compared to the proposed retrofit.

**Reynolds:** The existing HVAC systems are rated at approximately 10 SEER, while the new systems are expected to achieve a 13-14 SEER rating, providing a 30-40% improvement in energy efficiency. Assuming each school's HVAC system operates for about 4,000-5,000 hours per year, and the average energy cost for commercial buildings is approximately \$0.10 per kWh, replacing the units could save the district between \$15,200 and \$22,800 per year in energy costs. Replacing the existing T-8 fixtures (80 lm/W) with LED fixtures (140 lm/W) could reduce lighting energy consumption by up to 50%. With approximately 500-700 light fixtures in each school and assuming 10 hours of operation per day, this could result in an estimated savings of \$3,000 to \$6,000 per school per year on lighting utility costs. Roof replacements will improve insulation, increasing the R-value from as low as 1.3 to 30. This change could lead to a 15-20% reduction in heating and cooling costs. For a larger school like Margaret Scott (43,223 sq. ft.), this could translate into an estimated savings of \$3,000 to \$5,000 annually.

The estimated savings for HVAC and lighting were calculated based on the improvement in energy efficiency ratings (SEER and lm/W) and the reduction in energy consumption per kWh. The SEER improvement provides a rough percentage increase in efficiency, which was applied to the typical energy usage of HVAC systems in schools. Lighting savings were estimated by comparing the power consumption of old T-8 fluorescent fixtures and new LED systems, as well as accounting for the additional savings from occupancy sensors and photocells. The insulation improvements from the R-value increase were used to estimate the reduction in heating and cooling loads, which was then applied to the average energy usage for school buildings of similar size.

### **Economic and Business Impacts:**

Major improvement projects such as those in our proposal will create significant economic activity for the area including contractors and subcontractors, laborers, electricians, sheet metal workers, hardware

stores, food and support businesses and numerous others in the Portland area. Our districts routinely contract with local and regional vendors to complete construction projects, adhering to Oregon's Prevailing Wage Rate Law, which helps to keep construction costs stable, support local contractors, deliver pathways into the middle class and boost the economy ([https://faircontracting.org/wp-content/uploads/2021/01/FNL\\_Prevailing\\_Wage\\_Report.pdf](https://faircontracting.org/wp-content/uploads/2021/01/FNL_Prevailing_Wage_Report.pdf)).

These projects will generate both short- and long-term employment opportunities. In the short term, construction-related jobs will increase as a result of facility upgrades. In the long term, improved school infrastructure will support better student outcomes, which can contribute to greater educational attainment and future job opportunities for students, particularly those from underrepresented and disadvantaged backgrounds. By enhancing the learning environment, the project indirectly contributes to the development of a skilled workforce that can drive economic growth in the community.

Of particular note, beyond general construction investments/jobs, are the proposals from PPS and Parkrose. Schoolyard work, especially, is an excellent opportunity to partner with local non-profits with equity and justice goals that combine sustainability, local development and community improvement, job creation, and environmental justice principles. Geothermal is still not a commonly used heating/cooling system despite being the most efficient one and with the lowest maintenance costs. If this project is funded, Parkrose would join Seattle School District as a regional leader in the country in geothermal and carbon reduction technology use, boosting both the number of companies and employees engaged in this cutting-edge work.

Across all districts, the project emphasizes the use of local contractors and suppliers, creating immediate employment opportunities in the construction and energy sectors. By prioritizing energy-efficient systems and sustainable technologies like geothermal heating, the districts are stimulating demand for advanced green technologies, fostering innovation, and helping local businesses expand their capabilities in these emerging sectors, as well as providing opportunities for students to gain exposure to green jobs and sustainability-related careers.

### **Broader Project Benefits:**

The benefits of the upgrades included in this proposal extend beyond the school day. Many of the included schools have partnerships with on-site, PK-12 culturally responsive providers, including but not limited to the SUN after school program in partnership with Multnomah County, which targets low income students and students of color. Our school buildings are also available to the community on a rental basis for meetings and events, with reduced rates for non-profits. With improved climate control across buildings, we will increase the number of viable community meeting locations across historically underserved parts of Portland. Additionally, implementing these projects will increase the overall preparedness of school buildings and campuses to serve as community centers during climate events and crises (such as extreme heat, floods, or ice), as needed.

The green schoolyard component of PPS' work provides additional benefits. Replacing excessive schoolyard asphalt with plants and soil holds promise in mitigating the adverse impacts of urban heat

islands. By introducing more shade trees, gardens, planting beds, and habitat areas, there will be a noticeable increase in shade, a reduction in ambient temperature, less noise pollution, and a greater presence of nature. Given the proximity of over 13,000 households within a half-mile radius of these schools, green schoolyard enhancements also offer an opportunity to provide cool and green spaces for active and passive recreation, particularly benefiting vulnerable communities during the summer heat.

The projects funded through this grant will act as a catalyst to show the community, as well as local and state leaders, the benefits and feasibility of investing in healthy, safe, climate friendly schools. Demonstrating their viability and building momentum is a key factor in continuing to garner support for these efforts among voters who weigh in on bonds and elected officials who oversee direct allocations and grants. By setting a precedent for energy-efficient and climate-resilient schools, this project can be replicated across other districts, fostering innovation and building momentum for more widespread climate action in the education sector.

We are also preparing a future climate-focused workforce and citizenry. Some districts (e.g., PPS, Pakrose, and David Douglas) have specific plans to weave this work into curriculum and learning opportunities for students, ranging from climate resiliency, to energy, and career and technical education. In the long-term, sustainable schools will lead to a generation of Portland youth that recognize the importance of fighting climate change and the intersection of climate resiliency, educational outcomes, and community health.

**Metrics, Milestones, and Schedule:**

Centennial SD		
Milestones and metrics	Activities to support milestone	Estimated date of completion
1. Intent to award received	<ul style="list-style-type: none"> <li>Grant has been completed, received, and reviewed by the PCEF award committee</li> </ul>	January 2025
2. District Project Team assembled	<ul style="list-style-type: none"> <li>Activate internal team members</li> <li>Engage with partners to identify representatives</li> <li>Conduct kick-off meetings</li> </ul>	October 2024-February 2025
3. RFP for services with specific requirements and goals in PCEF Grant agreements	<ul style="list-style-type: none"> <li>Complete RFP, post and advertise</li> <li>Ensure compliance with PCEF goals and project requirements</li> <li>Interview and score responses</li> </ul>	February-March 2025
4. Award Architecture, electrical, and mechanical design	<ul style="list-style-type: none"> <li>Verify responses and abilities</li> <li>Interview</li> <li>Score</li> <li>Verify references</li> </ul>	April-May 2025

5. Architecture, electrical, and mechanical design work completed	<ul style="list-style-type: none"> <li>• Work with partner organizations to define skills needed for retrofit projects</li> <li>• Determine how to support workers from priority communities</li> <li>• Support local contractor efforts to strengthen worker retention approaches</li> </ul>	September 2025
6. Permitting	<ul style="list-style-type: none"> <li>• Approval by AHJs</li> </ul>	December 2025
7. Bidding and Award of Construction	<ul style="list-style-type: none"> <li>• Advertise Public bidding</li> <li>• Notify community</li> <li>• Notify union partners</li> <li>• Outreach to MBE/WBE</li> </ul>	February 2026
8. Procurement and construction plan	<ul style="list-style-type: none"> <li>• Complete buyout of equipment</li> <li>• GC bidding of all sub trades</li> <li>• Formal schedule of work completed and approved</li> </ul>	March- May 2026
9. Complete construction	<ul style="list-style-type: none"> <li>• Complete work</li> </ul>	June-September 2026
10. Commissioning and close out	<ul style="list-style-type: none"> <li>• Equipment start up and verification</li> <li>• Warranty period begins</li> <li>• Project close out documents completed</li> </ul>	October-December 2026

**David Douglas SD**

<b>Milestones and metrics</b>	<b>Activities to support milestone</b>	<b>Estimated date of completion</b>
1. Identify buildings that require boiler replacement, upgraded fans, VFDs to be installed and security cameras to be installed	DDSD leadership w/prior input from stakeholders as described in narrative	Completed. The budget lists the priority of the 4 buildings in the event DDSD is not fully funded for all buildings
2. Pre Design/programming and Design work	Architects begin the process w/ considerations for educational specifications, technical standards and stakeholder input. Architects prepare drawings and specs	Start Feb. 2025 for Lincoln Park and Earl Boyles and end Sept. 2025; Start Feb. 2026 for Gilbert Park and Gilbert Heights and end Sept. 2026
3. Permitting	DDSD applies for and receives permits	Start Sept. 2025 and end Dec. 2026 for LP and EB; Start Sept. 2026 for GP and GH and end Sept. 2027
4. Bidding/Bid Day	DDSD prepares bidding docs following competitive bid requirements, publishes in the Daily Journal Commerce (Oregon) and hires contractors. DDSD will review each project to determine if DBB or CM/GC method will be used	Starts Fall or winter of 2025 for LP and EB and ends 31 days later; Starts Fall or winter of 2026 for GP and GH and ends 31 days later

5. Pre-Construction Procurement	Identify needs, source suppliers, manage relationships, etc.	Starts fall or winter of 2025 for LP and EB and ends 30 weeks later. Starts fall or winter of 2026 for GP and GH and ends 30 weeks later.
6. Start/End Construction	HVAC work, electrical, camera installation	Start in summer of '26 and end in Dec. of '26 for LP and EB; Start in summer of '27 and end in Dec. '27 for GP and GH. Electrical work occurs in the winter or during spring break, with summer of '28 as anticipated final end date for all buildings.
7. Engage high school student internship program	Work with high school and contractors to place CTE students, especially diverse students, to ensure successful match and learning opportunities.	During construction timeframe above

**Multnomah ESD**

<b>Milestones and metrics</b>	<b>Activities to support milestone</b>	<b>Estimated date of completion</b>
1. Identify which MESD fleet vehicles to replace	<ul style="list-style-type: none"> <li>Review MESD fleet list</li> </ul>	October 2024
2. Identify vehicle dealership with state-purchasing contract and available vehicles	<ul style="list-style-type: none"> <li>Research available vehicles</li> <li>Review list of dealerships with state-purchasing contract</li> <li>Confirm ordering/delivery timeline for vehicles</li> </ul>	October 2024
3. Liaise with Parkrose to schedule Wheatley and Helensview geothermal system installation	<ul style="list-style-type: none"> <li>Meet with Parkrose</li> </ul>	October 2024
4. Support and coordinate with Parkrose the geothermal projects at MESD sites in accordance with their timeline.		2025-2029

**Parkrose SD**

<b>Milestones and metrics</b>	<b>Activities to support milestone</b>	<b>Estimated date of completion</b>
1. Complete the Geothermal Analysis for each of the five sites	<ul style="list-style-type: none"> <li>Work with - Interface Engineering to determine when evaluation of each of the five sites are complete</li> </ul>	October / November 2024

<p>2. From analysis develop proposals to evaluate prospective architects and engineers to develop the project scope</p>	<ul style="list-style-type: none"> <li>Once evaluations are received meet with Interface to study and talk about next steps if funding becomes available</li> </ul>	<p>December 24 / January 25</p>
<p>3. If funding is made available, work on proposals to hire formal architects and engineers to finalize the scope and timelines of the projects.</p>	<ul style="list-style-type: none"> <li>Receive quotes from respective vendors and determine the best for our district based on our established needs and timelines.</li> </ul>	<p>March - July 2025</p>
<p>4. Work with architects and Engineers hired to build plan for each site - Geothermal projects</p>	<ul style="list-style-type: none"> <li>Use initial Geoexchange study completed by Interface Engineering and enhance it to meet the needs of full implementation (from ground breaking to complete installation)</li> </ul>	<p>To allow time for full discussion we are posing a 6 month window with estimated completion by December 2025</p>
<p>5. Start work on the Geothermal projects</p> <ol style="list-style-type: none"> <li>Start 1st &amp; 2nd schools</li> <li>Finish 1st &amp; 2nd schools</li> <li>Start 3rd &amp; 4th schools</li> <li>Finish 3rd &amp; 4th schools</li> <li>Start 5th school</li> <li>End work on 5th school</li> <li>Finalize any open items on Geothermal projects</li> </ol>	<ul style="list-style-type: none"> <li>Contractors on site</li> </ul>	<ol style="list-style-type: none"> <li>Jan-Mar 2026</li> <li>Sept 2027</li> <li>Jun-Jul 2027</li> <li>Sept 2028</li> <li>July 2028</li> <li>Sept 2029</li> <li>Oct-Dec 29</li> </ol>
<p>6. Other Projects that are not associated with the Geothermal Project</p> <ol style="list-style-type: none"> <li>Replacement &amp; Reduction of windows at Prescott Elem</li> <li>Replacement and Reduction of windows at Knott - Rental facility</li> <li>Install a LED lighting at Knott - rental facility</li> <li>Purchase maintenance electric vehicles</li> </ol>	<ul style="list-style-type: none"> <li>Hire contractor to perform the work to replace and reduce windows and Prescott and Knott and lighting retrofit at Knott</li> <li>Work with local providers on determining who has the best option on electronic maintenance vehicle</li> </ul>	<ul style="list-style-type: none"> <li>Prescott to be completed Summer 2026 and Knott Summer of 2027</li> <li>Complete LED lighting retro Summer 2026</li> <li>Start the purchase of vehicle Summer 2026 and finalize all purchases Dec 2028</li> </ul>
<b>Portland Public Schools</b>		
<b>Milestones and metrics</b>	<b>Activities to support milestone</b>	<b>Estimated date of completion</b>

1. Finalize scope and execute contract	<ul style="list-style-type: none"> <li>● Draft Project Development Plan</li> <li>● Execute contract</li> <li>● Hire contractors</li> </ul>	February 2025
2. Project kick-off	<ul style="list-style-type: none"> <li>● Hire subcontractors for windows and HVAC design</li> <li>● Hire landscape designer for green schoolyard projects</li> <li>● Develop project budget and schedule</li> <li>● Develop school and community engagement plan</li> </ul>	March 2025
3. Design Phase	<ul style="list-style-type: none"> <li>● Develop construction documents for green schoolyard projects</li> <li>● Schematic design &amp; construction documents for HVAC and windows</li> <li>● Permitting</li> <li>● Get scope approved by PCEF quality assurance provider</li> </ul>	September 2025
4. Construction Phase	<ul style="list-style-type: none"> <li>● Work with contractors to schedule work</li> <li>● Coordinate with school staff about any disruptions and overall expectations</li> <li>● Approve submittals, order materials, install systems</li> </ul>	August 2027
5. Closeout, Commissioning, and Project Turnover	<ul style="list-style-type: none"> <li>● Work with Commissioning agent to ensure all systems are functionally tested, installed, and operating correctly and as designed</li> <li>● Work with contractors to train maintenance staff on new systems</li> <li>● Compile all closeout documents to ensure proper as-builts and warranties are obtained</li> <li>● Establish a maintenance plan for all green schoolyard infrastructure and HVAC equipment</li> </ul>	December 2027
6. Measurement & Verification	<ul style="list-style-type: none"> <li>● Compare expected energy savings to actual. Verify GHG emissions reductions</li> </ul>	December 2028

**Reynolds SD**

<b>Milestones and Metrics</b>	<b>Activities to support milestone</b>	<b>Estimated date of completion</b>
1. Identify projects	<ul style="list-style-type: none"> <li>● Completed as described in scope documentation.</li> </ul>	Complete

2. Architectural design	<ul style="list-style-type: none"> <li>● Assessment of existing HVAC systems, roofs, and lighting at all three schools.</li> <li>● Selection of new energy-efficient HVAC units and lighting systems.</li> <li>● Prepare architectural drawings and detailed specifications.</li> </ul>	<p>November 2025 (Glenfair projects, including Glenfair projects awarded PCEF funding in round 1)  November 2026 (Alder projects)  November 2027 (Margaret Scott projects)</p>
3. Permitting	<ul style="list-style-type: none"> <li>● Obtain permits – submit architectural drawings &amp; plans, iterate as required by planning review.</li> </ul>	<p>December 2025 (Glenfair projects, including Glenfair projects awarded PCEF funding in round 1)  December 2026 (Alder projects)  December 2027 (Margaret Scott projects)</p>
4. Prepare bid documents	<ul style="list-style-type: none"> <li>● Conduct consulting and architectural work</li> </ul>	<p>January 2025 (Glenfair projects, including Glenfair projects awarded PCEF funding in round 1)  January 2026 (Alder projects)  January 2027 (Margaret Scott projects)</p>
5. Complete bidding process	<ul style="list-style-type: none"> <li>● Prepare bid documents to support all projects</li> <li>● Assess submitted bids</li> <li>● Award projects to contractors</li> </ul>	<p>February 2025 (Glenfair projects, including Glenfair projects awarded PCEF funding in round 1)  February 2026 (Alder projects)  February 2027 (Margaret Scott projects)</p>
6. Finalize scope of work	<ul style="list-style-type: none"> <li>● Contractors, architects, and project managers develop final scope of work</li> </ul>	<p>March 2025 (Glenfair projects, including Glenfair projects awarded PCEF funding in round 1)  March 2026 (Alder projects)  March 2027 (Margaret Scott projects)</p>
7. Procurement	<ul style="list-style-type: none"> <li>● Order long lead time components</li> </ul>	<p>June 2025 (Glenfair projects, including Glenfair projects awarded PCEF funding in round 1)  June 2026 (Alder projects)  June 2027 (Margaret Scott projects)</p>
8. Construction	<ul style="list-style-type: none"> <li>● Construction during summer break; to be completed by start of school</li> </ul>	<p>Summer 2025 (Glenfair projects, including Glenfair projects awarded PCEF funding in round 1)  Summer 2026 (Alder projects)  Summer 2027 (Margaret Scott projects)  Dependencies: Supply chain availability of HVAC units, LED fixtures, and roofing materials. Contractor availability. Potential weather delays.</p>

9. Building inspections	<ul style="list-style-type: none"> <li>Complete inspections (including resolution of any concerns)</li> </ul>	September 2025 (Glenfair projects, to be completed by start of school) September 2026 (Alder projects, to be completed by start of school) September 2027 (Margaret Scott projects, to be completed by start of school)
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**Anticipated Challenges and Barriers:**

The districts in this proposal have extensive recent experience navigating facilities projects between local district bonds and projects covered by Elementary and Secondary School Emergency Relief funds distributed during the COVID-19 pandemic. Based on this, as well as extensive historical experience, the hurdles most likely to be encountered, and plans for mitigating impact, are the following:

**Permitting:**

Permitting can take significant time. To address this, districts will emphasize the importance of timeline commitments and permits when selecting and working with contractors. We plan to work closely with our contractors and the City to stay on top of all permitting timelines and to proactively address any potential issues.

**Supply Chain:**

The construction industry is still being heavily impacted by supply chain issues. We plan to address supply chain issues by working with our contractors early and often to ensure that we are ordering materials based on their expected lead time. Moreover, our project managers will regularly monitor supply chain trends and adjust procurement strategies accordingly. If the lead time ends up significantly impacting the schedule, we would look for alternative suppliers and/or products with shorter lead times. Vehicle inventory and state public purchasing requirements can also be an issue when purchasing fleet vehicles. Fleet vehicle dealers can have little inventory, and may only place new orders every few months. For projects that include the purchase of vehicles, districts plan to order several months in advance and/or stagger purchasing to allow the market to mature.

**Cost Escalation:**

Districts understand that costs are quickly going up, especially in construction. As such, we have built this assumed escalation into our budget plans. Additionally, districts have plans in place for what internal funds we might use to cover any gaps/overages.

**Contingencies / Incidental Work:**

Some projects may disturb environmental hazards in older buildings, such as asbestos and lead paint, that require consultation with environmental engineers, and will add to projected project costs. We plan to address contingency items, such as asbestos abatement, by using what data we have available ahead of time to make the most informed budget decisions. Any unforeseen items can be covered by appropriate contingency funds.

#### Site Access and Student/School Schedules:

For work that can be done while students are present, we will build in plans for ensuring student safety. We will also plan appropriately for work that must be done when students are not present, and how these timelines may impact permitting and scheduling of contractors. Districts are accustomed to adjusting summer programming locations in order to allow contractors full access to buildings without students present.

#### Challenges Specific to Geothermal (Parkrose/MESD):

The three MESD/ MHCC buildings are older, therefore will require additional work and analysis on what is necessary to make the Geothermal project work in these aging buildings. Additionally, there are fewer contractors that specialize in Geothermal technology. Parkrose/MESD will be mindful when contracting of workloads and timelines, and will hire additional contractors where necessary to ensure those with geothermal expertise can focus where they are most needed. The districts also plan to utilize the expertise of Seattle School District as they have been installing geothermal systems for years and can advise what has worked for them and what has not.

#### Requirements:

The elements of work where districts anticipate needing to meet certain requirements generally fall into the following categories: bidding, contracting, design, permitting, and construction. There is also the potential for non-conforming code compliance upgrades that could be triggered by a large HVAC project at an existing school (e.g., stormwater facilities, trash enclosures, and fire sprinkler systems).

As school districts responsible for the ongoing improvement and maintenance of our buildings, our teams have a great deal of experience navigating facilities upgrades and construction projects. We are familiar with, and prepared to meet, all public procurement, prevailing wage and compliance requirements. Our collective experience navigating requirements while seeing construction projects to completion is considerable. Centennial has completed nearly \$100M of capital projects in the last three years. David Douglas has been successfully completing bond projects for more than 20 years, demonstrating voters' trust and operational expertise. MESD and Parkrose School District have successfully completed a large variety of building maintenance projects throughout their buildings that have required permitting and regulatory compliance, including radon system installations, rooftop HVAC unit replacements, cold water chiller replacements, HVAC controls upgrades, and many others. PPS handles these kinds of project requirements routinely and has processes in place, and many experienced construction managers, to help navigate them. Reynolds has extensive experience navigating obtaining necessary permits, adhering to regulatory guidelines, and ensuring site access, as demonstrated by the successful completion of local bond and ESSER-funded projects.

<b>Total Award:</b>	<b>\$70,377,287</b>	
<b>District</b>	<b>% Share</b>	<b>Amount</b>
Centennial	10.00%	<b>\$7,037,729</b>
DDSD	25.42%	<b>\$17,887,561</b>
MESD	7.08%	<b>\$4,985,058</b>
Parkrose	12.08%	<b>\$8,503,922</b>
PPS	36.67%	<b>\$25,805,005</b>
Reynolds	8.75%	<b>\$6,158,013</b>



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Holly Langan, Executive Director of Financial Services

**Subject: 2015 Bond Refund**

Type:  Action Item  Report / Presentation

Policy: BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Marginalized Students      | <input type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input type="checkbox"/> Professional Development       |
- 

**Summary / Background:**

To reduce the overall debt service requirements, the district is considering refunding certain outstanding General Obligation Bonds, Series 2015A and Series 2015B which financed capital projects, and to pay the costs of issuance of the Bonds. Refunding would issue a new General Obligation Bond with a reduced debt schedule payment and lower interest. These savings would reduce the overall tax burden and create future debt capacity to consider additional capital projects related to modernizing and improving health and safety in district buildings.

**Previous Board Action:**

Not Applicable.

**Financial Implications:**

There is no net financial impact to the district as the bond principal and interest paid is recovered through property taxes. Property taxpayers would be expected to see a reduction of overall cost paid as the refunding reduces the time in which the bonds are repaid, and therefore, reduces the interest paid on the bonds. The cost of issuance is paid out of the bond proceeds.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve Resolution 2024-2025-032: Authorizing the Issuance, Sale, and Delivery of General Obligation Refunding Bonds.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



## Resolution 2024-2025-032

### Resolution Authorizing the Issuance, Sale, and Delivery of General Obligation Refunding Bonds

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#### SECTION 1. FINDINGS

The Board of Directors (the "Board") of Reynolds School District No. 7, located in Multnomah County, Oregon a common school district of the State of Oregon (the "District") finds:

- a) The District previously issued its General Obligation Bonds, Series 2015A (Current Interest Bonds) and Series 2015B (Deferred Interest Bonds) (collectively, the "Refundable Bonds") for projects which were authorized by approving vote of the electors of the District; and
- b) The District is authorized by Oregon Revised Statutes ("ORS") Sections 287A.360 to 287A.380 to issue refunding bonds for the refunding of all or a portion of its outstanding Refundable Bonds; and
- c) The District has determined that it is in the best interest of the taxpayers of the District to refund all or a portion of the Refundable Bonds; and
- d) The District adopts this resolution to provide the terms under which the refunding bonds will be sold and issued and to authorize the refunding of all or a portion of the Refundable Bonds.

#### SECTION 2. REFUNDING BONDS AUTHORIZED

The District hereby authorizes the issuance of General Obligation Refunding Bonds (the "Refunding Bonds") in an aggregate principal amount sufficient to refund all or a portion of the Refundable Bonds and to pay the costs related to the refunding and the issuance of the Refunding Bonds.

#### SECTION 3. DESIGNATION OF AUTHORIZED REPRESENTATIVES

The Board designates the Chair, Superintendent, Executive Director of Financial Services (each an "Authorized Representative"), or a designee of an Authorized Representative to act on behalf of the District as specified in Section 8 hereof.

#### SECTION 4. SECURITY

Pursuant to ORS 287A.315, the District hereby pledges its full faith and credit and taxing power to pay the Refunding Bonds. The District hereby covenants for the benefit of the Owners of the Refunding Bonds to levy annually, as necessary, a direct ad valorem tax upon all of the taxable property within the District which is sufficient, after taking into consideration discounts taken and delinquencies that may occur in the payment of such taxes and other legally available amounts, to pay all Refunding Bond principal and interest when due. This tax shall be in addition to all other taxes of the District, and this tax shall not be limited in rate, amount or otherwise, by Sections 11 or 11b of Article XI of the Oregon Constitution.

#### SECTION 5. FORM OF REFUNDING BONDS

The Refunding Bonds shall be issued in substantially the form as approved by the Authorized Representative. The Refunding Bonds may be printed or typewritten and may be issued as one or more temporary Refunding Bonds which shall be exchangeable for definitive Refunding Bonds when definitive Refunding Bonds are available.

#### SECTION 6. EXECUTION OF REFUNDING BONDS

The Refunding Bonds shall be executed on behalf of the District with the manual or facsimile signature of an Authorized Representative of the District.

## **SECTION 7. REDEMPTION**

The Refunding Bonds may be subject to optional redemption or mandatory redemption prior to maturity as determined under Section 8 hereof.

## **SECTION 8. DELEGATION FOR ESTABLISHMENT OF TERMS AND SALE OF THE REFUNDING BONDS**

The Authorized Representative is hereby authorized, on behalf of the District without further action of the Board (and such actions of the Authorized Representative, if taken prior to the adoption of this resolution, are hereby affirmed and authorized), to:

- a) Issue the Refunding Bonds in one or more series which may be sold at different times.
- b) Participate in the preparation of and authorize the distribution of the preliminary and final official statements and any other disclosure documents for each series of the Refunding Bonds.
- c) Establish the final principal amounts, maturity schedules, interest rates, and other terms for each series of the Refunding Bonds.
- d) Negotiate the terms under which each series of Refunding Bonds shall be sold; enter into a bond purchase agreement for the sale of each series of Refunding Bonds which incorporates those terms; and execute and deliver such bond purchase agreement with Piper Sandler & Co. for a public sale or with a lender for a private sale.
- e) Enter into covenants regarding the use of the proceeds of the Refunding Bonds and the projects refinanced with the proceeds of the Refunding Bonds.
- f) Undertake to provide continuing disclosure for each series of the Refunding Bonds in accordance with Rule 15c2-12 of the United States Securities and Exchange Commission.
- g) Apply for ratings for each series of Refunding Bonds.
- h) Determine whether the savings produced by refunding are adequate to justify the refunding, and select the Refundable Bonds that will be refunded.
- i) Determine whether to purchase municipal bond insurance or obtain other forms of credit enhancement (including the Oregon School Bond Guaranty Program) for each series of Refunding Bonds and enter into related documents.
- j) Modify and update the Tax-Exempt Bond Post-Issuance Compliance Policy approved by the Board under Resolution No. 2014-2015-013 in connection with the authorization of the Refundable Bonds.
- k) Appoint paying agents, verification agents, escrow agents, municipal advisors, and other service providers for each series of the Refunding Bonds and enter into agreements with those service providers.
- l) Provide for the call, defeasance, and redemption of any Refundable Refunding Bonds that are refunded and enter into related agreements and take related actions.
- m) Determine whether each series of Refunding Bonds will bear interest that is excludable from gross income under the Internal Revenue Code of 1986, as amended, or is includable in gross income under that code. If a series bears interest that is excludable from gross income under that code, the Authorized Representative may enter into covenants to maintain the excludability of interest on that series of the Refunding Bonds from gross income.
- n) If permitted by federal law, issue any series of Refunding Bonds as taxable bonds that are eligible for federal interest subsidies or tax credits, and enter into related covenants.
- o) Make any clarifying changes to this Resolution or additional covenants not inconsistent with this Resolution.
- p) Execute any documents and take any other action in connection with the Refunding Bonds which the Authorized Representative finds will be advantageous to the District.

## **SECTION 9. DEFAULT AND REMEDIES**

The occurrence of one or more of the following shall constitute an Event of Default under this Resolution and the Refunding Bonds:

- a) Failure by the District to pay Refunding Bond principal, interest or premium when due;
- b) Failure by the District to observe and perform any covenant, condition or agreement on its part to be observed or performed for the benefit of Owners of Refunding Bonds, for a period of sixty (60) days after written notice to the District by the Owners of fifty-one (51%) percent or more of the principal amount of Refunding Bonds then Outstanding specifying such failure and requesting that it be remedied; provided however, that if the failure stated in the notice cannot be corrected within such sixty (60) day period, it shall not constitute an Event of Default so long as corrective action is instituted by the District within the sixty (60) day period and diligently pursued, and the default is corrected as promptly as practicable after the written notice referred to in this paragraph; or,
- c) The District is adjudged insolvent by a court of competent jurisdiction, admits in writing its inability to pay its debts generally as they become due, files a petition in bankruptcy, or consents to the appointment of a receiver for the payments.

The Owners of fifty-one (51%) percent or more of the principal amount of Refunding Bonds then Outstanding may waive any Event of Default and its consequences, except an Event of Default as described in (a) of this Section.

Upon the occurrence and continuance of any Event of Default hereunder the Owners of fifty-one (51%) percent or more of the principal amount of Refunding Bonds then Outstanding may take whatever action may appear necessary or desirable to enforce or to protect any of the rights of the Owners of Refunding Bonds, either at law or in equity or in bankruptcy or otherwise, whether for the specific enforcement of any covenant or agreement contained in this Resolution or the Refunding Bonds or in aid of the exercise of any power granted in this Resolution or in the Refunding Bonds or for the enforcement of any other legal or equitable right vested in the Owners of Refunding Bonds by the Resolution or the Refunding Bonds or by law. However, the Refunding Bonds shall not be subject to acceleration.

No remedy in this Resolution conferred upon or reserved to Owners of Refunding Bonds is intended to be exclusive and every such remedy shall be cumulative and shall be in addition to every other remedy given under this Resolution or now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any default shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed expedient. To entitle the Owners of Refunding Bonds to exercise any remedy reserved to them, it shall not be necessary to give any notice other than such notice as may be required by this Resolution or by law.

#### **SECTION 10. DEFEASANCE**

The District may defease the Refunding Bonds by setting aside, with a duly appointed escrow agent, in a special escrow account irrevocably pledged to the payment of the Refunding Bonds to be defeased, cash or direct obligations of the United States or obligations the principal of and interest on which are fully and unconditionally guaranteed by the United States in an amount which, in the opinion of an independent certified public accountant, is sufficient without reinvestment to pay all principal and interest on the defeased Refunding Bonds until their maturity date or any earlier redemption date. Refunding Bonds which have been defeased pursuant to this Section shall be deemed paid and no longer outstanding, and shall cease to be entitled to any lien, benefit or security under this Resolution except the right to receive payment from such special escrow account.

#### **SECTION 11. ESTABLISHMENT OF ACCOUNT**

The following account shall or has been created which account shall be continually maintained, except as otherwise provided, so long as the Refunding Bonds remain unpaid.

Debt Service Account. The District shall maintain the debt service account in the District's debt service fund for the payment of principal, premium, if any, and interest on the Refunding Bonds as they become

due. All accrued interest, if any, and all taxes levied and other moneys available for the payment of the Refunding Bonds shall be deposited to the debt service account.

**SECTION 12. PROFESSIONALS**

The District hereby appoints Hawkins Delafield & Wood LLP as Bond Counsel for the issuance of the Refunding Bonds and Piper Sandler & Co., as Underwriter or Placement Agent.

**SECTION 13. RESOLUTION TO CONSTITUTE CONTRACT**

In consideration of the purchase and acceptance of any or all of the Refunding Bonds by those who shall own the Refunding Bonds from time to time (the "Owners"), the provisions of this Resolution shall be part of the contract of the District with the Owners and shall be deemed to be and shall constitute a contract between the District and the Owners. The covenants, pledges, representations and warranties contained in this Resolution or in the closing documents executed in connection with the Refunding Bonds, including without limitation the District's covenants and pledges contained in Section 4 hereof, and the other covenants and agreements herein set forth to be performed by or on behalf of the District shall be contracts for the equal benefit, protection and security of the Owners, all of which shall be of equal rank without preference, priority or distinction of any of such Refunding Bonds over any other thereof, except as expressly provided in or pursuant to this Resolution.

ADOPTED by the Board of Directors of Reynolds School District No. 7, Multnomah County, Oregon this 23rd day of April 2025.

**SIGNED:**

**ATTEST:**

\_\_\_\_\_

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**CHAIR, REYNOLDS SCHOOL BOARD OF DIRECTORS**

**SUPERINTENDENT / CLERK**



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# Reynolds School District No. 7

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## Outstanding Bonds and Proposed General Obligation Refunding Bonds, Series 2025

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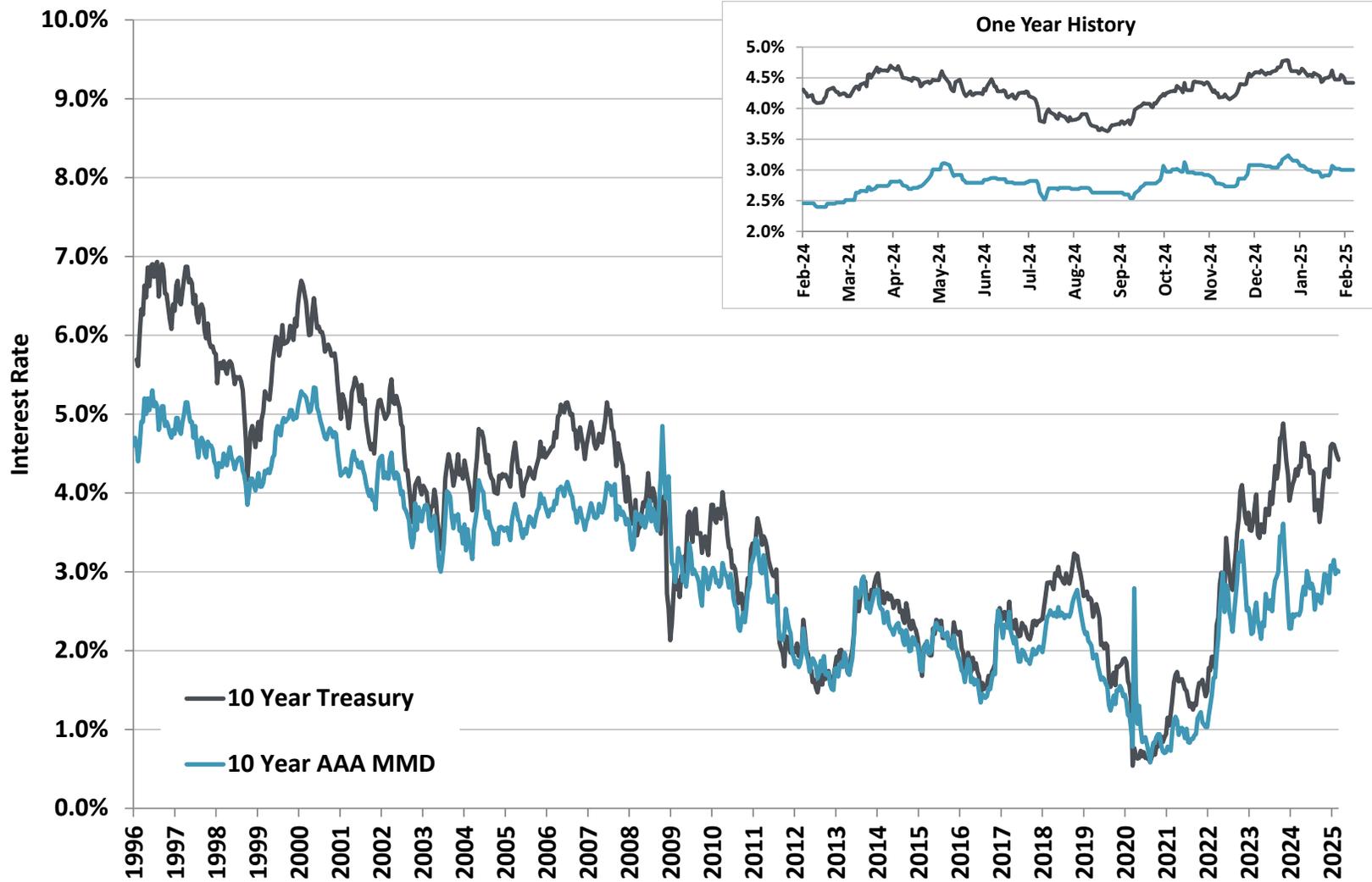
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February 27, 2025

# HISTORICAL INTEREST RATES

10 Year Tax-Exempt (AAA MMD) vs. 10 Year Treasury Rates



## REYNOLDS SCHOOL DISTRICT NO. 7 Historical Property Values

Fiscal Year	M5 Real Market		% RMV	Total Assessed		Urban Renewal		% Total AV
	Value		Growth	Value	Excess	Net Assessed Value	Growth	
2025	\$ 15,902,244,533		3.98%	\$ 8,620,596,300	\$ 743,700,639	\$ 7,876,895,661	4.83%	
2024	15,293,249,942		6.92%	8,223,339,900	718,676,759	7,504,663,141	5.29%	
2023	14,304,082,050		9.34%	7,810,010,480	573,145,609	7,236,864,871	4.61%	
2022	13,082,113,353		9.30%	7,465,920,260	534,550,364	6,931,369,896	4.61%	
2021	11,968,501,797		5.98%	7,137,102,370	469,648,315	6,667,454,055	5.51%	
2020	11,293,226,501		4.45%	6,764,599,960	441,389,619	6,323,210,341	3.95%	
2019	10,812,071,214		10.84%	6,507,447,630	368,127,458	6,139,320,172	3.48%	
2018	9,754,301,374		13.37%	6,288,641,653	336,226,852	5,952,414,801	4.61%	
2017	8,604,305,009		11.56%	6,011,566,574	316,526,490	5,695,040,084	4.26%	
2016	7,712,996,851		7.69%	5,766,167,506	303,124,898	5,463,042,608	2.40%	
2015	7,161,995,903		12.27%	5,631,193,925	280,255,615	5,350,938,310	6.37%	
2014	6,379,532,118		0.34%	5,294,179,833	254,542,709	5,039,637,124	2.39%	
2013	6,357,865,918		-1.60%	5,170,473,238	238,615,569	4,931,857,669	0.90%	
2012	6,461,332,922		-6.48%	5,124,491,808	227,608,215	4,896,883,593	1.17%	
2011	6,909,090,798		-6.46%	5,065,021,830	218,399,006	4,846,622,824	1.88%	
2010	7,386,543,752		-3.21%	4,971,749,587	192,640,974	4,779,108,613	3.21%	
2009	7,631,203,575		5.92%	4,816,933,583	169,887,205	4,647,046,378	4.77%	
2008	7,204,784,271		13.93%	4,597,449,270	127,547,732	4,469,901,538	5.57%	
2007	6,323,838,559		11.16%	4,355,026,315	109,187,707	4,245,838,608	5.47%	
2006	5,688,707,825		8.58%	4,129,038,287	85,335,635	4,043,702,652	4.49%	
2005	5,239,272,841		---	3,951,469,104	69,984,234	3,881,484,870	---	

Source: Multnomah County Department of Assessment and Taxation

### Urban Renewal Excess

When urban renewal areas are created, they are designated as either “standard” or “reduced” rate plans and the type determines the assessed value against which general obligation bonds are levied. General obligation bonds cannot be levied on the excess assessed value in standard rate plan areas. Alternatively, general obligation bonds can be levied on the excess assessed value in reduced rate plan areas, if the bonds were approved at an election after October 6, 2001.

Urban Renewal Excess - 2025			
Plan Area	County	Amount	
<b>REDUCED RATE</b>			
Rockwood-West Gresham Plan	Multnomah	\$ 581,497,786	
Troutdale Riverfront Plan	Multnomah	9,574,040	
Fairview Plan	Multnomah	108,334,093	
Wood Village Plan	Multnomah	44,294,720	
<b>Total Reduced Rate Urban Renewal Excess:</b>		<b>\$ 743,700,639</b>	
<b>STANDARD RATE</b>			
None	n.a.	\$ -	
<b>Total Standard Rate Urban Renewal Excess:</b>		<b>\$ -</b>	
<b>TOTAL URBAN RENEWAL EXCESS</b>		<b>\$ 743,700,639</b>	

2025 Assessed Value for Bond Levies	
Total Assessed Value:	\$ 8,620,596,300
Less Standard Rate Urban Renewal Value:	-
Assessed Value - Bonds:	<u>8,620,596,300</u>

## REYNOLDS SCHOOL DISTRICT NO. 7

### Outstanding General Obligation Bonds

Purpose	Date of Issue	Date of Maturity	Amount Issued	Amount Outstanding
<b>General Obligation Bonds:</b>				
<i>November 1995 Bond Measure - \$29,500,000 (52.61% yes vote)</i>				
Series 1995*     Construction of new elementary and middle schools, and other facility repairs.	12/1/95	6/1/06	\$ 29,500,000	\$ -
Series 2001     Advanced refunding of Series 1995 GO bonds	10/1/01	6/15/15	18,175,000	-
<i>November 2000 Bond Measure - \$45,000,000 (52.4% yes vote)</i>				
Series 2000*     Facility expansion and improvements	12/1/00	6/15/11	4,500,000	-
Series 2005     Advanced refunding of Series 2000 GO bonds	3/1/05	6/15/20	32,500,000	-
<i>May 2015 Bond Measure - \$125,000,000 (51.96% yes vote), \$1.56 Levy from Ballot</i>				
Series 2015A     Construction of new elementary schools (Fairview, Troutdale, and Wilkes),	8/20/15	6/15/30	82,885,000	55,070,000
Series 2015B**     new classroom space at high school, and district wide facility repairs.	8/20/15	6/15/36	40,060,047	36,385,224
Series 2020	6/11/20	6/15/30	2,054,952	620,717
Series 2022     Partial advanced refunding of 2015B GO bonds	6/22/22	6/15/24	3,956,953	-
<b>Total General Obligation Bonds</b>				<b>\$ 92,075,941</b>

\*Refunded.

\*\* Partially refunded.

### Legal General Obligation Debt Capacity

Real Market Value (Fiscal Year 2025)	\$ 15,902,244,533
<b>Debt Capacity</b>	
General Obligation Debt Capacity (7.95% of Real Market Value)	\$ 1,264,228,440
Less: Outstanding Debt Subject to Limit	(92,075,941)
Remaining General Obligation Debt Capacity	\$ 1,172,152,499
Percent of Capacity Issued	7.28%

**REYNOLDS SCHOOL DISTRICT NO. 7**  
**Outstanding General Obligation Bonds – Actual and Projected Levy Rates**  
*(Assumes No Refunding of Series 2015 Bonds)*

Fiscal Year <sup>(1)</sup>	Outstanding General Obligation Bonds					Amount Levied	Total Assessed Value	% Total AV Growth	Actual Bond Rate	Taxes Collected <sup>(2)</sup>	Projected Bond Rate	
	Prior Bonds	2015A Bonds	2015B Bonds	2020 Bonds	Total							
2005	\$ 5,866,993	\$ -	\$ -	\$ -	\$ 5,866,993		\$ 3,951,469,104	---	\$ 1.5805			
2006	5,964,083	-	-	-	5,964,083		4,129,038,287	4.49%	1.5525			
2007	6,069,688	-	-	-	6,069,688		4,355,026,315	5.47%	1.4871			
2008	6,178,688	-	-	-	6,178,688		4,597,449,270	5.57%	1.3713			
2009	6,286,838	-	-	-	6,286,838		4,816,933,583	4.77%	1.3521			
2010	6,397,938	-	-	-	6,397,938		4,971,749,587	3.21%	1.1407			
2011	6,551,963	-	-	-	6,551,963		5,065,021,830	1.88%	1.1332			
2012	6,639,963	-	-	-	6,639,963		5,124,491,808	1.17%	1.3163			
2013	6,764,675	-	-	-	6,764,675		5,170,473,238	0.90%	1.5230			
2014	6,892,919	-	-	-	6,892,919		5,294,179,833	2.39%	1.5562			
2015	7,019,094	-	-	-	7,019,094		5,631,193,925	6.37%	1.3514			
2016	4,654,000	3,756,344	-	-	8,410,344		5,766,167,506	2.40%	1.5075			
2017	4,790,156	3,988,650	-	-	8,778,806		6,011,566,574	4.26%	1.5891			
2018	4,937,469	4,033,650	-	-	8,971,119		6,288,641,653	4.61%	1.8281			
2019	5,085,719	4,081,850	-	-	9,167,569		6,507,447,630	3.48%	1.8004			
2020	5,235,225	4,183,050	-	-	9,418,275		6,764,599,960	3.95%	1.2725			
2021	-	9,900,050	-	633,953	10,534,003	11,060,367	7,137,102,370	5.51%	1.5497			
2022	-	10,146,500	-	683,078	10,829,578	12,057,463	7,465,920,260	4.61%	1.6150			
2023	4,070,065	10,396,250	-	111,077	14,577,392	12,099,488	7,810,010,480	4.61%	1.5433			
2024	4,987	10,661,250	-	111,076	10,777,313	12,099,821	8,223,339,900	5.29%	1.4714			
<b>Latest</b>	<b>2025</b>	<b>-</b>	<b>10,923,000</b>	<b>-</b>	<b>111,076</b>	<b>11,034,076</b>	<b>12,200,000</b>	<b>8,620,596,300</b>	<b>4.83%</b>	<b>1.4152</b>		
<b>Projected</b>	2026	-	11,197,500	-	111,077	11,308,577		8,879,214,189	3.00%	<b>97.5%</b>	1.31	
	2027	-	11,479,750	-	111,076	11,590,826		9,145,590,615	3.00%	<b>97.5%</b>	1.30	
	2028	-	11,765,750	-	111,076	11,876,826		9,419,958,333	3.00%	<b>97.5%</b>	1.29	
	2029	-	12,058,500	-	111,076	12,169,576		9,702,557,083	3.00%	<b>97.5%</b>	1.29	
	2030	-	7,260,750	5,100,000	111,076	12,471,826		9,993,633,796	3.00%	<b>97.5%</b>	1.28	
	2031	-	-	12,670,000	-	12,670,000		10,293,442,809	3.00%	<b>97.5%</b>	1.26	
	2032	-	-	12,985,000	-	12,985,000		10,602,246,094	3.00%	<b>97.5%</b>	1.26	
	2033	-	-	13,310,000	-	13,310,000		10,920,313,477	3.00%	<b>97.5%</b>	1.25	
	2034	-	-	13,645,000	-	13,645,000		11,247,922,881	3.00%	<b>97.5%</b>	1.24	
	2035	-	-	13,985,000	-	13,985,000		11,585,360,567	3.00%	<b>97.5%</b>	1.24	
	2036	-	-	5,185,000	-	5,185,000		11,932,921,384	3.00%	<b>97.5%</b>	0.45	

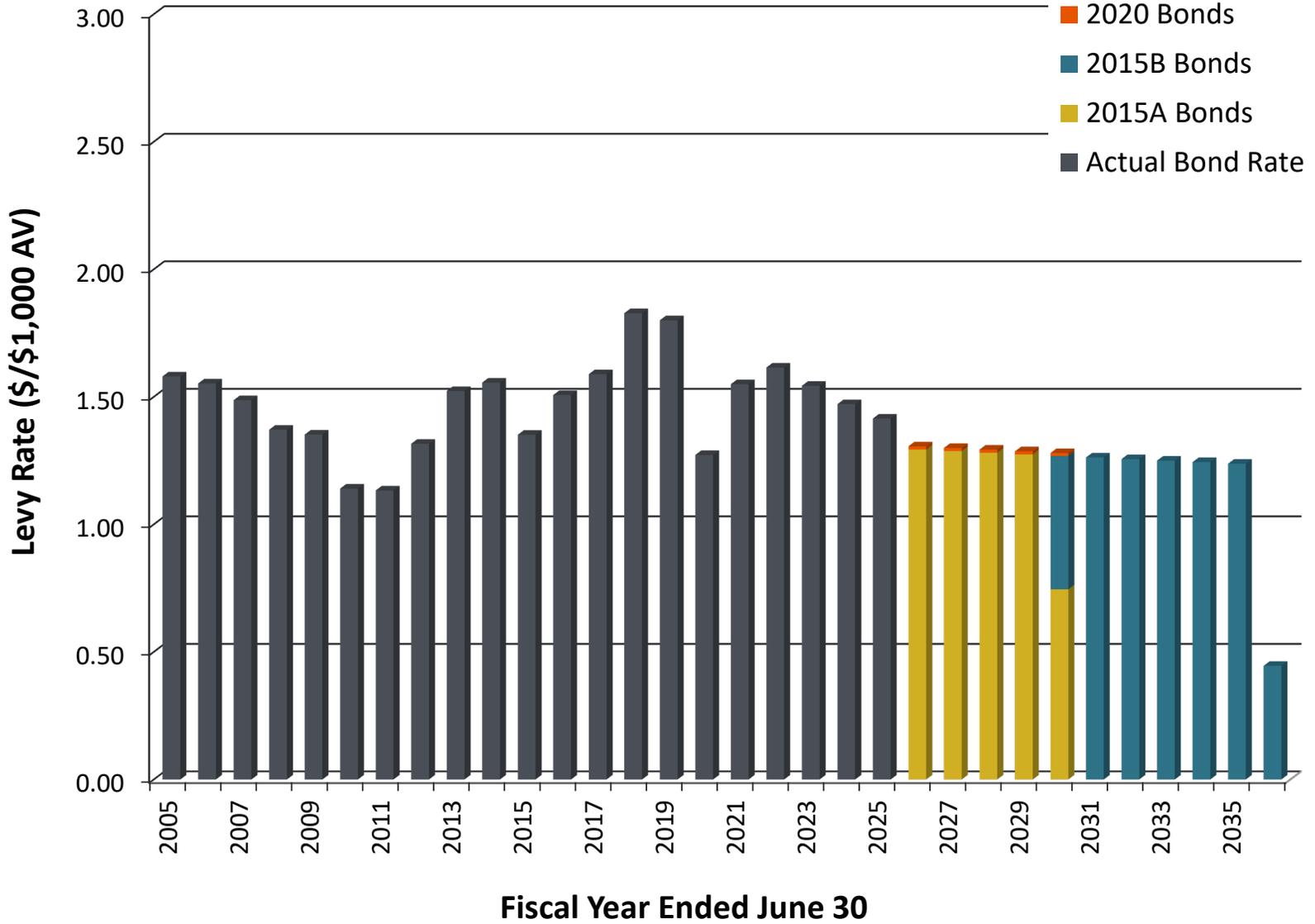
(1) Fiscal years ended June 30.

(2) Assumes collection year delinquencies will be offset by back tax collections.

# REYNOLDS SCHOOL DISTRICT No. 7

Outstanding General Obligation Bonds – Actual and Projected Levy Rates

(Assumes No Refunding of Series 2015 Bonds)



## REYNOLDS SCHOOL DISTRICT NO. 7

### General Obligation Refunding Bonds, Series 2025 – Summary of Refunding Scenarios

Structure	Uniform Refunding November 2034 Election	\$1.56/1,000 Levy November 2028 Election	\$1.56/1,000 Levy November 2030 Election
<b>Par Amount</b>	\$ 93,445,000	\$ 94,245,000	\$ 94,640,000
Dated Date	6/3/2025	6/3/2025	6/3/2025
Final Maturity	6/15/2036	6/15/2036	6/15/2036
Amortization Period	11.03 Years	11.03 Years	11.03 Years
Key Statistics			
Date of Next Levy Drop	FY 2036	FY 2030	FY 2032
Projected Size of Levy Drop*	\$0.74	\$0.69	\$0.98
True Interest Cost (TIC)**	3.17%	3.19%	3.13%
Total Savings	\$8,611,258	\$10,053,175	\$11,995,017
Net PV Savings	\$7,055,307	\$7,005,699	\$7,383,559
Percentage NPV Savings	6.18%	6.77%	7.14%

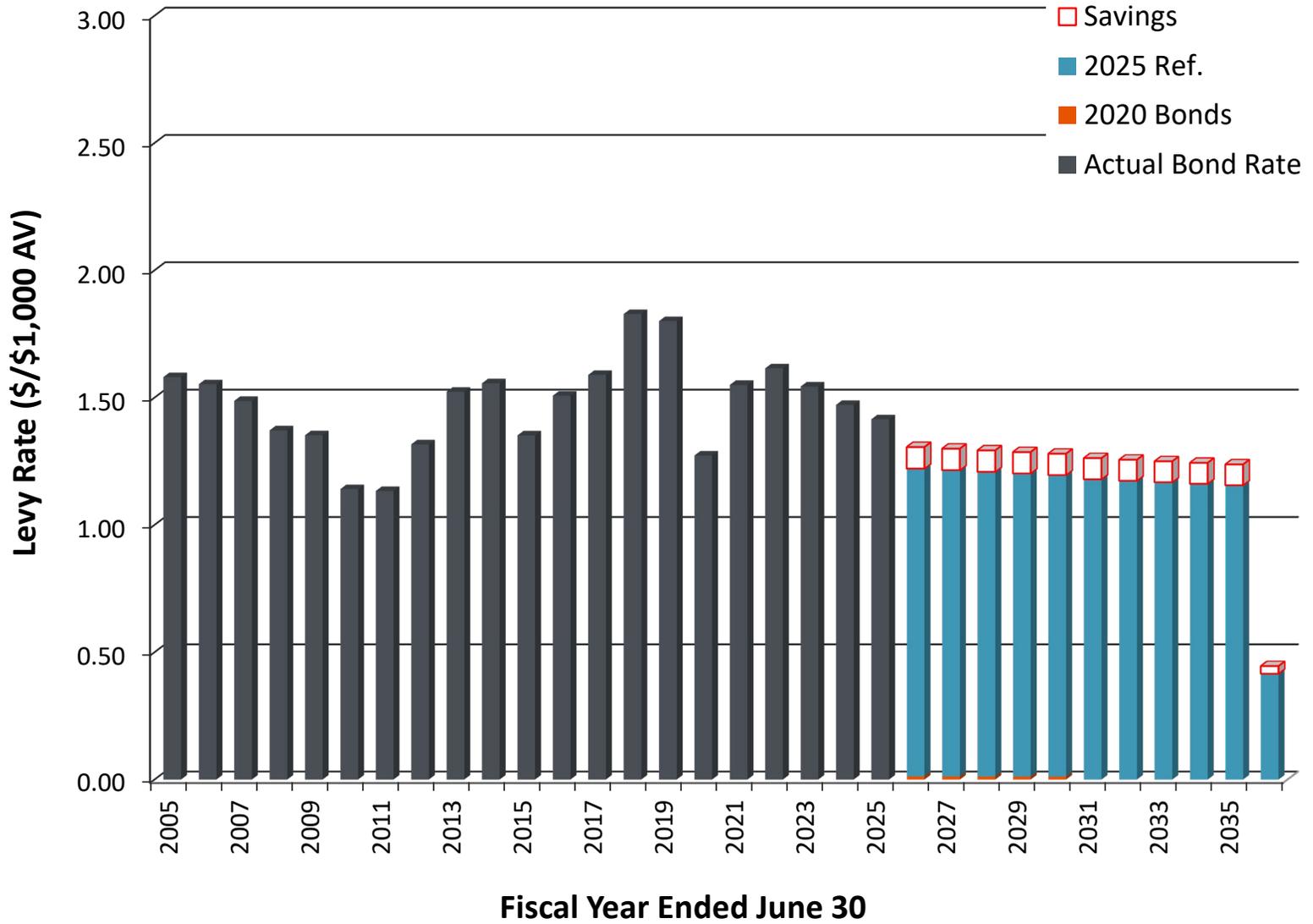
\* Projected average levy rates are based on a variety of assumptions regarding AV growth, tax collections & interest rates. Debt service will be fixed when bonds are sold but levy rates are preliminary until the assessor certifies values each year.

\*\* True interest cost is the blended, overall interest rate for the issue. Includes the interest rate cushion.

# REYNOLDS SCHOOL DISTRICT NO. 7

## Outstanding General Obligation Bonds – Actual and Projected Levy Rates

(Assumes Uniform Refunding of Series 2015 Bonds)



**REYNOLDS SCHOOL DISTRICT No. 7**  
**Outstanding General Obligation Bonds – Actual and Projected Levy Rates**  
*(Assumes Uniform Refunding of Series 2015 Bonds)*

		Outstanding General Obligation Bonds											
Fiscal Year <sup>(1)</sup>	Debt Service						Savings	Total Assessed Value	% Total AV Growth	Actual Bond Rate	Taxes Collected <sup>(2)</sup>	Projected Bond Rate	Projected Savings
	Prior Bonds	2015A Unref.	2015B Unref.	2020 Bonds	2025 Ref.	Total							
Historical	2005	\$ 5,866,993	\$ -	\$ -	\$ -	\$ -	\$ 5,866,993	\$ 3,951,469,104	---	\$ 1.5805			
	2006	5,964,083	-	-	-	-	5,964,083	4,129,038,287	4.49%	1.5525			
	2007	6,069,688	-	-	-	-	6,069,688	4,355,026,315	5.47%	1.4871			
	2008	6,178,688	-	-	-	-	6,178,688	4,597,449,270	5.57%	1.3713			
	2009	6,286,838	-	-	-	-	6,286,838	4,816,933,583	4.77%	1.3521			
	2010	6,397,938	-	-	-	-	6,397,938	4,971,749,587	3.21%	1.1407			
	2011	6,551,963	-	-	-	-	6,551,963	5,065,021,830	1.88%	1.1332			
	2012	6,639,963	-	-	-	-	6,639,963	5,124,491,808	1.17%	1.3163			
	2013	6,764,675	-	-	-	-	6,764,675	5,170,473,238	0.90%	1.5230			
	2014	6,892,919	-	-	-	-	6,892,919	5,294,179,833	2.39%	1.5562			
	2015	7,019,094	-	-	-	-	7,019,094	5,631,193,925	6.37%	1.3514			
	2016	4,654,000	3,756,344	-	-	-	8,410,344	5,766,167,506	2.40%	1.5075			
	2017	4,790,156	3,988,650	-	-	-	8,778,806	6,011,566,574	4.26%	1.5891			
	2018	4,937,469	4,033,650	-	-	-	8,971,119	6,288,641,653	4.61%	1.8281			
	2019	5,085,719	4,081,850	-	-	-	9,167,569	6,507,447,630	3.48%	1.8004			
	2020	5,235,225	4,183,050	-	-	-	9,418,275	6,764,599,960	3.95%	1.2725			
	2021	-	9,900,050	-	633,953	-	10,534,003	7,137,102,370	5.51%	1.5497			
	2022	-	10,146,500	-	683,078	-	10,829,578	7,465,920,260	4.61%	1.6150			
	2023	4,070,065	10,396,250	-	111,077	-	14,577,392	7,810,010,480	4.61%	1.5433			
	2024	4,987	10,661,250	-	111,076	-	10,777,313	8,223,339,900	5.29%	1.4714			
<b>Latest</b>	2025	-	9,751,750	-	111,076	1,170,742	11,033,568	508	8,620,596,300	4.83%	1.4152		-
Projected	2026	-	-	-	111,077	10,461,500	10,572,577	736,000	8,879,214,189	3.00%	97.5%	1.22	0.09
	2027	-	-	-	111,076	10,724,500	10,835,576	755,250	9,145,590,615	3.00%	97.5%	1.22	0.08
	2028	-	-	-	111,076	10,989,750	11,100,826	776,000	9,419,958,333	3.00%	97.5%	1.21	0.08
	2029	-	-	-	111,076	11,265,750	11,376,826	792,750	9,702,557,083	3.00%	97.5%	1.20	0.08
	2030	-	-	-	111,076	11,545,500	11,656,576	815,250	9,993,633,796	3.00%	97.5%	1.20	0.08
	2031	-	-	-	-	11,837,250	11,837,250	832,750	10,293,442,809	3.00%	97.5%	1.18	0.08
	2032	-	-	-	-	12,128,750	12,128,750	856,250	10,602,246,094	3.00%	97.5%	1.17	0.08
	2033	-	-	-	-	12,433,250	12,433,250	876,750	10,920,313,477	3.00%	97.5%	1.17	0.08
	2034	-	-	-	-	12,743,250	12,743,250	901,750	11,247,922,881	3.00%	97.5%	1.16	0.08
	2035	-	-	-	-	13,061,500	13,061,500	923,500	11,585,360,567	3.00%	97.5%	1.16	0.08
	2036	-	-	-	-	4,840,500	4,840,500	344,500	11,932,921,384	3.00%	97.5%	0.42	0.03

(1) Fiscal years ended June 30.

(2) Assumes collection year delinquencies will be offset by back tax collections.

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## SUMMARY OF REFUNDING RESULTS

**Reynolds School District No. 7  
General Obligation Refunding Bonds, Series 2025  
Current Market Rates, Uniform Refunding  
Proposed Current Refunding Series 2015A and 2015B GO Bonds**

Dated Date	06/03/2025
Delivery Date	06/03/2025
Arbitrage yield	3.089230%
Escrow yield	4.412526%
Value of Negative Arbitrage	-323,283.55
Bond Par Amount	93,445,000.00
True Interest Cost	3.168673%
Net Interest Cost	3.386536%
All-In TIC	3.208219%
Average Coupon	5.000000%
Average Life	6.369
Weighted Average Maturity	6.473
Par amount of refunded bonds	83,235,224.40
Value of refunded bonds on 6/3/2025	101,685,038.65
Average coupon of refunded bonds	4.500220%
Average life of refunded bonds	5.144
Remaining weighted average maturity of refunded bonds	4.929
PV of prior debt to 06/03/2025 @ 3.089230%	110,549,584.21
Net PV Savings	7,055,307.43
Percentage savings of refunding proceeds	6.818789%

## SAVINGS

**Reynolds School District No. 7  
General Obligation Refunding Bonds, Series 2025  
Current Market Rates, Uniform Refunding  
Proposed Current Refunding Series 2015A and 2015B GO Bonds**

<i>Date</i>	<i>Prior Debt Service</i>	<i>Refunding Debt Service</i>	<i>Savings</i>	<i>Present Value to 06/03/2025 @ 3.0892304%</i>
06/15/2025	1,171,250.00	1,170,741.67	508.33	507.81
06/15/2026	11,197,500.00	10,461,500.00	736,000.00	695,998.33
06/15/2027	11,479,750.00	10,724,500.00	755,250.00	691,978.24
06/15/2028	11,765,750.00	10,989,750.00	776,000.00	688,873.47
06/15/2029	12,058,500.00	11,265,750.00	792,750.00	681,729.25
06/15/2030	12,360,750.00	11,545,500.00	815,250.00	679,255.11
06/15/2031	12,670,000.00	11,837,250.00	832,750.00	673,725.91
06/15/2032	12,985,000.00	12,128,750.00	856,250.00	675,119.49
06/15/2033	13,310,000.00	12,433,250.00	876,750.00	673,693.08
06/15/2034	13,645,000.00	12,743,250.00	901,750.00	675,380.18
06/15/2035	13,985,000.00	13,061,500.00	923,500.00	674,198.95
06/15/2036	5,185,000.00	4,840,500.00	344,500.00	244,367.63
	131,813,500.00	123,202,241.67	8,611,258.33	7,054,827.45

### Savings Summary

PV of savings from cash flow	7,054,827.45
Plus: Refunding funds on hand	479.98
Net PV Savings	7,055,307.43

## SUMMARY OF BONDS REFUNDED

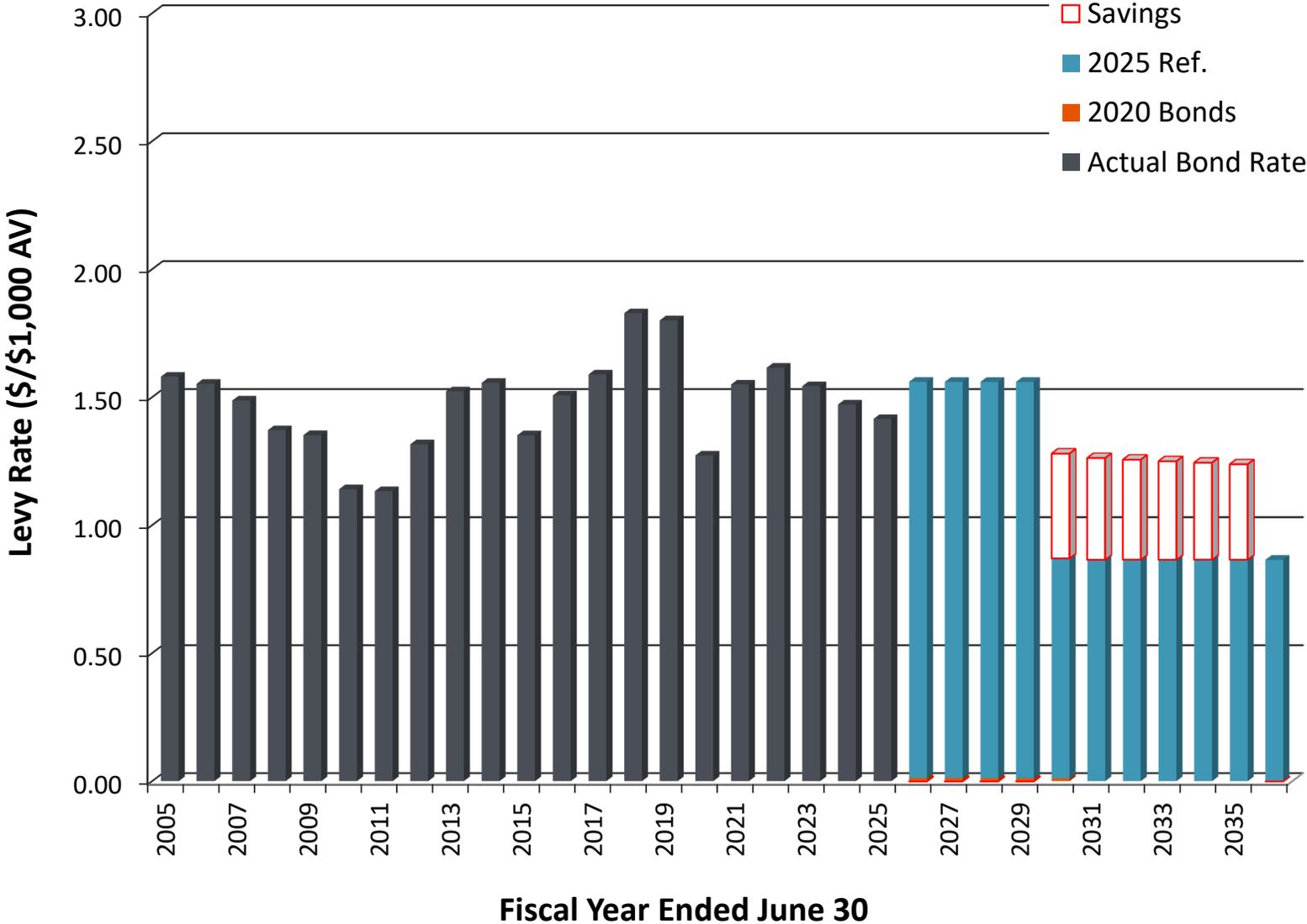
**Reynolds School District No. 7  
General Obligation Refunding Bonds, Series 2025  
Current Market Rates, Uniform Refunding  
Proposed Current Refunding Series 2015A and 2015B GO Bonds**

<i>Bond</i>	<i>Maturity Date</i>	<i>Interest Rate</i>	<i>Par Amount</i>	<i>Value on Jun 3, 2025</i>	<i>Value at Redemption</i>	<i>Call Date</i>	<i>Call Price</i>
General Obligation Bonds, Series 2015A, 15_GO_A:							
CIB	06/15/2026	5.000%	8,855,000.00	8,855,000.00	8,855,000.00	09/01/2025	100.000
	06/15/2027	5.000%	9,580,000.00	9,580,000.00	9,580,000.00	09/01/2025	100.000
	06/15/2028	5.000%	10,345,000.00	10,345,000.00	10,345,000.00	09/01/2025	100.000
	06/15/2029	5.000%	11,155,000.00	11,155,000.00	11,155,000.00	09/01/2025	100.000
	06/15/2030	5.000%	6,915,000.00	6,915,000.00	6,915,000.00	09/01/2025	100.000
			46,850,000.00	46,850,000.00	46,850,000.00		
General Obligation Bonds, Series 2015B, 15_GO_B:							
DIB	06/15/2030	4.050%	2,815,200.00	4,167,924.00	4,208,979.00	09/01/2025	100.000
	06/15/2031	4.120%	6,646,428.60	9,906,419.60	10,005,625.70	09/01/2025	100.000
	06/15/2032	4.170%	6,485,877.65	9,713,429.25	9,811,985.40	09/01/2025	100.000
	06/15/2033	4.260%	6,279,924.20	9,486,569.40	9,584,930.30	09/01/2025	100.000
	06/15/2034	4.300%	6,127,014.35	9,291,016.95	9,388,169.35	09/01/2025	100.000
	06/15/2035	4.360%	5,948,379.90	9,072,349.20	9,168,426.15	09/01/2025	100.000
	06/15/2036	4.430%	2,082,399.70	3,197,330.25	3,231,758.65	09/01/2025	100.000
			36,385,224.40	54,835,038.65	55,399,874.55		
			83,235,224.40	101,685,038.65	102,249,874.55		

# REYNOLDS SCHOOL DISTRICT No. 7

## Outstanding General Obligation Bonds – Actual and Projected Levy Rates

(Assumes Refunding of Series 2015 Bonds - Levy Rate to \$1.56/1,000, November 2028 Election)



## REYNOLDS SCHOOL DISTRICT NO. 7

### Outstanding General Obligation Bonds – Actual and Projected Levy Rates

(Assumes Refunding of Series 2015 Bonds - Levy Rate to \$1.56/1,000, November 2028 Election)

		Outstanding General Obligation Bonds												
Fiscal Year <sup>(1)</sup>	Debt Service						Savings	Total Assessed Value	% Total AV Growth	Actual Bond Rate	Taxes Collected <sup>(2)</sup>	Projected Bond Rate	Projected Savings	
	Prior Bonds	2015A Unref.	2015B Unref.	2020 Bonds	2025 Ref.	Total								
Historical	2005	\$ 5,866,993	\$ -	\$ -	\$ -	\$ 5,866,993		\$ 3,951,469,104	---	\$ 1.5805				
	2006	5,964,083	-	-	-	5,964,083		4,129,038,287	4.49%	1.5525				
	2007	6,069,688	-	-	-	6,069,688		4,355,026,315	5.47%	1.4871				
	2008	6,178,688	-	-	-	6,178,688		4,597,449,270	5.57%	1.3713				
	2009	6,286,838	-	-	-	6,286,838		4,816,933,583	4.77%	1.3521				
	2010	6,397,938	-	-	-	6,397,938		4,971,749,587	3.21%	1.1407				
	2011	6,551,963	-	-	-	6,551,963		5,065,021,830	1.88%	1.1332				
	2012	6,639,963	-	-	-	6,639,963		5,124,491,808	1.17%	1.3163				
	2013	6,764,675	-	-	-	6,764,675		5,170,473,238	0.90%	1.5230				
	2014	6,892,919	-	-	-	6,892,919		5,294,179,833	2.39%	1.5562				
	2015	7,019,094	-	-	-	7,019,094		5,631,193,925	6.37%	1.3514				
	2016	4,654,000	3,756,344	-	-	8,410,344		5,766,167,506	2.40%	1.5075				
	2017	4,790,156	3,988,650	-	-	8,778,806		6,011,566,574	4.26%	1.5891				
	2018	4,937,469	4,033,650	-	-	8,971,119		6,288,641,653	4.61%	1.8281				
	2019	5,085,719	4,081,850	-	-	9,167,569		6,507,447,630	3.48%	1.8004				
	2020	5,235,225	4,183,050	-	-	9,418,275		6,764,599,960	3.95%	1.2725				
	2021	-	9,900,050	-	633,953	10,534,003		7,137,102,370	5.51%	1.5497				
	2022	-	10,146,500	-	683,078	10,829,578		7,465,920,260	4.61%	1.6150				
	2023	4,070,065	10,396,250	-	111,077	14,577,392		7,810,010,480	4.61%	1.5433				
	2024	4,987	10,661,250	-	111,076	10,777,313		8,223,339,900	5.29%	1.4714				
Latest	2025	-	9,751,750	-	111,076	1,167,075	11,029,901	4,175	8,620,596,300	4.83%	1.4152		-	
Projected	2026	-	-	-	111,077	13,396,750	13,507,827	(2,199,250)	8,879,214,189	3.00%	97.5%	1.56	(0.25)	
	2027	-	-	-	111,076	13,800,000	13,911,076	(2,320,250)	9,145,590,615	3.00%	97.5%	1.56	(0.26)	
	2028	-	-	-	111,076	14,216,250	14,327,326	(2,450,500)	9,419,958,333	3.00%	97.5%	1.56	(0.27)	
	2029	-	-	-	111,076	14,647,750	14,758,826	(2,589,250)	9,702,557,083	3.00%	97.5%	1.56	(0.27)	
	2030	-	-	-	111,076	8,371,500	8,482,576	3,989,250	9,993,633,796	3.00%	97.5%	0.87	0.41	
	2031	-	-	-	-	8,680,500	8,680,500	3,989,500	10,293,442,809	3.00%	97.5%	0.86	0.40	
	2032	-	-	-	-	8,944,750	8,944,750	4,040,250	10,602,246,094	3.00%	97.5%	0.87	0.39	
	2033	-	-	-	-	9,210,000	9,210,000	4,100,000	10,920,313,477	3.00%	97.5%	0.87	0.39	
	2034	-	-	-	-	9,489,750	9,489,750	4,155,250	11,247,922,881	3.00%	97.5%	0.87	0.38	
	2035	-	-	-	-	9,771,750	9,771,750	4,213,250	11,585,360,567	3.00%	97.5%	0.87	0.37	
2036	-	-	-	-	10,064,250	10,064,250	(4,879,250)	11,932,921,384	3.00%	97.5%	0.87	(0.42)		

(1) Fiscal years ended June 30.

(2) Assumes collection year delinquencies will be offset by back tax collections.

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## SUMMARY OF REFUNDING RESULTS

**Reynolds School District No. 7  
General Obligation Refunding Bonds, Series 2025  
Current Market Rates, Levy Rate to \$1.56/\$1,000, Drop for November 2028 Election  
Proposed Current Refunding Series 2015A and 2015B GO Bonds**

Dated Date	06/03/2025
Delivery Date	06/03/2025
Arbitrage yield	3.085645%
Escrow yield	4.412526%
Value of Negative Arbitrage	-324,163.64
Bond Par Amount	94,245,000.00
True Interest Cost	3.185387%
Net Interest Cost	3.400500%
All-In TIC	3.228115%
Average Coupon	5.000000%
Average Life	5.839
Weighted Average Maturity	5.965
Par amount of refunded bonds	83,235,224.40
Value of refunded bonds on 6/3/2025	101,685,038.65
Average coupon of refunded bonds	4.500220%
Average life of refunded bonds	5.144
Remaining weighted average maturity of refunded bonds	4.929
PV of prior debt to 06/03/2025 @ 3.085645%	110,571,427.23
Net PV Savings	7,005,698.81
Percentage savings of refunding proceeds	6.770677%

## SAVINGS

**Reynolds School District No. 7  
General Obligation Refunding Bonds, Series 2025  
Current Market Rates, Levy Rate to \$1.56/\$1,000, Drop for November 2028 Election  
Proposed Current Refunding Series 2015A and 2015B GO Bonds**

<i>Date</i>	<i>Prior Debt Service</i>	<i>Refunding Debt Service</i>	<i>Savings</i>	<i>Present Value to 06/03/2025 @ 3.0856453%</i>
06/15/2025	1,171,250.00	1,167,075.00	4,175.00	4,170.74
06/15/2026	11,197,500.00	13,396,750.00	-2,199,250.00	-2,148,085.48
06/15/2027	11,479,750.00	13,800,000.00	-2,320,250.00	-2,197,045.64
06/15/2028	11,765,750.00	14,216,250.00	-2,450,500.00	-2,249,488.40
06/15/2029	12,058,500.00	14,647,750.00	-2,589,250.00	-2,304,238.23
06/15/2030	12,360,750.00	8,371,500.00	3,989,250.00	3,404,199.02
06/15/2031	12,670,000.00	8,680,500.00	3,989,500.00	3,301,364.02
06/15/2032	12,985,000.00	8,944,750.00	4,040,250.00	3,244,686.30
06/15/2033	13,310,000.00	9,210,000.00	4,100,000.00	3,195,636.97
06/15/2034	13,645,000.00	9,489,750.00	4,155,250.00	3,143,361.01
06/15/2035	13,985,000.00	9,771,750.00	4,213,250.00	3,093,540.17
06/15/2036	5,185,000.00	10,064,250.00	-4,879,250.00	-3,483,017.30
	131,813,500.00	121,760,325.00	10,053,175.00	7,005,083.20

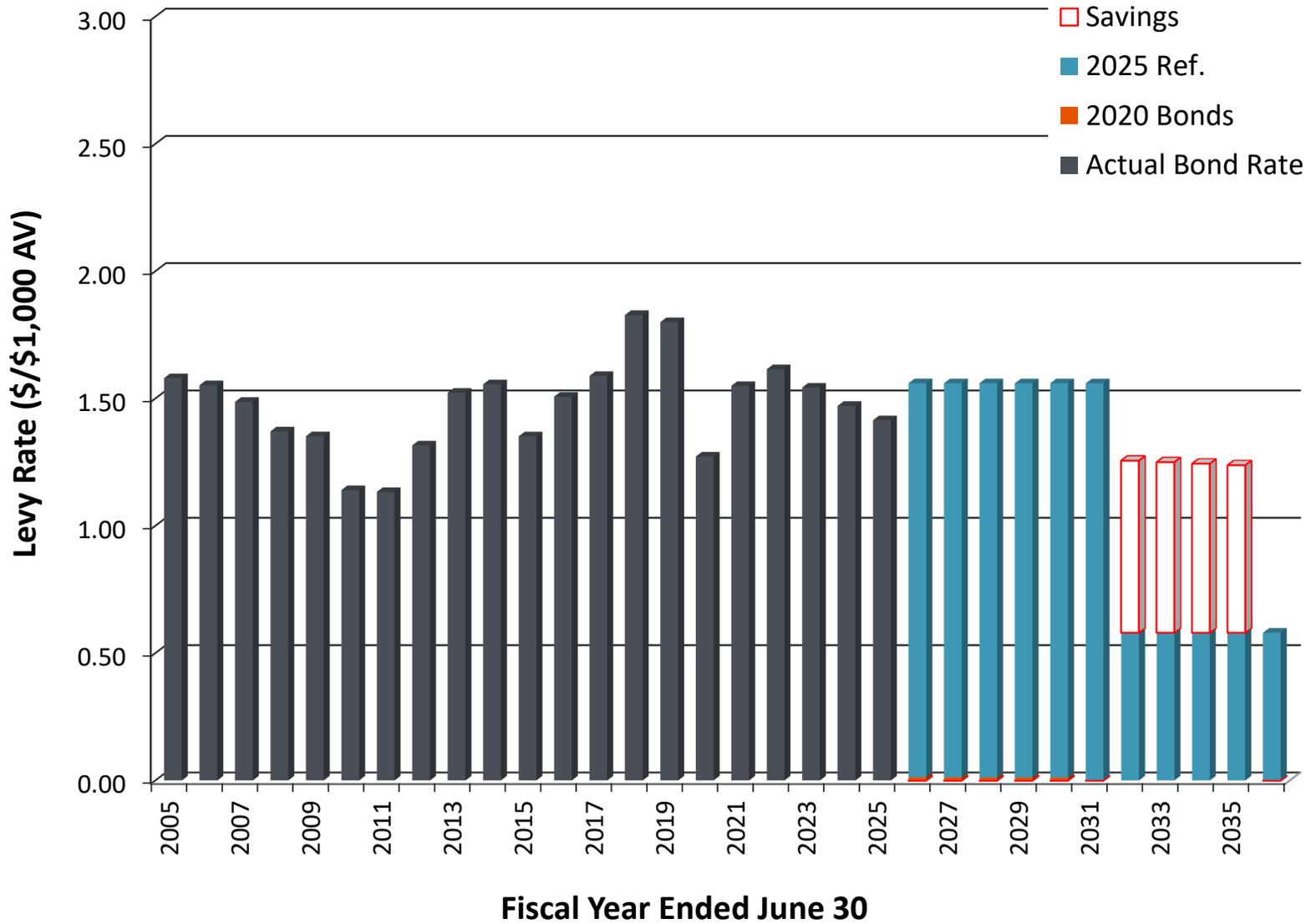
### Savings Summary

PV of savings from cash flow	7,005,083.20
Plus: Refunding funds on hand	615.61
	7,005,698.81
Net PV Savings	7,005,698.81

# REYNOLDS SCHOOL DISTRICT NO. 7

## Outstanding General Obligation Bonds – Actual and Projected Levy Rates

Assumes Refunding of Series 2015 Bonds - Levy Rate to \$1.56/1,000, November 2030 Election)



## REYNOLDS SCHOOL DISTRICT NO. 7

### Outstanding General Obligation Bonds – Actual and Projected Levy Rates

(Assumes Refunding of Series 2015 Bonds - Levy Rate to \$1.56/1,000, November 2030 Election)

		Outstanding General Obligation Bonds											
Fiscal Year <sup>(1)</sup>	Debt Service						Savings	Total Assessed Value	% Total AV Growth	Actual Bond Rate	Taxes Collected <sup>(2)</sup>	Projected Bond Rate	Projected Savings
	Prior Bonds	2015A Unref.	2015B Unref.	2020 Bonds	2025 Ref.	Total							
2005	\$ 5,866,993	\$ -	\$ -	\$ -		\$ 5,866,993		\$ 3,951,469,104	---	\$ 1.5805			
2006	5,964,083	-	-	-		5,964,083		4,129,038,287	4.49%	1.5525			
2007	6,069,688	-	-	-		6,069,688		4,355,026,315	5.47%	1.4871			
2008	6,178,688	-	-	-		6,178,688		4,597,449,270	5.57%	1.3713			
2009	6,286,838	-	-	-		6,286,838		4,816,933,583	4.77%	1.3521			
2010	6,397,938	-	-	-		6,397,938		4,971,749,587	3.21%	1.1407			
2011	6,551,963	-	-	-		6,551,963		5,065,021,830	1.88%	1.1332			
2012	6,639,963	-	-	-		6,639,963		5,124,491,808	1.17%	1.3163			
2013	6,764,675	-	-	-		6,764,675		5,170,473,238	0.90%	1.5230			
2014	6,892,919	-	-	-		6,892,919		5,294,179,833	2.39%	1.5562			
2015	7,019,094	-	-	-		7,019,094		5,631,193,925	6.37%	1.3514			
2016	4,654,000	3,756,344	-	-		8,410,344		5,766,167,506	2.40%	1.5075			
2017	4,790,156	3,988,650	-	-		8,778,806		6,011,566,574	4.26%	1.5891			
2018	4,937,469	4,033,650	-	-		8,971,119		6,288,641,653	4.61%	1.8281			
2019	5,085,719	4,081,850	-	-		9,167,569		6,507,447,630	3.48%	1.8004			
2020	5,235,225	4,183,050	-	-		9,418,275		6,764,599,960	3.95%	1.2725			
2021	-	9,900,050	-	633,953		10,534,003		7,137,102,370	5.51%	1.5497			
2022	-	10,146,500	-	683,078		10,829,578		7,465,920,260	4.61%	1.6150			
2023	4,070,065	10,396,250	-	111,077		14,577,392		7,810,010,480	4.61%	1.5433			
2024	4,987	10,661,250	-	111,076		10,777,313		8,223,339,900	5.29%	1.4714			
<b>Latest</b>	2025	-	9,751,750	-	111,076	1,167,733	11,030,559	3,517	8,620,596,300	4.83%	1.4152		-
Projected	2026	-	-	-	111,077	13,396,500	13,507,577	(2,199,000)	8,879,214,189	3.00%	97.5%	1.56	(0.25)
	2027	-	-	-	111,076	13,800,750	13,911,826	(2,321,000)	9,145,590,615	3.00%	97.5%	1.56	(0.26)
	2028	-	-	-	111,076	14,218,000	14,329,076	(2,452,250)	9,419,958,333	3.00%	97.5%	1.56	(0.27)
	2029	-	-	-	111,076	14,645,500	14,756,576	(2,587,000)	9,702,557,083	3.00%	97.5%	1.56	(0.27)
	2030	-	-	-	111,076	15,090,500	15,201,576	(2,729,750)	9,993,633,796	3.00%	97.5%	1.56	(0.28)
	2031	-	-	-	-	15,654,750	15,654,750	(2,984,750)	10,293,442,809	3.00%	97.5%	1.56	(0.30)
	2032	-	-	-	-	5,999,750	5,999,750	6,985,250	10,602,246,094	3.00%	97.5%	0.58	0.68
	2033	-	-	-	-	6,178,500	6,178,500	7,131,500	10,920,313,477	3.00%	97.5%	0.58	0.67
	2034	-	-	-	-	6,361,750	6,361,750	7,283,250	11,247,922,881	3.00%	97.5%	0.58	0.66
	2035	-	-	-	-	6,553,250	6,553,250	7,431,750	11,585,360,567	3.00%	97.5%	0.58	0.66
	2036	-	-	-	-	6,751,500	6,751,500	(1,566,500)	11,932,921,384	3.00%	97.5%	0.58	(0.13)

(1) Fiscal years ended June 30.

(2) Assumes collection year delinquencies will be offset by back tax collections.

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## SUMMARY OF REFUNDING RESULTS

**Reynolds School District No. 7  
General Obligation Refunding Bonds, Series 2025  
Current Market Rates, Levy Rate to \$1.56/\$1,000, Drop for November 2030 Election  
Proposed Current Refunding Series 2015A and 2015B GO Bonds**

Dated Date	06/03/2025
Delivery Date	06/03/2025
Arbitrage yield	3.030139%
Escrow yield	4.412526%
Value of Negative Arbitrage	-337,792.89
Bond Par Amount	94,640,000.00
True Interest Cost	3.130185%
Net Interest Cost	3.330033%
All-In TIC	3.176323%
Average Coupon	5.000000%
Average Life	5.321
Weighted Average Maturity	5.426
Par amount of refunded bonds	83,235,224.40
Value of refunded bonds on 6/3/2025	101,685,038.65
Average coupon of refunded bonds	4.500220%
Average life of refunded bonds	5.144
Remaining weighted average maturity of refunded bonds	4.929
PV of prior debt to 06/03/2025 @ 3.030139%	110,910,383.88
Net PV Savings	7,383,558.63
Percentage savings of refunding proceeds	7.135605%

## SAVINGS

**Reynolds School District No. 7  
General Obligation Refunding Bonds, Series 2025  
Current Market Rates, Levy Rate to \$1.56/\$1,000, Drop for November 2030 Election  
Proposed Current Refunding Series 2015A and 2015B GO Bonds**

<i>Date</i>	<i>Prior Debt Service</i>	<i>Refunding Debt Service</i>	<i>Savings</i>	<i>Present Value to 06/03/2025 @ 3.0301386%</i>
06/15/2025	1,171,250.00	1,167,733.33	3,516.67	3,513.15
06/15/2026	11,197,500.00	13,396,500.00	-2,199,000.00	-2,148,890.04
06/15/2027	11,479,750.00	13,800,750.00	-2,321,000.00	-2,200,039.16
06/15/2028	11,765,750.00	14,218,000.00	-2,452,250.00	-2,254,675.18
06/15/2029	12,058,500.00	14,645,500.00	-2,587,000.00	-2,307,199.41
06/15/2030	12,360,750.00	15,090,500.00	-2,729,750.00	-2,361,463.08
06/15/2031	12,670,000.00	15,654,750.00	-2,984,750.00	-2,502,449.74
06/15/2032	12,985,000.00	5,999,750.00	6,985,250.00	5,645,096.92
06/15/2033	13,310,000.00	6,178,500.00	7,131,500.00	5,594,089.70
06/15/2034	13,645,000.00	6,361,750.00	7,283,250.00	5,545,459.90
06/15/2035	13,985,000.00	6,553,250.00	7,431,750.00	5,492,519.87
06/15/2036	5,185,000.00	6,751,500.00	-1,566,500.00	-1,125,896.25
	131,813,500.00	119,818,483.33	11,995,016.67	7,380,066.67

### Savings Summary

PV of savings from cash flow	7,380,066.67
Plus: Refunding funds on hand	3,491.96
	7,383,558.63
Net PV Savings	7,383,558.63

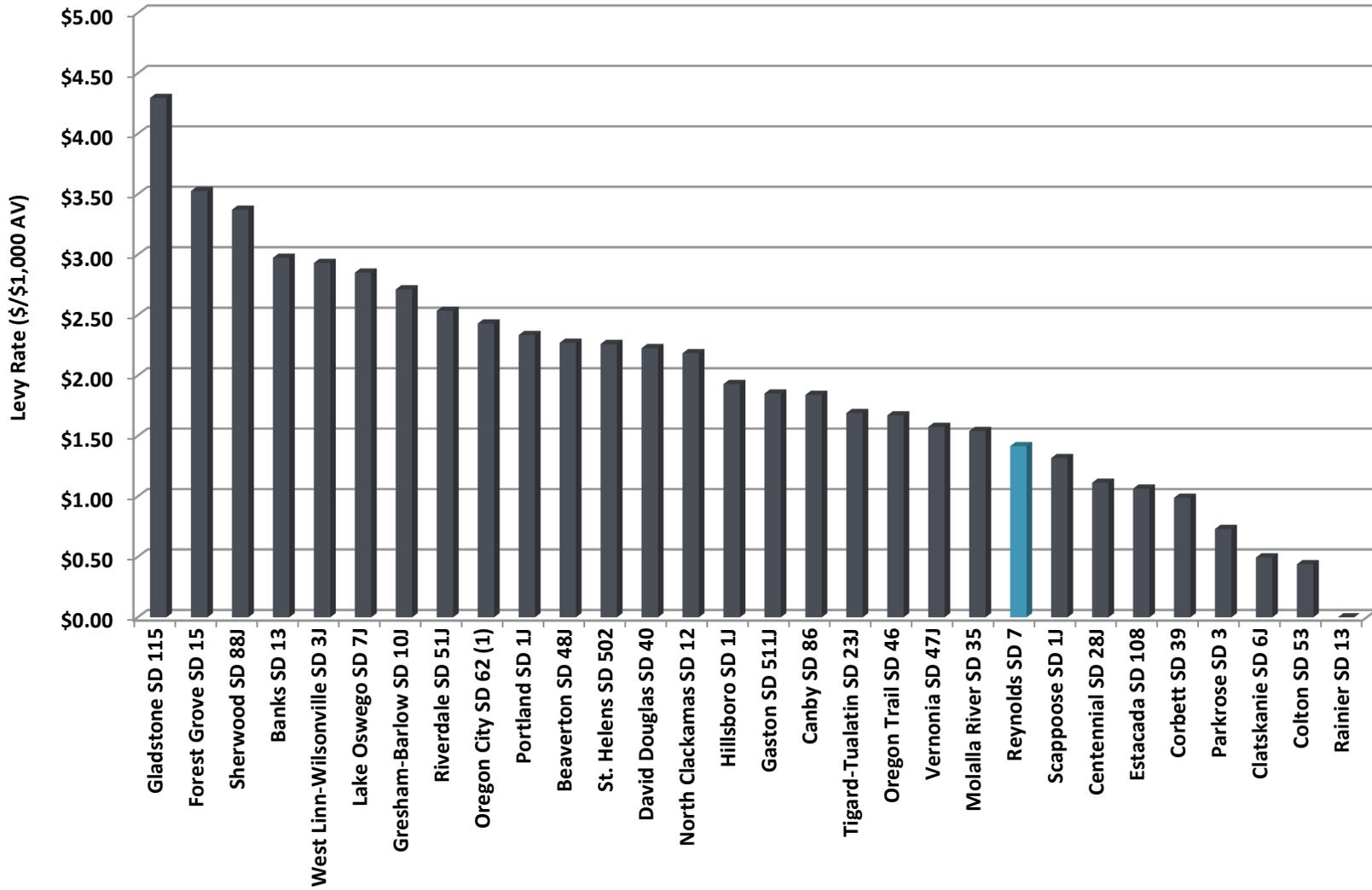
## REYNOLDS SCHOOL DISTRICT NO. 7

### Levy Rates in Neighboring School Districts

District	2025 Extended ADMw (06-20-2024)	Assessed Value (Net of Urban Renewal)	2025 Levy Rates (\$/ \$1000)			
			Permanent Rate	Local Option Rate	Bond Rate	Total District Rate
Sherwood SD 88J	5,532.08	4,795,438,994	\$ 4.8123	\$ 1.5000	\$ 3.3707	\$ 9.6830
Portland SD 1J	52,114.49	71,051,924,654	5.2781	1.9900	2.3338	9.6019
West Linn-Wilsonville SD 3J	10,316.42	10,597,269,914	4.8684	1.5000	2.9305	9.2989
Gladstone SD 115	1,865.82	1,071,120,267	4.8650	-	4.2972	9.1622
Lake Oswego SD 7J	7,456.33	10,156,799,706	4.4707	1.6400	2.8504	8.9611
North Clackamas SD 12	20,172.93	17,672,995,083	4.8701	1.6300	2.1853	8.6854
Forest Grove SD 15	7,224.73	3,575,601,444	4.9142	-	3.5267	8.4409
Beaverton SD 48J	44,937.84	38,579,239,760	4.6930	1.2500	2.2697	8.2127
Banks SD 13	1,238.71	803,015,256	5.0152	-	2.9737	7.9889
Riverdale SD 51J	629.40	861,370,176	3.8149	1.3700	2.5357	7.7206
Tigard-Tualatin SD 23J	13,421.80	14,295,286,659	4.9892	1.0000	1.6904	7.6796
Oregon City SD 62 <sup>(1)</sup>	8,512.86	7,363,407,078	4.9629	-	2.4300	7.3929
St. Helens SD 502	3,222.66	2,287,203,799	5.0297	-	2.2595	7.2892
Gresham-Barlow SD 10J	13,274.60	8,495,432,297	4.5268	-	2.7138	7.2406
Hillsboro SD 1J	22,890.93	20,876,021,106	4.9749	-	1.9290	6.9039
Gaston SD 511J	639.83	339,130,197	5.0494	-	1.8503	6.8997
David Douglas SD 40	11,020.29	4,395,893,324	4.6394	-	2.2271	6.8665
Vernonia SD 47J	740.95	761,536,329	5.0121	-	1.5757	6.5878
Canby SD 86	5,013.69	4,433,760,388	4.5765	-	1.8394	6.4159
Oregon Trail SD 46	4,974.48	4,458,341,650	4.6397	-	1.6710	6.3107
Scappoose SD 1J	2,700.40	2,335,227,616	4.9725	-	1.3161	6.2886
Molalla River SD 35	2,955.66	2,400,848,634	4.7001	-	1.5411	6.2412
<b>Reynolds SD 7</b>	<b>12,335.77</b>	<b>7,876,895,661</b>	<b>4.4626</b>	<b>-</b>	<b>1.4152</b>	<b>5.8778</b>
Centennial SD 28J	6,944.28	3,641,748,251	4.7448	-	1.1138	5.8586
Parkrose SD 3	3,500.49	4,952,078,397	4.8906	-	0.7296	5.6202
Corbett SD 39	1,252.48	485,335,660	4.5941	-	0.9888	5.5829
Rainier SD 13	985.20	897,384,924	5.4360	-	-	5.4360
Colton SD 53	733.38	497,543,504	4.9801	-	0.4388	5.4189
Estacada SD 108	3,631.28	2,360,799,210	4.1476	-	1.0650	5.2126
Clatskanie SD 6J	892.79	1,516,607,104	4.6062	-	0.4951	5.1013

(1) Oregon City School District bonds are estimated at a total bond rate beginning in FY 2026 is \$2.43/\$1,000.

## 2025 School District Bond Rates



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*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Boundary Rebalancing**

Type:  Action Item       Report / Presentation

Policy: FB: Facilities Planning

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students      | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development       |
- 

**Summary / Background:**

This report will give an overview of changes to school boundaries that are being proposed for implementation starting in the 2025-26 school year.

**Previous Board Action:**

Not Applicable.

**Financial Implications:**

Not Applicable.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the proposal boundary changes for the schools on the westside of the district as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

Relationship to the District	Comments
Parent / Guardian	I just want to know if my kids are already on a transfer will I need to reapply?
Parent / Guardian	Thank you. My child goes to HB Lee and he has come home some days exhausted. This is from so many people filling the halls and making it hard to get to class on time, or the bigger class sizes making it harder to get the help needed. I hope this helps all students get set up more effectively for success in school.
Student	Please leave current students at Hblee AT hblee and don't move them to rms because then i'll have to restart making friends again and i have a very difficult time making new friends :(
Parent / Guardian	Is all of these changes being talked about with the students.
Parent / Guardian	Why are you displacing so many students with this plan? It seems so unnecessary and complicated. It will be heartbreaking if my kids will have to move from Wilkes.
Parent / Guardian	My first issue is that my child attends Wilkes, a new ,clean, very nice school and all of my kids have attended this school he will be going into 3rd grade next year and our boundaries change for him to go to a little run down school now? I think that the feeder should start at middle school all of the middle schools in this area are disgusting pools of daily bullies and fights posted on instagram, you should plan on a budget to help curb these issues and pull middle schools apart into classes the students stay in groups together for full day so they have to get along, and have teachers choose what works best , implement a sort of uniform where everyone has to wear shirts and have like 2-3 colors and let students choose the bottoms, this would take away some of the bullying and harassment of wealthy and not as wealthy students which is a serious factor, no cell phones is never going to work because someone will forever hide one and it's just the way it is, I also think that ██████████ at HB.lee would be useful as someone in a higher position, she is able to deal with some of the toughest situations and students and de-escalate things so easily and still has the respect of all her students and gets them to want to finish assignments, it's an unbelievable talent she possesses!
Parent / Guardian	Why aren't the Glenfair to Wilkes students going to Alder instead? Alder is much closer, especially for those who do not drive. And Alder is no where near capacity.
Parent / Guardian	The change does not apply to me thankfully but I'd hate to have my child have to switch schools based on location
Parent / Guardian	Keep the classrooms small. So think about that when you change the boundaries. Don't stress out the teachers with an overwhelming amount of students. Don't dump on RMS my child goes their and does not need any stress added to her daily life.
Parent / Guardian	Would these changes include special needs classrooms? I really don't want to move my child again as she already was transferred once before due to her additional needs.
Parent / Guardian	if i am reading correctly if my student attends alder they will move to reynolds middle school correct. please answer me at ██████████. because teacher and office staff at alder tell me they are not sure.
Parent / Guardian	Why would they move student who live right next to Glenfair instead of the ones North of the Golf Course? It does not make sense to take away walkability to some of the families who require it.
Parent / Guardian	Since my child has been at Margaret Scott for 3 years, I would like her being able to complete her education there before heading to middle school.
Licensed Staff	I must say that this plan is simply errored. The fact that it negates the goal of lowering school sizes for capacity relief helps schools except for Wilkes Elementary. It is actually increasing Wilkes elementary from its anticipated enrollment by about 30 raising expectation to over 475! I If the goal is to alleviate schools with high numbers, why is Wilkes raising so much as to suffer versus benefit? Wilkes will now be the school that is in need of relief, making no sense. History for the past years have shown that this school has always started over projected enrollment. This including an almost guarantee that nearly many of those students needing to transfer will ask for area exceptions. That puts Wilkes over capacity. Even if only about 20-30 out of the 130 ask for it. (I am also under the impression that even a board member is wanting one already? Are bus routes more important than this? I don't want to say, "I told you so" when the school year is projected over 500. Fix this mistake now before it's too late.
Parent / Guardian	To move students who have been at there current schools, which they've been at there entire lives is absolutely absurd! This is convenience for the school board and NOT THE FAMILIES!!!! My son has been at his school since kindergarten and has expected to stay there until graduation of 5th grade!! Now you want him to go to an entirely different school which he has never been to another school before for convenience of you guys! My son's school will have MORE KIDS AFTER HIS TRANSFER. But yet, he can't stay?!! That makes no sense to me!!! My son will be affected by this from you! He has already expressed anxiety about the school switch and is very upset about it!!! This is so unnecessary and should be an OPTION NOT MANDATORY!!!! WE DESERVE THE RIGHT TO WHATS BEST FOR OUR CHILDREN AND OUR TAX DOLLARS!! I SAY, ABSOLUTELY NO!!!! no!!! No!!!! No!!!!!! Keep our children at there present schools!!!!



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Science and Health Instructional Material Adoption**

Type:  Action Item       Report / Presentation

Policy: IFD: Curriculum Adoption

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input type="checkbox"/> Student and Staff Wellness       | <input checked="" type="checkbox"/> Professional Development       |
- 

**Summary / Background:**

To follow state instructional materials adoption laws and provide high-quality standards-based instruction for all students, Reynolds School District convened Elementary (K-5) and Secondary (6-12) Science and Health Instructional Materials Adoption Committees starting in the winter of 2025. Each committee consisted of educators and administrators from across the district to determine which instructional materials would be recommended to the school board for adoption.

The Elementary Science Adoption Committee recommends developing grade-level units that align with the adopted Oregon Science Standards and *HMH Into Reading*. The Middle School Science Adoption Committee recommends the adoption of *STILE* science instructional materials, and the High School recommends the development of a scope sequence that incorporates the implementation of two Open Educational Resources (OERs): *Patterns High School Science* Sequence (Portland Metro STEM Hub) and *OpenSciEd*.

The Elementary Health Adoption Committee recommends continuing to use *The Great Body Shop*. The Middle School Health Adoption Committee recommends Human Kinetics: Live Well: Middle School Health. The High School Health Adoption Committee recommends developing a scope and sequence that uses Human Kinetics: Live Well Comprehensive High School Health as a resource.

**Previous Board Action:**

The Board voted on May 22, 2024, to postpone the Science Instructional Material adoption and apply for a two-year waiver from the Oregon Department of Education. The Oregon Department of Education approved this request on May 31, 2024.

**Financial Implications:**

The cost to purchase 6 years of the recommended science instructional materials for K-12 is \$846,749 (\$141,125 per year).

The cost to purchase 6 years of the recommended health instructional materials for K-12 is \$567,475 (94,580 per year).

**Motion:**

- A. Motion Made by Board Member
  - a. I move that the Board adopt the recommended Instructional Materials for both K-12 Science and K-12 Health.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification/Discussion
- D. Call for Board Vote



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To: Board of Directors

From: Dr. Frank Caropelo, Superintendent

**Subject: Integrated Programs Application**

Type:  Action Item       Report / Presentation

Policy: IA: Instructional Goal

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students      | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development       |
- 

**Summary / Background:**

Reynolds School District has been developing the Integrated Programs budget, plan, and application for the next biennium. The plan is in final form and is being brought to the Board for approval.

Six targeted programs have been integrated into one grant application process. All six programs have combined processes for community engagement, needs assessment, planning, budgeting, and evaluation. The integrated guidance and application is designed to reduce burden and redundancies and improve the framework by which progress can be measured over time.

**Previous Board Action:**

The Board has previously approved Student Investment Account applications and High School Success applications in previous biennia. The Board approved the Integrated Guidance Plan for the 2023-25 biennium in March 2023.

**Financial Implications:**

The Integrated Guidance Plan includes roughly \$36 million dollars in planned expenditures for the Reynolds School District and partner charter schools for the 2025-27 biennium.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board adopt the 2025-27 Integrated Programs application as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



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To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Board Discussion and Reports**

Type:  Action Item  Report / Presentation

Policy: BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students      | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development       |

---

**Summary / Background:**

- A. Individual Board Member Reports or Announcements
- B. Student Board Rep Announcements
- C. Upcoming Board Meetings
  - a. Budget Committee Meeting 2: May 1, 2025
  - b. Board Business Meeting: May 28, 2025
- D. Board Discussion

**Previous Board Action:**

Not Applicable.

**Financial Implications:**

Not Applicable.

**Motion:**

Not Applicable.



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To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Adjournment of Meeting**

Type:  Action Item  Report / Presentation

Policy: BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings

Date: April 23, 2025

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students      | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development       |

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**Summary / Background:**

The Board Chair will adjourn the meeting.

**Previous Board Action:**

Not Applicable.

**Financial Implications:**

Not Applicable.

**Motion:**

Not Applicable.