

School District Internet-Enabled Device Policy Enforcement Report

Reporting Period: 2025-2026 School Year

Date of Report: July 30, 2026

1. Executive Summary & Core Metrics

This section provides a high-level overview of the total policy violations and the unique number of students involved during the reporting period.

Metric Category	Total Count	Notes / Description
Total Violations Logged	225	The absolute number of recorded policy infractions across the entire school year.
Unique Students Involved	98	The distinct count of individual students who received one or more violations.

2. Granular Violation Breakdowns

2.1. Recidivism & Violation Frequency

The following table tracks the volume of repeat infractions to help identify students who may require targeted intervention.

Number of Violations per Student	Count of Students	Percentage of Total Impacted Students
1 Violation	65	66%
2 Violations	19	20%
3 Violations	8	8%
4 or More Violations	6	6%

2.2. Demographic Distribution (Gender & Race)

These metrics are utilized to evaluate equity in policy enforcement across demographic cohorts.

Gender Cohort	Unique Student Count	% of Enforced Population	% of Total District Enrollment
Male	58	59%	11%
Female	25	26%	5%

Race/Ethnicity Cohort	Unique Student Count	% of Enforced Population	% of Total District Enrollment
American Indian or Alaska Native	0	0%	.6%
Asian	1	33%	3%
Black or African American	0	0%	5%
Hispanic or Latino	1	11%	9%
Native Hawaiian or Other Pacific Islander	0	0%	.7%
White	63	75%	84%
Two or More Races	6	86%	7%

2.3. Grade-Level Distribution (Grades 6–12)

Descriptive summary tracking enforcement allocation across secondary grade tiers.

Grade Level	Unique Student Count	Total Logged Violations
Grade 6	1	1
Grade 7	2	2
Grade 8	7	10
Grade 9	1	2
Grade 10	22	37
Grade 11	32	64
Grade 12	71	122

3. Demographic Disparity Analysis

[Instructions: Use the narrative template below to analyze equity trends, modifying the bracketed sections based on statistical indicators.]

This report summarizes enforcement of the internet-enabled device policy during the previous school year in accordance with the New York State Phone-Free Schools Law.

The district analyzed enforcement data by student gender and race to determine whether enforcement actions were disproportionately applied to any demographic group. A statistically significant disparity was identified by gender only. Male students represented a larger proportion of students receiving enforcement actions than their representation in the overall student population). While white students did compose the lionshare of violations, it is important to note the overall population demographic, which would not make this number statistically significant.

4. Mitigation Action Plan

To ensure systemic accountability, consistency, and alignment with supportive educational practices, the district will execute the following strategic actions:

- **Provide Staff Guidance and Calibration:** Establish comprehensive staff guidance and calibration regarding appropriate responses to non-compliance. Continuous emphasis will be placed on corrective, instructional, and restorative responses rather than exclusionary discipline.
- **Strengthen Stakeholder Communication:** Enhance student and family communication channels to ensure policy expectations are clear, consistently understood, and reinforced proactively before formal enforcement actions are initiated.
- **Intervention Review for Repeat Infractions:** Routinely review repeat-offender patterns to determine whether students with multiple incidents require additional therapeutic support, collaborative problem-solving, or structured intervention rather than repeated disciplinary responses.