

School District Internet-Enabled Device Policy Enforcement Report

Reporting Period: 2025-2026 School Year
Date of Report: June 30, 2026 *(generated August 21, 2026)*

1. 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	200	The absolute number of recorded policy infractions across the entire school year.
Unique Students Involved	146	The distinct count of individual students who received one or more violations.

2. Data Distribution

2.1. Patterns and Recidivism

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	107	73.29%
2 Violations	26	17.81%
3 Violations	11	7.53%
4 or More Violations	2	1.37%

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	111	76.03%	47.16%
Female	35	23.97%	52.75%

Race/Ethnicity Cohort	Unique Student Count	% of Enforced Population	% of Total District Enrollment
American Indian or Alaska Native	1	0.68%	0.44%
Asian	18	12.33%	16.93%
Black or African American	21	14.38%	5.75%
Hispanic or Latino	9	6.16%	7.06%
Native Hawaiian or Other Pacific Islander	0	0.00%	0.02%
White	82	56.15%	62.54%
Two or More Races	15	10.27%	7.25%

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	2
Grade 7	3	4
Grade 8	6	8
Grade 9	35	50

Grade Level	Unique Student Count	Total Logged Violations
Grade 10	41	62
Grade 11	44	56
Grade 12	16	18

3. Demographic Disparity Analysis

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 (Male students represented a larger proportion of students receiving enforcement actions than their representation in the overall student population). A statistically significant disparity was identified by race (Black or African American students represented a larger proportion of students receiving enforcement actions than their representation in the overall student population). Grade-level data are reported descriptively to summarize where policy enforcement occurred but were not analyzed as a demographic equity measure because the policy applies differently across instructional levels.

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.