

Annual Distraction-Free Schools Policy Enforcement Report

Reporting Year: __2025-26__

District/BOCES: __Lansingburgh__

Date Published: _____

1. Policy Overview

Lansingburgh CSD adopted a distraction-free schools policy to support student learning, reduce interruptions during the school day, and promote a safe and focused educational environment. The policy addresses student use of internet-enabled devices, including personal smartphones, tablets, smartwatches, and similar devices, as defined by Education Law §2803. Internet-enabled devices do not include non-internet-enabled devices or school-supplied internet-enabled devices used for educational purposes.

A copy of the policy is publicly available here:

<https://www.lansingburgh.org/view-all-news/~board/homepage-lansingburgh-central-school-district-1/post/new-york-state-student-cell-phone-policy-2025-2026>

2. Enforcement Summary

For purposes of this report, **Lansingburgh** distinguishes between enforcement events and disciplinary actions. Enforcement events may include reminders, redirections, or other responses intended to support compliance. Disciplinary actions refer to formal consequences assigned under the Code of Conduct, district policy, school policy, or applicable disciplinary procedures. The demographic data in this report focuses on students who faced disciplinary action for non-compliance with the policy.

Measure	Number
Total Student Enrollment	2141
Students Receiving at Least One Disciplinary Action	73
Total Disciplinary Actions Recorded	83
Device Confiscations	29
Parent Notifications	83
Detentions	0
Other Disciplinary Actions	83

3. Demographic Analysis

The following data reflects students who faced disciplinary action for non-compliance with the distraction-free schools policy during the aforementioned school year.⁴ Findings and Interpretation

Demographic Group	Enrollment %	Students with referral	Students Disciplined %	Difference
Female	48.39%	28	2.70%	
Male	51.42%	45	4.09%	
Students with Disabilities	25.41%	19	3.49%	
Economically Disadvantaged	70.25%	68	65.73%	
English Language Learners	3.08%	0	0.00%	
White	48.53%	24	2.31%	
Black/African American	21.53%	21	4.56%	
Hispanic/Latino	17.05%	13	3.56%	
Asian	1.35%	0	0.00%	
Multiracial	11.26%	15	6.22%	
Other	NA	0	0.00%	
High School	43%	46	7.04%	
Middle School	24%	26	5.32%	
Elementary School	33%	1	0.11%	

4. Findings and Interpretation

Trends and Disparities

The data reveal that disciplinary enforcement is significantly higher in secondary education settings, with the High School (7.04%) and Middle School (5.32%) reporting substantially higher discipline rates than the Elementary School (0.11%). Regarding demographic subgroups, Multiracial (6.22%) and Black/African American (4.56%) students are disciplined at rates higher than White students (2.31%). Additionally, male students (4.09%) are disciplined at a higher frequency than female students (2.70%).

Contributing Factors

Potential contributing factors include the greater level of device independence and usage frequency among older students. Observed disparities in discipline rates may also stem from variations in classroom management strategies, differences in how the policy is applied across different school settings, or underlying socioeconomic factors that impact school environment perceptions.

Future Monitoring

The district is committed to equitable enforcement and will continue to monitor practices by:

- Conducting quarterly administrative reviews of disciplinary referrals to detect and investigate potential disparities.
- Providing staff with ongoing training focused on neutral and consistent policy application.
- Integrating restorative approaches into the disciplinary process to emphasize support over punitive measures.

5. Statistical Significance Determination

Was a statistically significant disparate impact identified?

☐ Yes ☒ No

6. Mitigation Action Plan (Complete Only if Required)

Area of Concern	Root Cause Analysis	Action Steps	Timeline	Responsible Party

Board/Administrative Certification

I certify that this report has been reviewed and published in accordance with the requirements of New York State Education Law regarding distraction-free schools policy enforcement reporting.

Administrator Name/Title: Antonio Abitabile

Signature: 

Date: July 27, 2026