

Annual Distraction-Free Schools Policy Enforcement Report

Reporting Year: 2025-2026

District/BOCES: North Rose-Wolcott Central School District

Date Published: August 17, 2026

1. Policy Overview

Provide a brief description of the distraction-free schools policy, including grades covered, devices covered, enforcement expectations, and any notable implementation details.

Internet-enabled personal devices, including cell phones and smart watches, will not be permitted to be used on school grounds during the school day. This includes instructional periods as well as non-instructional time such as recess, study halls, passing time, lunch, and homeroom. Devices will be kept in student lockers at the high school and middle school. At the elementary level, devices will be placed in padded envelopes in a locked cabinet until dismissal.

2. Enforcement Summary

Measure	Number
Total Student Enrollment	1,090
Students Receiving at Least One Violation	242
Total Violations Recorded	237
Verbal Warnings	244
Device Confiscations	100
Parent Notifications	134
Detentions	0
Other Disciplinary Actions	83

3. Demographic Analysis

Provide non-identifiable demographic information regarding students who faced disciplinary action for noncompliance with the policy.

Elementary

Demographic Group	Enrollment %	Students Disciplined %	Difference
Female	45.5%	50%	4.5%
Male	50.5%	50%	.5%
Students with Disabilities	20%	0%	20%
Economically Disadvantaged	60%	100%	40%
English Language Learners	2.5%	0%	2.5%
White	83.5%	50%	33.5%
Black/African American	1.8%	50%	48.2%
Hispanic/Latino	7.5%	0%	7.5%
Asian	.2%	0%	.2%
Multiracial	6.8%	0%	6.8%
Other	.2%	0%	.2%

Middle School

Demographic Group	Enrollment %	Students Disciplined %	Difference
Female	50.7%	27.5%	- 23.2
Male	49.3%	72.5%	+23.2
Students with Disabilities	24.5%	23.5%	-1.0
Economically Disadvantaged	55%	33.3%	-21.9
English Language Learners	1.6%	1.9%	+0.6
White	84.0%	96.1%	+12.1
Black/African American	1.3%	1.9%	+0.6
Hispanic/Latino	8.2%	3.9%	-4.3
Asian	0%	0%	0
Multiracial	6.2%	0%	-6.2
Other	0%	0%	0

High School

Demographic Group	Enrollment %	Students Disciplined %	Difference
Female	47%	24%	23
Male	53%	31%	22
Students with Disabilities	17%	9%	8
Economically Disadvantaged	55%	30%	25
English Language Learners	3%	3%	0
White	81%	66%	15
Black/African American	1%	6%	5
Hispanic/Latino	11%	4%	7
Asian	1/358 1%	0	1
Multiracial	23/358 6%	0	6
Other			

4. Findings and Interpretation

Describe trends observed in the data, identify any disparities, discuss possible contributing factors, and explain how the district/BOCES will continue monitoring enforcement practices.

Elementary School: During the 2025-2026 school year, only two violations were recorded among 426 students, indicating a high level of student compliance with the policy. With only two violations recorded, there is insufficient data to identify meaningful demographic trends or disparities. The data does not indicate a statistically significant disparate impact. The elementary school will continue to communicate expectations, implement the policy consistently, and monitor enforcement data annually to ensure equitable practices.

Middle School: During the 2025-2026 school year, the middle school recorded 51 electronic device violations among 278 enrolled students. All violations were addressed consistently through progressive enforcement practices, beginning with a verbal warning and parent notification. Of these incidents, 19 resulted in students surrendering their device for the remainder of the school day, while nine repeat violations led to individualized cell phone agreements requiring students to check their device in with school staff each morning for an agreed upon period of time (days). Analysis of the data indicates that 12 of the 51 violations (approximately 24%) involved students with disabilities. Given that students with disabilities comprise a portion of the overall student population, the middle school will continue to monitor this data to determine whether any disproportionality exists and whether additional supports or interventions are warranted. The data also show that the majority of violations involved male students, suggesting a trend that will continue to be reviewed to identify any underlying behavioral, instructional, or supervisory factors.

Several factors may contribute to the observed trends, including differences in student compliance, patterns of device use, developmental and behavioral needs, and the frequency of staff interactions with students throughout the school day. The district recognizes that these factors should be considered when interpreting the data and when developing strategies to promote consistent expectations and positive student behavior.

The middle school will continue to monitor electronic device enforcement practices by regularly reviewing violation data by student subgroup, gender, grade level, and frequency of repeat offenses. Building administrators will periodically analyze the data to ensure expectations are being enforced consistently and equitably across all student groups. Where trends or disparities are identified, the administration will evaluate current practices, provide additional staff guidance as needed, and implement targeted interventions to support student compliance while maintaining fair and consistent enforcement.

High School: Possible contributing factors to the number of cell phone violations may include difficulty disengaging from devices during the school day, varying levels of student understanding of the policy, and differences in implementation across classrooms and settings. To address these factors, the high school will continue to reinforce expectations through explicit teaching and reteaching, regular review at student Town Hall meetings, communication with families, and individualized Cell Phone Plans when additional support is needed. Staff expectations and procedures will be regularly reviewed to promote consistent implementation and documentation of the policy across classrooms and settings. Administration will also monitor enforcement data by student group, grade level, and frequency of violations to identify trends or disparities and determine whether adjustments to practices, communication, or student supports are needed.

5. Statistical Significance Determination

Was a statistically significant disparate impact identified? **No**

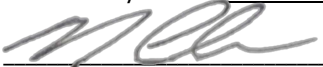
6. Mitigation Action Plan (Complete Only if Required)

N/A

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: Michael Pullen, Superintendent of Schools

Signature: _____

Date: August 17, 2026