# Annual Distraction-Free Schools Policy Enforcement Report

**Reporting Year:** 2025-2026
**District/BOCES:** Amherst Central School District
**Date Published:** 8-28-26

## 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.**

Overview of BOE Policy #7613 Use of Internet-Enabled Devices During the School Day and Amherst CSD Distraction-Free Schools Plan:

Students in kindergarten to grade 12 are prohibited from using personal internet-enabled devices during the entire school day (first bell before homeroom to last period dismissal bell) on school grounds. This includes all instructional and non-instructional times (ie. homeroom periods, lunch, recess, study halls, passing time). Examples of a restricted device include, but are not limited to: smartphone, tablet, smartwatch, laptop, fitbit, smart glasses or other wearable device, iPod, and iPad. *It includes all devices capable of being connected to the internet.* School-issued Chromebook instructional devices are allowed. Middle and High School devices must be turned off and stored in a locked locker during the entire school day (from homeroom/homebase bell through dismissal bell). Elementary devices must be turned off and stored in student's backpacks placed in cubbies and/or lockers during the school day. At the elementary level, it is strongly recommended that internet-enabled devices be left home. The District is prohibited from suspending a student solely for accessing internet-enabled devices in violation of this policy. Formal progressive discipline procedures for the 2025-26 school year at the elementary level include verbal warning, device confiscation, parent notification and reflective activity. Formal progressive discipline procedures for the 2025-26 school year at the MIddle/High school level include device confiscation, parent notification, 1-2 days detention, 1 day of in-school suspension. For all grades, consistent violations may be considered insubordination and addressed according to the ACSD Code of Conduct. All staff will receive training during professional development days about the policy, enforcement and consequences, how to communicate with parents/guardians and how to model positive behavior with personal electronic devices away during instructional time.

## 2. District Data & Enforcement Summary

| Measure | Number |
|---|---|
| Total Student Enrollment | 2,935 |
| Students Receiving at Least One Violation | 146 |
| Total Violations Recorded | 586 |
| Verbal Warnings | 13 |
| Device Confiscations | 252 |
| Parent Notifications: Call/Email/Letter | 133 |
| One Detention | 90 |
| Two Detensions | 93 |
| Three Detensions | 2 |
| Other Disciplinary Actions: In school suspension | 2 |
| Other Disciplinary Actions: Out of school suspension | 1 |

## 3. Demographic Analysis

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

| Demographic Group | % of total school enrollment (2,935) | % of total infractions (146) | Infraction Rate | Difference |
|---|---|---|---|---|
| Female | 49.10% | 25.34% | .52 | 23.76% |
| Male | 50.90% | 74.66% | 1.47 | -23.76% |
| Students with Disabilities (spec ed status | 11.86% | 18.49% | 1.55 | -6.63% |
| Students with 504 | 6.44% | 12.33% | 1.91 | -5.89% |
| English Language Learners | 4.16% | 2.74% | .65 | 1.42% |
| White | 58.04% | 43.84% | .75 | 14.2% |
| Black/African American | 15.47% | 29.45% | 1.90 | -13.98% |
| Hispanic/Latino | 6.98% | 4.79% | .69 | 2.19% |
| Asian | 12.23% | 8.90% | .73 | 3.33% |
| Multiracial | 6.68% | 11.64% | 1.74 | -4.96% |
| Other: American Indian/Alaska Na | 0.24% | 1.37% | 5.71 | -1.13% |

## 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.**

Students in these demographic groups (at the middle and high school) exhibited a higher percentage of violations of the cell phone policy: *(Infraction rates significantly higher than 1.0 are statistically significant)*

- **Students with 504 Plans:** Represent 6.44% of enrollment but account for 12.33% of infractions—an infraction rate **1.91x higher** (nearly double) than expected baseline (+5.89 percentage point difference).
- **Black/African American Students:** Make up 15.47% of enrollment but account for 29.45% of infractions—an infraction rate **1.90x higher** than expected baseline (+13.98 percentage point difference).
- **Multiracial Students:** Represent 6.68% of enrollment but account for 11.64% of infractions—an infraction rate **1.74x higher** than expected baseline (+4.96 percentage point difference).
- **Students with Disabilities:** Make up 11.86% of enrollment but 18.49% of infractions—an infraction rate **1.56x higher** than expected baseline (+6.63 percentage point difference).
- **Male Students:** Account for 50.90% of enrollment but 74.66% of infractions—an infraction rate **1.47x higher** than their expected baseline (+23.76 percentage point difference).
- **American Indian / Alaska Native:** Represent 0.24% of enrollment but account for 1.37% of infractions—an infraction rate **5.71x higher** than expected baseline (+1.13 percentage point difference). It is noted that the Other: American Indian/Alaska Native category represents a total of 2 students with infractions.

Based on data and our experiences during the 2025-26 school year, the Distraction-Free Schools Committee has proactively identified interventions and areas of support for all students that were incorporated into the 2026-27 plan. Specific to the data we have identified six demographic groups we will target with additional support within our plan.

In review of the data by the committee, a lack of acceptance of the plan's enforcement and consequences by various student groups reportedly contributed to a high number of repeat offenders at the third and fourth offense level.

Multiple repeat offenses have contributed to the total violations of 586. As we reviewed the violations, we also discovered that a group of 10 students had numerous fifth offenses (ie. one student had 24 fifth offense violations). That group of 10 students had 129 of the 589 total offenses.

Throughout the 2025-26 school year we learned that some of the consequences the District had assigned were not able to be fully implemented due to the reliance on a family member picking up the student's phone from the main office when the device was confiscated. As a result, the Distraction-Free Schools Committee adjusted the consequences to more directly reinforce the expected behavior, allow for increased family communication, and opportunities for restorative practices.

## 5. Statistical Significance Determination

Was a statistically significant disparate impact identified?
Yes, in the following groups: Males, Multiracial, Black/African American, American Indian/Alaska Native, Students with Disabilities and 504 plans.

## 6. Mitigation Action Plan (Complete Only if Required)

| Area of Concern | Root Cause Analysis | Action Steps | Timeline | Responsible Party |
|---|---|---|---|---|
| Repeat offenses | Lack of stringent consequences that impacted HS students. | Adjusted the 2026-27 Enforcement and Consequences section of the plan with more stringent consequences for 3rd and 4th offenses. | June 2026 | District Distraction Free Phone committee |
| | Challenges with High School parent buy-in of plan and consequences. | Communicate the June 2026 plan updates in the Enforcement and Consequences section with parents. | September 2026 | High School Principal |
| | | High school administration to work proactively with parents when their child violates the plan. | School year 2026-27 | High School Dean of Students |
| | Challenges with High School student buy-in of plan and consequences. | Communicate the June 2026 plan updates in the Enforcement and Consequences section openly in Middle/High School homerooms. | September 2026 | High School counselors |
| | | High School counselors to work directly with repeat offenders. | School Year 2026-27 | Middle/High School staff |
| | | Market the benefits of being phone-free to Middle/High School students. | School Year 2026-27 | Specific school clubs, student leadership groups |
| | | Continued use of the 2025-26 informative video series and print resources (posters) throughout the buildings. | School Year 2026-27 | High School/Middle School principals |

## 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 Belle-Isle, Assistant Superintendent for Student and Staff Services

**Signature:** _____

**Date:** 8/31/26