

Annual Distraction-Free Schools Policy Enforcement Report

Reporting Year:	2025-2026
District:	Avoca Central School
Date Published:	9/1/2026

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.

The Board of Education policy applies to students across all grade levels (elementary through high school) and prohibits the use of Internet-enabled personal devices—including smartphones, tablets, smartwatches, and other devices capable of accessing Internet content or social media—throughout the entire school day and on all school grounds. The restriction covers both instructional and non-instructional periods, including homeroom, lunch, recess, study halls, passing time, and activities occurring within school property boundaries. District-issued Internet-enabled devices used for educational purposes and non-Internet-enabled communication devices are excluded from the prohibition. Students are expected to store personal Internet-enabled devices in designated on-site locations, such as lockers or student bags, and may use them only under specified exceptions, including authorized educational purposes, health care needs, emergencies, translation services, certain student-caregiver circumstances, legal requirements, or provisions of an IEP or Section 504 Plan. Enforcement must be consistent, but students may not be suspended solely for violating the device-access policy. Notable implementation requirements include establishing alternative methods for parents to contact students through school offices, providing annual notice of those methods, posting the policy online, making translations available upon request, and, beginning September 1, 2026, annually reporting enforcement data and demographic disparities, with a mitigation plan required when statistically significant disparate enforcement is identified.

2. Enforcement Summary

Measure	Number
<i>Total Student Enrollment</i>	369
<i>Students Receiving at Least One Violation</i>	12
<i>Total Violations Recorded</i>	15
<i>Verbal Warnings</i>	0
<i>Device Confiscations</i>	15
<i>Parent Notifications</i>	3
<i>Detentions</i>	0
<i>Other Disciplinary Actions</i>	0

3. Demographic Analysis

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

Demographic Group	Enrollment %	Students Disciplined %	Difference
<i>Female</i>	53%	17%	-36%
<i>Male</i>	47%	83%	+36%
<i>Students with Disabilities</i>	17%	25%	+8%
<i>Economically Disadvantaged</i>	62%	75%	+13%
<i>English Language Learners</i>	.5%	8%	+7.5%
<i>White</i>	93%	83%	-10%
<i>Black/African American</i>	1%	8%	+7%
<i>Hispanic/Latino</i>	2%	0%	-2%
<i>Asian</i>	0%	0%	0%
<i>Multiracial</i>	4%	8%	+4%
<i>Other</i>	0%	0%	0%

4. Findings and Interpretation

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

Of the twelve students who violated the policy:

- Male students were substantially overrepresented, accounting for 83% of disciplined students despite representing 47% of enrollment.
- Female students were correspondingly underrepresented, accounting for just 17% of disciplined students despite representing 53% of enrollment.
- Economically disadvantaged students and Students with Disabilities were also overrepresented, accounting for 75% and 25% of disciplined students respectively.
- Black/African American students accounted for 8% of disciplined students compared with 1% of enrollment; however, the district's small enrollment in this group (in addition to English Language Learners) means that one or a few incidents may produce large statistical swings.

The district should continue monitoring enforcement of the policy by reviewing both the number of incidents and the number of unique students involved, taking particular note of:

- Demographic group
- Grade
- Setting
- Time of day

It's important to note that comparisons based only on the percentage of disciplined students can be misleading, particularly for small groups. The district should periodically review:

- whether consequences are applied consistently for comparable behavior
- gather feedback from students and staff about how the policy is understood and enforced

These regular reviews throughout the year would allow the district to identify emerging patterns, investigate disparities, provide staff guidance or training when needed, and evaluate whether enforcement becomes more consistent or inconsistent over time.

5. Statistical Significance Determination

Was a statistically significant disparate impact identified?

☒ Yes ☐ No

6. Mitigation Action Plan (Complete Only if Required)

The data in this report show that male students were substantially overrepresented, accounting for 83% of disciplined students despite representing 47% of enrollment. Although this appears to be a statistical significance, it's too early to detect whether mitigation needs to occur. A trend across at least two consecutive years is needed to determine whether an action plan should be developed.

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: Cody Delles/Middle High School Principal

Signature:  _____

Date: 8/11/2026