Annual Distraction-Free Schools Policy Enforcement Report

Reporting Year: 2025–2026
District/BOCES: Hyde Park Central School District
Date Published: September 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.

Policy 5695, the distraction-free policy, restricts student use of personal electronic devices during the school day across all district grounds, aiming to minimize classroom distractions, support student mental health, and ensure safe emergency response protocols.

Grades Covered

- **Elementary School:** Students are strongly discouraged from bringing devices to school. Any devices brought must be silenced and kept in a cubby or locker.
- **Middle & High School:** Students must keep devices silenced and stored in their assigned lockers for the entire school day, including during classes, homeroom, lunch, recess, study halls, and passing time.

Devices Covered

- **Internet-Enabled Devices:** Smartphones, tablets, smartwatches, or any personal device capable of connecting to the internet or social media (district-supplied educational devices are exempt).
- **Other Personal Electronics:** Smart glasses, fitness trackers, wired or wireless headphones, e-readers, cameras, and music devices.

Enforcement Expectations

Staff members must immediately contact an administrator when a student is seen with a device and avoid engaging in a power struggle. Administrators then handle the violation through a progressive, five-step discipline protocol:

Step-by-Step Administrative Interventions

- **1st Instance:** The administrator reminds the student of the policy and escorts them to their locker to put the device away.
- **2nd Instance:** The student is escorted to the office, where the device is locked in a secure unit until the end of the day. Parents are notified via a formal letter.
- **3rd & 4th Instances:** The device is locked in the office unit until the end of the day, and a parent or guardian must physically come to the school to pick it up.
- **5th Instance:** The student enters a mandatory daily check-in protocol for a predetermined period (at least 2 weeks), handing in their device at arrival and retrieving it at dismissal. If separating from the device is difficult, the school may provide a lockable pouch for the student to carry, unlocked only at the end of the day.

Escalation to Code of Conduct: If a student continues to disobey directives after these interventions, the behavior shifts from a simple device violation to insubordination. At that stage, the school applies further formal disciplinary consequences and support measures in accordance with the school's Code of Conduct.

Exceptions & Implementation Details

- **Allowed Exceptions:** Approved use is permitted for IEP/Section 504 plans, emergencies, healthcare management (e.g., diabetes), translation, family caregiving responsibilities (approved by support staff), or pre-authorized classroom educational activities on the district network.
- **Parent Contact:** Parents must reach their children during the school day by calling the main school office rather than contacting student devices directly.
- **Equity & Reporting:** Starting September 1, 2026, the district will publish an annual public report analyzing enforcement data by demographic metrics to identify and mitigate any statistical disparities in policy enforcement.
- **Policy Access:** The policy must be posted on the district website, printed in handbooks, and translated into any of the state's top 12 non-English languages upon request.

This report summarizes district-wide data for the 2025–2026 reporting year.

2. Enforcement Summary

Measure	Number
Total Student Enrollment	3,209 (June 2026)
Students Receiving at Least One Violation	327
Total Violations Recorded	610
Verbal Warnings	327
Parent Notifications	150
Detentions	9
In-School Suspension (ISS)	2
Out-of-School Suspension (OSS)	3

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
Female	48.9% (1,569)	40.1%	-8.8 pts
Male	51.1% (1,639)	59.9%	+8.8 pts
Students with Disabilities	15.4%	28.4%	+13.0 pts
English Language Learners	5.0%	3.7%	-1.3 pts
White	48.3%	41.6%	-6.7 pts
Black/African American	15.6%	24.2%	+8.6 pts
Hispanic/Latino	27.0%	26.0%	-1.0 pts
Asian	2.4%	2.1%	-0.3 pts
Multiracial	6.3%	5.8%	-0.5 pts
Other	0.4%	0.3%	-0.1 pts

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.

During the 2025–2026 school year, 327 students out of a total district enrollment of 3,209 (approx. 10.2%) were involved in 610 documented cell phone non-compliance violations. The district's implementation strategy heavily prioritized coaching and non-punitive guidance over exclusionary measures, managing the vast majority of infractions at the supportive level as students adapted to the updated expectations.

Support-Oriented Escalation Baseline

- **Universal Verbal Warnings:** 100% of non-compliant students (327) received an initial verbal warning/reprimand to reset expectations without administrative penalty.
- **High De-escalation Success:** 313 out of 327 students (**95.7%**) resolved their infractions through low-level interventions and did **not** escalate to formal punitive discipline.
- **Supportive Behavior Contracts:** 74 students (22.6% of non-compliant students) were placed on individualized behavior contracts designed explicitly as support systems rather than punitive measures.
- **Parental Communication:** 150 students (45.9%) involved parent notifications as part of the home-school collaborative guidance strategy.
- **Minimal Exclusionary Discipline:** Formal punitive discipline was reserved for extreme cases, totaling just 14 students (4.3% of non-compliant students): 9 detentions, 2 In-School Suspensions (ISS), and 3 Out-of-School Suspensions (OSS).
- **Note:** Only 1 verbal warning was recorded at the elementary school level. All other non-compliance violations, support plans, and disciplinary actions originated exclusively from the middle school and high school levels.

Observed Trends & Demographic Disparities: While low-level non-punitive interventions dominated overall enforcement, clear demographic disparities emerged when comparing discipline rates against the district's enrollment snapshot (3,213 students)

The demographic data highlights significant discipline overrepresentation among Students with Disabilities and Black/African American students, while all other student subgroups were underrepresented relative to their total enrollment.

- **Students with Disabilities:** 15.4% of enrollment vs. 28.4% of disciplined students (+13.0 percentage point overrepresentation)
- **Black/African American Students:** 15.6% of enrollment vs. 24.2% of disciplined students (+8.6 percentage point overrepresentation)
- Male Students: 51.1% of enrollment vs. 59.9% of disciplined students (+8.8 percentage points overrepresentation)
- **White Students:** 48.3% of enrollment vs. 41.6% of disciplined students (-6.7 percentage point underrepresentation)
- **English Language Learners:** 5.0% of enrollment vs. 3.7% of disciplined students (-1.3 percentage point underrepresentation)
- **Hispanic/Latino Students:** 27.0% of enrollment vs. 26.0% of disciplined students (-1.0 percentage point underrepresentation)
- **Multiracial Students:** 6.3% of enrollment vs. 5.8% of disciplined students (-0.5 percentage point underrepresentation)
- **Asian Students:** 2.4% of enrollment vs. 2.1% of disciplined students (-0.3 point underrepresentation)

District Monitoring & Next Steps: The district will continue disaggregated data audits to evaluate cell phone enforcement by building, grade level, and subgroup. Additionally, administrative teams will conduct monthly disaggregated data reviews to catch emerging patterns early, ensuring that proactive improvement plans—rather than progressive discipline—are offered equitably across all student cohorts.

To ensure the policy remains a supportive learning opportunity rather than a point of disciplinary friction, the district will maintain continuous, proactive education for all stakeholders throughout the school year.

5. Statistical Significance Determination

Was a statistically significant disparate impact identified?
Yes

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: Asst. Superintendent of Student Supports
Signature: Melissa Lawson
Date: 8/31/26