



Rush-Henrietta Central School District

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Annual Report: Policy 5695 -Personal Electronic Devices

Purpose

The Rush-Henrietta Central School District publishes this annual report to provide transparent information about implementation of Policy 5695: Personal Electronic Devices. This report provides aggregate, non-identifiable information regarding the implementation and enforcement of Policy 5695: Personal Electronic Devices during the 2025-26 school year. It includes information about the number of documented policy violations, the responses used by staff, demographic patterns in enforcement, and actions the District will take to promote consistent and equitable implementation.

The District's primary approach to student non-compliance is instructional and supportive. When appropriate, staff use reminders, redirection, reteaching of expectations, restorative conversations, and family communication before more serious consequences are considered. The District is committed to maintaining learning environments that support student engagement, safety, respectful interactions, and well-being.

Reporting Period: September 1, 2025 - June 30, 2026

At-a-Glance Summary

During the 2025-26 reporting period:

- The District documented 893 incidents involving non-compliance with Policy 5695.
- These incidents involved 459 unduplicated students.
- 266 students had one documented incident, while 193 students had two or more documented incidents.
- The substantial majority of documented incidents were addressed through instructional, restorative, family-engagement, or other non-exclusionary responses.
- The District recorded three in-school disciplinary responses associated with documented Policy 5695 incidents.
- No incidents resulted in out-of-school suspension solely for a violation of Policy 5695.
- Most documented incidents occurred at the high school level.



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The District will continue to review implementation data by school level, student group, and response type to promote consistent and equitable implementation.

Implementation and Enforcement

Policy 5695 establishes expectations for student possession and use of personal electronic devices during the school day, on school grounds, on school transportation, and at school-sponsored activities, as applicable.

The District's response to non-compliance is progressive and considers the circumstances of each incident, including the student's age, prior incidents, the nature of the conduct, whether the conduct disrupted instruction or created a safety concern, and whether the student requires an accommodation or individualized support.

Measure	2025-26 Result
Total documented policy-related incidents	893
Unduplicated students involved	459
Students with one documented incident	266
Students with two or more documented incidents	193
Incidents resolved without exclusionary discipline	890
In-school disciplinary responses	3
Out-of-school suspensions solely for Policy 5695 non-compliance	0

Note: A single incident may include more than one response. For example, a student may receive a reminder, have a device held temporarily, and have a parent/guardian contacted. Therefore, response totals may exceed the total number of documented incidents.



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Responses Used by Schools

The District uses responses designed to restore attention to learning, reinforce clear expectations, and limit unnecessary escalation.

Response Used	Number of Incidents	Percent of All Incidents
Reminder, redirection, or reteaching of expectations	716	80.2%
Restorative conversation or problem-solving conference	17	1.9%
Parent/guardian notification or conference	101	11.3%
Loss of device-related privilege or other non-exclusionary consequence	35	3.9%
Out-of-school suspension solely for Policy 5695 non-compliance	0	0%

Note: Percentages exceed 100% because more than one response may be used for an individual incident.

Enforcement by Grade Band

Grade Band	Enrollment	Incidents	Students Involved	Students Involved per 100 Enrolled Students
K-3	1,679	0	0	0
4-6	1,370	1	1	0.007
7-9	1,288	81	52	4.04
10-12	1,307	811	406	31.06
Total	5,644	893	459	8.13



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Most documented incidents occurred in junior high and high school settings, with the largest concentration at the high school level. The District will continue to reinforce student and family communication regarding device expectations, procedures for device storage and retrieval, and available supports for students who require accommodations or individualized plans.

Equity Review

The District reviewed demographic patterns among students receiving documented enforcement actions under Policy 5695. The review considered student enrollment, the number of unduplicated students receiving a documented enforcement action, and the rate of students receiving an enforcement action per 100 enrolled students.

A documented involvement rate does not, by itself, establish why a difference occurred. The District will continue to review implementation practices, documentation patterns, student support needs, and the consistency of staff responses across schools and student groups.

Race & Ethnicity

Student Group	Percent of Enrollment	Percent of Students Receiving a Referral Action	Rate per 100 Enrolled Students
American Indian or Alaska Native*	0.2%	Suppressed	Suppressed
Asian	22.3%	16.3%	5.97
Black or African American	13.3%	26.6%	16.25
Hispanic	9/1%	7.8%	6.98
Multiracial	7.7%	7.8%	6.98
Native Hawaiian or	0.1%	Suppressed	Suppressed



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Other Pacific Islander*			
White	47.3%	41.4%	7.11

*Data are suppressed to protect student privacy and because the number of students is too small for meaningful public reporting.

The District observed variation in documented involvement rates across racial and ethnic student groups. The highest reportable rate was observed among Black or African American students, at 16.25 students receiving a documented enforcement action per 100 enrolled students. The District will continue to monitor these patterns and review whether staff apply policy expectations, documentation practices, and response procedures consistently across schools and student groups.

Disability Status

Student Group	Percent of Enrollment	Percent of Students Receiving a Referral Action	Rate per 100 Enrolled Students
Students with Disabilities	16.1%	11.5%	5.84
Students without Disabilities	83.9%	88.5%	8.57

Students with disabilities had a documented involvement rate of 5.84 per 100 enrolled students, compared with 8.57 per 100 enrolled students for students without disabilities. This result does not establish why the difference occurred. In 2026–27, the District will review whether students had access to required accommodations, communication supports, behavioral supports, and individualized strategies before or when enforcement action was taken.



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Section 504 Status

Student Group	Percent of Enrollment	Percent of Students Receiving a Referral Action	Rate per 100 Enrolled Students
Students with a 504 Plan	6.1%	11.4%	15.12
Students without a 504 Plan	93.9%	88.6%	7.66

Students with a Section 504 plan had a documented involvement rate of 15.12 per 100 enrolled students, compared with 7.66 per 100 enrolled students for students without a Section 504 plan. The District will review this pattern as part of its ongoing implementation review and will consider whether individualized supports are consistently available and documented.

English Learner Status

Student Group	Percent of Enrollment	Percent of Students Receiving a Referral Action	Rate per 100 Enrolled Students
English Language Learners	9%	2.4%	2.16
Non-ELL Students	91%	97.6%	8.73

English language learners had a documented involvement rate of 2.16 per 100 enrolled students, compared with 8.73 per 100 enrolled students for non-ELL students. The District will continue to consider communication needs, language access, and individualized supports as part of ongoing implementation review.



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Gender

Student Group	Percent of Enrollment	Percent of Students Receiving a Referral Action	Rate per 100 Enrolled Students
Female	48.9%	35.7%	5.94
Male	51%	63.8%	10.18
Other Reported Gender*	Suppressed	Suppressed	Suppressed

* Data are suppressed to protect student privacy.

Male students had a documented involvement rate of 10.18 per 100 enrolled students, compared with 5.94 per 100 enrolled female students. The District will continue to review this information annually, including patterns by grade level, school, type of response, and repeat incidents, to determine whether additional action is warranted.

Actions for 2026-27

Based on this review, the District will take the following steps during the 2026–27 school year:

Action	Purpose
Review Policy 5695 data quarterly by building	Identify emerging trends and support schools promptly
Review policy-related cases involving students with disabilities	Ensure that accommodations, communication needs, and individualized supports are considered
Review racial and ethnic enforcement patterns	Identify whether differences are concentrated in particular schools, grades, or response types



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Strengthen student and family communication	Clearly explain device expectations, storage procedures, retrieval procedures, and progressive responses
Emphasize restorative and instructional responses	Reduce repeat incidents and prevent unnecessary escalation
Review implementation with student, family, and staff representatives	Identify practical improvements to procedures and communication

Data Privacy and Methodology

This report contains aggregate information only and does not include personally identifiable student information.

The District applies the following privacy protections:

- Data are suppressed when the number of students is too small to report safely.
- Some totals may not equal the sum of displayed categories because of suppression and rounding.
- The District does not publish data that could reasonably identify an individual student.
- The District reviews public reports for compliance with federal and New York State student-data privacy requirements.

For purposes of this report:

- A documented incident is a reported instance of non-compliance with Policy 5695 that was recorded by school or district staff.
- A student involved is an unduplicated student associated with one or more documented incidents.
- An enforcement action is a documented response to non-compliance, including instructional, restorative, administrative, or disciplinary responses.
- A supportive or non-exclusionary response may include redirection, reteaching, restorative conversation, temporary device storage, family contact, counseling referral, or another educational intervention.
- An exclusionary disciplinary response is a response that removes a student from regular instruction, such as in-school suspension.



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Questions and Contact Information

Questions about this report or Policy 5695 may be directed to:

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