MEMORANDUM

TO: Superintendent, Dr. Eric J. Rosser
FROM: Office of Accountability
DATE: October 31, 2026
SUBJECT: Annual Enforcement Summary: Distraction-Free Schools Policy (2025–26)

I. Executive Summary

During the 2025–26 academic year, enforcement of the District's Distraction-Free Schools policy (pursuant to New York State Education Law Section 2803 and RCSD Board Policy 1400) resulted in very high compliance. Out of **22,090 students** enrolled across the district, only **10 unique students** (0.045%) received formal disciplinary actions.

II. Policy Enforcement & Incident Classifications

The 10 documented incidents were managed through progressive interventions and categorized under the following standard infraction codes:

- **NS20. Other NON-SSEC Behavior:** 5 incidents
- **NS15. Technology Violation:** 3 incidents
- **NS17. Inciting or Participating in a Disturbance:** 1 incident
- **NS04. Insubordination:** 1 incident

These infractions resulted in **7 In-School Suspensions (ISS)** and **3 Out-of-School Suspensions (OSS)**.

III. Disciplinary Demographic Comparison Table

The table below measures the 10 unique students disciplined against district-wide enrollment benchmarks derived from BEDS Day data to evaluate equity in policy application:

Demographic Category	Sub-Group	District Enrollment	Enrollment %	Unique Students Disciplined	% of Total Disciplined
Special Programs	Students with Disabilities (SWD)	5,064	22.9%	2	20.0%
	General Education Students	17,026	77.1%	8	80.0%
Race & Ethnicity	Black or African American	10,229	46.3%	5	50.0%
	Hispanic or Latino	7,813	35.4%	3	30.0%
	White	1,783	8.1%	3	30.0%
	Multiracial	1,430	6.5%	2	20.0%
	Asian / Pacific Islander	815	3.7%	0	0.0%
	American Indian / Alaska Native	20	0.1%	0	0.0%
Language Status	English Language Learner (ELL)	3,992	18.1%	0	0.0%
	Non-English Language Learner	18,098	81.9%	10	100.0%

(Note: Total racial/ethnic enrollment counts reflect accountability subgroup categories. Disciplinary percentages may sum up differently due to cross-categorical indicators like Hispanic ethnicity classification).

IV. Disparity Analysis & Key Findings

With an overall infraction rate affecting a nominal share of the student population, a formal review indicates the following:

- **Subgroup Equity:** Enforcement metrics closely mirrored district-wide enrollment proportions. Students with Disabilities (SWD) made up 20.0% of the disciplined cohort compared to a 22.9% enrollment baseline.
- **Non-Exclusionary Alignment:** Interventions strictly followed New York State's progressive framework, avoiding long-term regular suspensions solely for device noncompliance.

V. Next Steps

The district will continue to monitor school tracking logs, offer digital health guidance to families, and provide professional development to ensure staff apply classroom technology parameters consistently.