

Annual Distraction-Free Schools Policy Enforcement Report

Reporting Year: 2025-26

District/BOCES: Sandy Creek CSD

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.

At Sandy Creek CSD, parents are notified at the beginning of each school year or upon enrollment of the acceptable methods to contact their children: call the school office or message their child through the district-provided email or communication app.

Elementary students are discouraged from bringing devices to school. If they do bring a personal electronic device to school, the device must be silenced and kept in the student's personal cubby or a location determined by the classroom teacher.

Students in grades 6-12 must silence all personal electronic devices and store them in their locker. Exceptions are made to this policy on a case-by-case basis if the student needs their device for medical, translation, or other extenuating circumstances.

Students who are found with a personal electronic device will be asked to put the device where it belongs. If further negative behavior occurs as a result of this request or if multiple violations occur over time, additional consequences may be imposed.

2. Enforcement Summary

Measure	Number
Total Student Enrollment	736
Students Receiving at Least One Violation	51
Total Violations Recorded	79
Verbal Warnings	21
Device Confiscations	20
Parent Notifications	46
Detentions	20
Other Disciplinary Actions	15

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	46.2%	52.9%	-6.7%
Male	53.8%	47.1%	6.7%

Students with Disabilities	12.4%	25.5%	-13.1%
Economically Disadvantaged	54.2%	68.6%	-14.4%
English Language Learners	0.3%	0%	0.3%
White	95.9%	94.0%	1.9%
Black/African American	0.1%	0%	0.1%
Hispanic/Latino	1.9%	2.0%	-0.1%
Asian	0.9%	2.0%	-1.1%
Multiracial	1.1%	0%	1.1%
Other	0.1%	2.0%	-1.9%

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.

Many of our electronic device violations are coming from economically disadvantaged students. Economically disadvantaged students may be more comfortable holding their belongings on their person, rather than leaving a personal device in their locker. The administration will continue to monitor this population as it relates to electronic device violations. We may consider additional counseling support for these students to lessen insecurities.

Students with disabilities were another large portion of the electronic device violations. The administration will monitor this closely and work with the CSE Chairperson and Special Education Teachers to better inform our students with disabilities of the rules and expectations and provide them with additional support for storing their electronic device properly if needed.

5. Statistical Significance Determination

Was a statistically significant disparate impact identified?

☒ Yes ☐ No

6. Mitigation Action Plan (Complete Only if Required)

Area of Concern	Root Cause Analysis	Action Steps	Timeline	Responsible Party
Economically Disadvantaged Students misusing personal electronic devices	• Less access to other electronic devices in the home • Additional stress due to added	• Inform all students of rules and expectations during first week of school	2026-27 School year	Superintendent Director of CID Principals Assistant Principal

	responsibilities and/or instability	● Reinforce and remind of expectations multiple times throughout the school year ● MS/HS administration monitor electronic device violations monthly to determine if a large percentage of the offenders are from economically disadvantaged backgrounds		
Students with disabilities misusing personal electronic devices	● Unclear behavior expectations ● Lack of accessible assistive technology	● Inform all students of rules and expectations during first week of school ● Reinforce and remind of expectations multiple times throughout the school year ● Collaborate with CSE Chairperson and Special Education teachers to reinforce appropriate	2026-27 School Year	Superintendent Director of CID Principals Assistant Principal CSE Chairperson Special Education Teachers

		technology use and ensure all students with disabilities have access to appropriate assistive technology		
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