

ANNUAL ENFORCEMENT REPORT: DISTRACTION-FREE SCHOOLS POLICY (NYS EDUCATION LAW § 2803)

July 20, 2026

Windham-Ashland-Jewett Central School District

Reporting Period: 2025–2026 Date of Publication: July 2026

In compliance with New York State Education Law Section 2803, passed in the Fiscal Year 2026 state budget, the Windham-Ashland-Jewett Central School implemented its updated Distraction-Free Schools Policy for the 2025–2026 school year. This "bell-to-bell" mandate requires all internet-enabled personal devices (including smartphones, smartwatches, and tablets) to be turned off and securely stored from the beginning to the end of the instructional day.

The primary objectives of this policy are to maximize academic focus, reduce digital distractions, improve students' mental wellness, and foster real-world social connections. As mandated by state law, the district follows a progressive, educational, and non-exclusionary disciplinary framework; no student may be suspended solely for a violation of this policy.

The district aims to reinforce this policy through educating students regarding the positive benefits of attending school in a distraction-free environment, but also through progressive disciplinary methods prescribed within the district's Code of Conduct.

II. Policy Enforcement Data

Measure	Number
Total Student Enrollment	303
Students Receiving at Least One Violation	48
Total Violations Recorded	82
Verbal Warnings	52
Device Confiscations	28
Parent Notifications	82
Detentions	6
Other Disciplinary Actions	4

During the 2025–2026 school year, a total of 48 unique students across the district received formal disciplinary action for noncompliance with the policy, resulting in a total of 82 enforcement incidents.

Prior to the implementation of the mandated Distraction-Free Schools Policy, the Windham-Ashland-Jewett Central School District already had an established and effective policy governing the use of personal electronic devices during the school day. As a result, students and staff were accustomed to expectations regarding device use, and our educational environment had already benefited from minimizing distractions associated with personal electronic devices.

The transition to the state-mandated policy did present some initial implementation challenges. As expectations became more familiar, implementation became increasingly seamless throughout the school year.

The district will continue to monitor enforcement practices through routine review of discipline data, building-level administrative oversight, and ongoing communication with faculty and staff. Should any meaningful trends emerge over time, the district will examine contributing factors, provide additional staff guidance as needed, and make adjustments to ensure consistent, equitable implementation of the policy across all student populations.

III. Non-Identifiable Disciplinary Demographic Data

The table below measures the 48 unique students disciplined against general district-wide enrollment benchmarks (303 students total).

Demographic Group	Enrollment %	Students Disciplined %	Difference
Female	149/303=49.2%	19/48=39.6%	-9.6%
Male	154/303=50.8%	29/48=60.4%	+9.6%
Students with Disabilities	69/303=22.8%	15/48=31.3%	+8.5%
Economically Disadvantaged	132/303=43.6%	21/48=43.8%	+0.2%
English Language Learners	17/303=5.6%	1/48=5.6%	0%
White	254/303=83.8%	40/48=83.3	-0.5%
Black/African American	0	0	0
Hispanic/Latino	28/303=9.2%	3/48=6.3%	-2.9%
Asian	<1%	0	<-1%
Multiracial	17/303=5.6%	2/48=4.2%	-1.4%
Other	0	0	0

IV. Demographic Disparity Analysis

When reviewing enforcement data, it is important to consider the size of the Windham-Ashland-Jewett Central School District. With a relatively small student population, even a difference involving one or two students can produce noticeable percentage changes within demographic groups. All demographic differences observed in the data fell within 10 percent.

Given the district's enrollment and the limited number of incidents, these variations do not constitute statistically significant differences and should not be interpreted as evidence of disproportionate enforcement among student groups.

At this time, the available data indicate that the policy has been implemented consistently and fairly, while continuing to support an educational environment that is focused, safe, and free from unnecessary distractions.

V. Mitigation Action Plan

N/A

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: John Wiktorko/Superintendent

Signature: _____

Date: _____


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