

Cohoes City School District Internet-Enabled Device Policy Enforcement Report

Reporting Period: 2025-2026 School Year
Date of Report: September 1, 2026

1. Executive Summary & Core Metrics

This section provides a high-level overview of the total policy violations and the unique number of students involved during the reporting period.

Metric Category	Total Count	Notes / Description
Total Violations Logged	245 (CHS) 111 (CMS)	The absolute number of recorded policy infractions across the entire school year.
Unique Students Involved	131 (CHS) 75 (CMS)	The distinct count of individual students who received one or more violations.

2. Granular Violation Breakdowns

2.1. Recidivism & Violation Frequency

The following table tracks the volume of repeat infractions to help identify students who may require targeted intervention.

Number of Violations per Student	Count of Students	Percentage of Total Impacted Students
1 Violation	73 (CHS) 48 (CMS)	13%
2 Violations	41 (CHS) 19 (CMS)	6%

Number of Violations per Student	Count of Students	Percentage of Total Impacted Students
3 Violations	6 (CHS) 7 (CMS)	1%
4 or More Violations	11 (CHS) 1 (CMS)	1%

2.2. Demographic Distribution (Gender & Race)

These metrics are utilized to evaluate equity in policy enforcement across demographic cohorts.

Gender Cohort	Unique Student Count	% of Total District Enrollment
Male	66 (CHS) 45 (CMS)	12%
Female	65 (CHS) 30 (CMS)	9%

Race/Ethnicity Cohort	Unique Student Count	% of Total District Enrollment
American Indian or Alaska Native	2 (CHS) 1 (CMS)	.003%
Asian	2 (CHS) 0 (CMS)	.002%
Black or African American	33 (CHS) 17 (CMS)	5%
Hispanic or Latino	18 (CHS) 14 (CMS)	3%
Native Hawaiian or Other Pacific Islander	0 (CHS) 0 (CMS)	0%
White	64 (CHS) 43 (CMS)	11%

Race/Ethnicity Cohort	Unique Student Count	% of Total District Enrollment
Two or More Races	0 (CHS) 11 (CMS)	1%

2.3. Grade-Level Distribution (Grades 6–12)

Descriptive summary tracking enforcement allocation across secondary grade tiers.

Grade Level	Unique Student Count	Total Logged Violations
Grade 6	14	20
Grade 7	19	28
Grade 8	42	63
Grade 9	46	94
Grade 10	36	83
Grade 11	24	32
Grade 12	23	36

3. Demographic Disparity Analysis

This report summarizes enforcement of the internet-enabled device policy during the previous school year in accordance with the New York State Phone-Free Schools Law.

The district analyzed enforcement data by student gender and race to determine whether enforcement actions were disproportionately applied to any demographic group. A statistically significant disparity was identified by gender. Male students represented a larger proportion of students receiving enforcement actions than their representation in the overall student population). No statistically significant disparity was identified by race (The racial distribution of students receiving enforcement actions was generally consistent with the racial composition of the district's enrollment). Grade-level data are reported descriptively to summarize where policy enforcement occurred but were not analyzed as a demographic equity measure because the policy applies differently across instructional levels.

4. Mitigation Action Plan

To promote equitable, consistent, and supportive implementation of the district's internet-enabled device policy, Cohoes City School District will implement the following mitigation strategies:

- **Strengthen Staff Guidance and Consistent Implementation:** Provide ongoing staff guidance regarding the expectations and procedures associated with the internet-enabled device policy. Building-level staff will review implementation practices to promote consistency in how policy violations are identified, documented, and addressed, with an emphasis on corrective, instructional, and restorative responses whenever appropriate.
- **Increase Proactive Student and Family Communication:** Continue to communicate policy expectations, procedures, and consequences clearly to students and families at the beginning of each school year and throughout the year. The district will reinforce expectations through student orientations, family communications, classroom and advisory discussions, and other building-level communication opportunities to reduce misunderstandings and encourage compliance before formal enforcement is necessary.
- **Monitor Enforcement Data for Equity:** The district will continue to review enforcement data by gender, race/ethnicity, grade level, and school building on a regular basis. Administrators will monitor for emerging patterns or disproportionate representation and use the data to inform staff guidance, professional learning, and adjustments to implementation practices when warranted.
- **Targeted Intervention for Repeat Infractions:** Because a subset of students accounted for multiple policy violations, building administrators will routinely review repeat-offender patterns and identify students who may benefit from additional support. Depending on individual circumstances, interventions may include student conferences, family collaboration, problem-solving meetings, behavioral supports, restorative practices, or individualized strategies designed to address the underlying reasons for repeated non-compliance.
- **Review Practices for Gender and Demographic Equity:** In light of the observed difference in enforcement rates between male and female students, the district will examine implementation practices to ensure that policy enforcement is based consistently on student behavior and policy expectations rather than demographic characteristics. Administrators will use disaggregated data to identify potential patterns and provide additional guidance or calibration when differences suggest a need for further review.
- **Emphasize Instructional and Restorative Responses:** The district will continue to prioritize responses that preserve instructional access and support student learning. When appropriate, staff will use opportunities to teach and reinforce responsible technology use, establish clear expectations, and employ restorative or problem-solving approaches rather than relying solely on punitive consequences.

Through these actions, CCSD will continue to evaluate the implementation of the internet-enabled device policy, promote consistency across buildings/student groups, and use enforcement data to identify opportunities for proactive support and continuous improvement.