

Annual Report on Enforcement of Internet-Enabled Device Policy

District: New Roots Charter School

Reporting Year: 2025-2026

District Policy: Personal and Student Electronic Devices Policy

Summary

This report summarizes New Roots Charter School's (hereafter referred to as the School) enforcement of its Internet-Enabled Device Policy as required under New York Education Law § 2803(7). This report is designed to identify any disparities in the School's enforcement of its policy for the reporting year and identify a mitigation action plan, if applicable.

During the summer of 2025, The School worked collaboratively with students, families, and staff to develop a school policy for internet-enabled personal devices. The School's policy is available on the Student and Family Resources page of the website:

[New Roots Charter School Personal and Student Electronic Devices Policy](#)

Overall, the School experienced a smooth adoptment and implementation of the bell-to-bell cell phone ban in the 2025-26 school year, as well as a high rate of student compliance with the policy and a small number of student infractions related to non-compliance over the course of the school year. The school presents the policy enforcement data and analysis from the 2025-26 school year in the following report. The school notes that the data analysis in the report is based on 10 student infractions logged in 2025-26, which may present limitations to the conclusions drawn from the data.

1. Overview of Policy Enforcement

A. Student Enrollment

Total Students

Category	Count
Total School Enrollment	133

B. Enforcement Activity

Measure	Count
Total Reported Violations	10
Unique Number of Students with Violations	9
One Infraction	9
Two Infractions	1
Three Infractions	0
Four or More Infractions	0

Demographic Data for Students Receiving Disciplinary Action

Pursuant to New York Education Law § 2803(7), demographic data are reported in aggregate, non-identifiable form. To protect student privacy and facilitate meaningful analysis of enforcement trends, the District utilizes broad demographic categories.

Race/Ethnicity

Category	Students Disciplined	Enrollment %	Students Disciplined %
White	5	73%	56%
Non-White	4	27%	44%

Disability Status

Category	Students Disciplined	Enrollment %	Students Disciplined %
Students with Disabilities (IEP or Section 504 Plan)	5	43%	56%
General Education Students	4	57%	44%

Economic Status

Category	Students Disciplined	Enrollment %	Students Disciplined %
Economically Disadvantaged	7	50%	78%
Not Economically Disadvantaged	2	50%	22%

Gender Identification

Category	# of Students Disciplined	Enrollment %	Students Disciplined %
Male	4	47%	44%
Female	3	40%	33%
Nonbinary	2	14%	22%

2. Interpretation of Data

The School compared each demographic group's proportion of total student enrollment (Enrollment %) with the proportion of students receiving disciplinary consequences under the District Internet-Enabled Device Policy (Students Disciplined %). The School reviewed available data for evidence of statistically significant disparities in enforcement practices and considered whether any observed differences warrant further review or corrective action.

- While non-white students represented 27% of the school's total enrollment, non-white students accounted for 44% of the students disciplined for cell phone related infractions.
- While students with IEP or 504 plans represented 43% of the school's total enrollment, they accounted for 56% of the students disciplined for cell phone related infractions.
- While economically disadvantaged students represented 50% of the school's total enrollment, they accounted for 78% of the students disciplined for cell phone related infractions.
- While nonbinary students represented 14% of the school's total enrollment, they accounted for 22% of the students disciplined for cell phone related infractions.

These disparities may indicate unequal enforcement of School policy, but the School notes that these interpretations are based on a small sample size of 10 reported violations, which may present limitations to the conclusions drawn from the data.

3. Additional Findings

- Teachers and staff reported that students engaged in more face-to-face interactions during the school day, resulting in increased socialization and peer engagement. Games like chess gained popularity among students during the school year during lunch periods and other periods of downtime before the start or after the end of classes.
- The School administered a spring survey to teachers about their experience with the cell phone policy implementation in the first year.
 - 100% of teachers who responded to a survey rated their experience with the new cell phone policy as “good” or “great.”
 - 75% of teachers who responded to the survey reported observing stronger student-to-student connections as a result of the cell phone policy.
 - 100% of returning teachers who responded to the survey reported noticing fewer student disciplinary incidents as a result of the cell phone policy compared to the previous school year.
 - 92% of teachers who responded to the survey reported that overall, their teaching experiences improved as a result of the implementation of the cell phone policy.
- Although overall compliance was high among students in the first year of the policy's implementation, school faculty and staff believe a small number of students may have continued to access internet-enabled personal devices during the instructional day in

locations where monitoring is difficult, such as private restroom stalls. School staff will continue to reinforce student expectations under the policy and monitor implementation to promote consistent compliance across students.

4. Mitigation Action Plan

The School will continue to monitor disciplinary practices on an annual basis by reviewing discipline data by demographic characteristics, school level, grade level, type of infraction, consequence, and referral source. Administrators will examine patterns in referrals and consequences to identify potential inconsistencies and determine whether additional support is needed.

- a. Staff Development: Provide professional development and training for all staff and administrators focused on equitable enforcement strategies and techniques to recognize and minimize implicit bias in disciplinary decisions.
- b. Student and Family Communication: Increase transparency and consistency by clearly explaining policy expectations to families and to the student body prior to the start of each school year and again at the beginning of each new semester.

The School will review the infraction data quarterly throughout the 2026-2027 school year to identify any potential patterns and disparities and to track the effectiveness of any mitigation efforts.