

Annual Distraction-Free Schools Policy Enforcement Report

Reporting Year: 2025-2026

District/BOCES: Berlin CSD

Date Published: August 3, 2026

1. Policy Overview

Berlin Central School District adopted a distraction-free schools policy to support student learning, reduce interruptions during the school day, and promote a safe and focused educational environment. The policy addresses student use of internet-enabled devices, including personal smartphones, tablets, smartwatches, and similar devices, as defined by Education Law §2803. Internet-enabled devices do not include non-internet-enabled devices or school-supplied internet-enabled devices used for educational purposes.

A copy of the policy is publicly available here:

[**BMHS Student Internet Enabled Device Policy 2025-2026**](#)

2. Enforcement Summary

For purposes of this report, Berlin Central School District distinguishes between enforcement events and disciplinary actions. Enforcement events may include reminders, redirections, or other responses intended to support compliance. Disciplinary actions refer to formal consequences assigned under the Code of Conduct, district policy, school policy, or applicable disciplinary procedures. The demographic data in this report focuses on students who faced disciplinary action for non-compliance with the policy.

Measure	Number
Total Student Enrollment	BMHS: 340 Students
Students Receiving at Least One Disciplinary Action	31
Total Disciplinary Actions Recorded	38
Device Confiscations	53
Parent Notifications	38
Detentions	28
Other Disciplinary Actions	0

3. Demographic Analysis

The following data reflects students who faced disciplinary action for non-compliance with the distraction-free schools policy during the aforementioned school year.

Demographic Group	Enrollment %	Students Disciplined %	Difference
Female	46%	3.3%	42.7%
Male	54%	6%	48%
Students with Disabilities	21%	3.5%	17.5%
Economically Disadvantaged	48%	5.6%	42.4%
English Language Learners	.1%	0	0
White	94%	10.3%	83.7%
Black/African American	.1%	.1%	0
Hispanic/Latino	1.8%	0	0
Asian	0	0	0
Multiracial	4.1%	.1%	0
Other	0	0	0
High School	57%	15%	
Middle School	43%	6%	
Elementary School			

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. During the 2025–2026 school year, 31 of the district’s 331 middle/high school students, or approximately 9.4% of enrollment, received at least one disciplinary action for noncompliance with the distraction-free schools policy. A total of 38 disciplinary actions were recorded, indicating that most students disciplined had one incident, while a smaller number had repeated incidents. The district also recorded 53 device confiscations, 38 parent notifications, and 28 detentions. Because the number of confiscations exceeded the number of formal disciplinary actions, the data suggest that some violations were resolved through confiscation, redirection, or another enforcement response without resulting in formal discipline.

Males represented approximately 64.5% of students disciplined, compared with 54% of total enrollment, while females represented approximately 35.5% of students disciplined, compared with 46% of enrollment. The estimated discipline rate was approximately 11.2% for male students and 7.2% for female students. Although this represents a descriptive difference of approximately four percentage points, the available data do not establish that gender caused the difference, and the number of students involved is relatively small.

The district will continue to monitor implementation of the policy by reviewing disciplinary actions and enforcement events by gender, disability status, economic-disadvantage status, English-language-learner status, race and ethnicity, grade level, repeat-offender status, location, referral source, and consequence assigned. Administrators will periodically review the data with staff, reinforce consistent enforcement procedures, examine any emerging disparities, and provide clarification or additional training when needed. The district will

also continue communicating policy expectations to students and families and will adjust implementation practices if future data indicate that a particular student group is being affected disproportionately.

5. Statistical Significance Determination

Was a statistically significant disparate impact identified?

☐ Yes x ☒ No

6. Mitigation Action Plan (Complete Only if Required)

Area of Concern	Root Cause Analysis	Action Steps	Timeline	Responsible Party

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: David Bernsley/ BMHS Principal

Signature: *David S. Bernsley*

Date: 7/16/26