

Annual Distraction-Free Schools Policy Enforcement Report

Reporting Year: 2025-26

District/BOCES: Hudson City School District

Date Published: 09/15/26

1. Policy Overview

Hudson City 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:

<https://www.hudsoncsd.org/curriculum-instruction-and-technology/>

2. Enforcement Summary

For purposes of this report, **Hudson City 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	1491
Students Receiving at Least One Disciplinary Action	237
Total Disciplinary Actions Recorded	653
Device Confiscations	372
Parent Notifications	653
Detentions	117
Other Disciplinary Actions	164

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	722 (48.42%)	95 (40.08%)	-8.34%
Male	769 (51.58%)	142 (59.92%)	8.34%

Students with Disabilities	276 (18.51%)	57 (24.05%)	5.54%
Economically Disadvantaged	933 (62.58%)	91 (38.40%)	-24.18%
English Language Learners	149 (9.99%)	7 (2.95%)	-7.04%
White	537 (36.02%)	67 (28.27%)	-7.75%
Black/African American	265 (17.77%)	57 (24.05%)	6.28%
Hispanic/Latino	340 (22.80%)	60 (25.32%)	2.51%
Asian	134 (8.99%)	12 (5.06%)	-3.92%
Multiracial	213 (14.29%)	41 (17.30%)	3.01%
Other	2 (0.13%)	0 (0.00%)	-0.13%
High School	489 (32.80%)	200 (84.39%)	51.59%
Middle School	324 (21.73%)	36 (15.19%)	-6.54%
Elementary School	678 (45.47%)	1 (0.42%)	-45.05%

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 2025–26 school year, the district recorded 653 disciplinary actions involving 237 students out of a total enrollment of 1,491 students. Enforcement activity was concentrated at the high school level, where 200 of the 237 students receiving disciplinary action were enrolled, representing 84.4% of students disciplined. In comparison, high school students represented 32.8% of total district enrollment. Elementary students accounted for only one student receiving disciplinary action, while middle school students accounted for 36 students.
- Grade-Level Development & Usage: High school students exhibit higher baseline personal device ownership and reliance during the school day, making adherence to bell-to-bell restrictions more challenging compared to middle and elementary students.
- eSchool Data Coding Confounding Variable: Internal review revealed that the primary infraction code utilized in eSchool Data during 2025–2026 combined personal cell phone violations with misuse of district-issued 1:1 Chromebooks/devices. This aggregation conflated non-phone technology infractions with personal cell phone enforcement, distorting the true count and demographic distribution of personal device non-compliance.
- The district will implement quarterly data reviews by building administration to evaluate referral trends by demographic group. In addition, the district is refining its student management system coding for 2026–2027 to ensure better data fidelity moving forward.

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
Inability to distinguish personal-device violations from other technology violations in 2025–26 data	The eSchoolData technology violation code was used for both personal-device violations and other technology-related incidents involving district-issued devices.	Create and implement a separate eSchoolData infraction code for personal electronic device violations, including cell phones, while maintaining separate coding for district-issued technology violations.	Beginning of 2026–27 school year; ongoing	District Administration, Building Administration

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: Todd Hilgendorff, Superintendent of Schools

Signature: 

Date: September 15, 2026