Onondaga Central School District: Policy 7316 Community Report

(2025–2026)

1. Executive Overview & Policy 7316 Framework

1.1 Purpose, Scope, and Collaborative Foundation

Welcome to the Onondaga Central School District community report on Policy 7316. Our schools are at their best when students are fully present, curious, and connected with one another and their teachers. Adopted on July 8, 2025, Policy 7316 ("Use of Internet and Cellular Enabled Devices During the School Day") represents a shared commitment across our community to safeguard instructional time, support student mental well-being, and foster meaningful face-to-face peer relationships. This policy provides a clear, consistent foundation for a distraction-free learning environment across all district facilities.

Policy Scope: Policy 7316 strictly prohibits student use of all personal Internet- and cellular-enabled devices—including smartphones, tablets, smartwatches, and any portable technology capable of accessing web content, social media, text messaging, or phone calls—during the entire school day across all school grounds. This prohibition applies continuously during both instructional and non-instructional periods, specifically including:

- Homeroom periods
- Lunch and recess
- Study halls
- Passing periods between classes

Note: District-issued Chromebooks and educational technology provided by the District, charter schools, or BOCES specifically for educational purposes remain fully authorized for classroom instruction.

1.2 Facility-Specific Device Storage & Retrieval Protocols

To ensure consistent enforcement while recognizing operational differences between elementary and secondary settings, the district has established clear storage protocols by school level:

School Level	Mandated Storage Protocol
Elementary Level*(Rockwell Elementary & Wheeler Elementary)*	Personal Internet-enabled devices (smartphones, smartwatches, cell phones) are not permitted on school grounds during the school day. If a device is brought to school for after-school needs, it must be checked into the main office immediately upon arrival for secure storage.
Secondary Level*(Onondaga Jr/Sr High School)*	Students must secure all personal Internet-enabled devices inside their assigned school locker prior to the start of the school day, or check them directly into the main office.

Device Retrieval Policy:

- Parent/Guardian Pickup Required: Any device confiscated due to non-compliance or checked into the main office must be retrieved in person by a parent or legal guardian.
- Office Hours & 3:30 PM Lockup Deadline: Main office storage areas are managed securely throughout the day. Stored devices not retrieved by 3:30 PM will remain safely locked in office storage and will be available for parent pickup during regular office hours on the following school day.

1.3 Authorized Exemptions

Policy 7316 sets firm, clear boundaries while granting specific exemptions to ensure student health, safety, accessibility, and legal protections. Personal device access is authorized under the following documented conditions:

- Healthcare Management: When necessary for monitoring or managing a student's documented medical condition (e.g., continuous glucose monitoring).
- Staff-Accompanied Emergencies: During emergency situations while under the direct supervision of district staff.
- Translation Services: For communication or translation support when a school-provided device is unavailable.
- Administrative Approval: Specific situations explicitly approved by a building administrator.
- Legal Mandates: Circumstances where device access is required by state or federal law.
- Formal Educational Plans: Mandatory accommodations documented within a student’s Individualized Education Program (IEP) or Section 504 Plan.

1.4 Family-School Communication Methods & Directory

To ensure families maintain continuous, reliable contact with their children during the school day without relying on personal cellular messaging, the district provides official administrative communication channels:

1. Classroom Intercom System: For urgent matters or emergency notifications, main office staff contact classrooms directly or summon students to the building office.
2. District Messaging Platforms: Families, students, and staff communicate via official digital platforms, including ParentSquare, as well as district-issued student email accounts.
3. Written Notes: Parents may drop off written notes at the building main office, which administrative staff deliver directly to the student.

District Building Directory

Building	Office Phone	Designated Contact Email
Rockwell Elementary School	(315) 552-5070	rwoffice@onondagacsd.org
Wheeler Elementary School	(315) 552-5050	wheeleroffice@onondagacsd.org
Onondaga Jr/Sr High School	(315) 552-5020	highschooloffice@onondagacsd.org

2. 2025–2026 Violation Data Trends & Demographic Synthesis

2.1 District Summary & Macro Monthly Trends

During the 2025–2026 academic year, the district recorded 214 total electronic device incidents across all facilities. This macro dataset comprises 184 formal referrals (formal policy violations) and 30 minor classroom infractions (handled immediately via teacher redirect).

Data Baseline Note: Primary monthly demographic tracking charts capture 183 formal violation baseline across secondary grades.

Formal device violations followed distinct seasonal patterns linked to the academic calendar:

- Autumn Peak (October - 28 Violations): Policy non-compliance peaked in mid-autumn during the post-rollout adjustment phase as the initial novelty of policy orientation wore off and routine expectations were tested.
- Spring Peak (April - 25 Violations): A secondary wave occurred in mid-spring, coinciding with state assessment stress, instructional fatigue, and seasonal academic distractions.
- Year-End Tapering (June - 5 Violations): Violations dropped significantly at the close of the school year, reflecting established behavioral norms and consistent administrative enforcement.

2.2 Demographic Breakdown (Gender, IEP Status, Race/Ethnicity)

Synthesizing demographic data across formal device violations highlights key behavioral patterns and areas for targeted student support:

- Gender Dynamics:
    - Male: 64.5% (118 formal violations)
    - Female: 35.5% (65 formal violations)
    - Male students recorded nearly 1.5 times as many total incidents (128 overall: 111 violations, 17 infractions) as female students (86 overall: 73 violations, 13 infractions). Male offenses peaked in September (17), February (17), and April (18). Female offenses peaked in October (11) and January (12), and notably accounted for 100% of all formal violations in June (5 of 5) as male violations fell to zero.
    - *Key Takeaway:* Male students experienced higher overall enforcement friction during seasonal transition months, whereas female student compliance required continuous reinforcement through the end of the spring term.
- Special Education (IEP) Status:
    - General Education: 73.2% (134 formal violations)
    - IEP Students: 26.8% (49 formal violations)
    - Students with an IEP experienced an early-year adjustment spike in September, accounting for 52.4% of all monthly violations (11 of 21).
    - Referral Escalation Rate: When an incident occurred, documented incidents involving students with an IEP resulted in formal violation referrals 92.5% of the time (49 of 53), compared to 83.9% (135 of 1**61)** for general education students.
    - *Key Takeaway:* Early-year transition support and explicit executive function coaching in September are vital for students with specialized learning plans to prevent minor classroom friction from escalating into formal referrals.
- Racial & Ethnic Distribution:
    - White: 73.8% (135 formal violations) — maintained highest volume throughout the year, peaking in April (22) and October (21).
    - Black / African American: 13.1% (24 formal violations) — concentrated in autumn, peaking in October (6) and November (5).
    - Multiracial: 11.5% (21 formal violations) — peaked in January (5) and May (4).

- American Indian / Alaskan Native: 2.2% (4 formal violations) — concentrated entirely within December (4 offenses).
- *Ethnicity Context:* Non-Hispanic students accounted for 88.3% (189 total offenses); Hispanic students accounted for 11.7% (25 total offenses).

2.3 Grade-Level Longitudinal Breakdown (Grades 4–12 Focus)

The following longitudinal table details monthly formal violations across Grades 4-12:

Grade Level	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Grade 4	0	0	0	0	0	0	0	0	1	0	1
Grade 7	1	3	2	0	0	3	1	0	1	2	13
Grade 8	2	7	2	2	2	6	2	2	1	2	28
Grade 9	2	3	3	0	0	3	2	0	5	0	18
Grade 10	7	2	2	4	4	2	1	10	1	0	33
Grade 11	5	5	6	4	8	8	2	7	0	0	45
Grade 12	5	11	11	7	7	4	2	6	1	2	56

Grade Level Trend Synthesis:

- Fall Upperclassmen Leadership (Grade 12): Seniors drove autumn violation totals, recording 11 violations each in October and November before steadily decreasing in the spring.

- Spring Sophomore Surge (Grade 10): Sophomores experienced a sharp mid-spring surge, leading all grade levels in April with 10 violations.
- Middle School Integration (Grade 7): Newly integrated Grade 7 students maintained low overall monthly numbers (13 total across the year), demonstrating smooth transition into secondary device expectations.

2.4 Restorative Disciplinary Philosophy & Compliance Context

District administrative enforcement centers firmly on educational growth and supportive intervention rather than exclusion:

- High Educational Resolution Rate: Over 80% of all recorded device offenses were resolved constructively through Student Conferences, Official Warnings, Teacher Warnings, and Re-teaching Expectations.
- Restraint in Punitive Action: Incident logs demonstrate that punitive measures (such as In-School Detention) were applied with extreme restraint compared to the overwhelming volume of restorative conferences and instructional re-teaching. Any consequences were the result of insubordination regarding the policy enforcement.
- Statutory Compliance & Suspension Context: Pursuant to NYS Education Law, Policy 7316 explicitly prohibits suspending a student solely for accessing Internet-enabled devices during the school day. Unsecured devices are safely stored in the main office until parent retrieval. Any suspensions recorded in building logs were explicitly tied to severe insubordination or secondary infractions connected to a device incident, rather than device use alone.

3. Practical Student Success & Mitigation Strategies (Grades 3–12)

3.1 Elementary School Habits (Grades UPK–6: Rockwell & Wheeler)

1. Morning Backpack Drop-Off Habits: Establish a home routine where personal devices are placed in backpacks or left safely at home before arriving at school.
    - *Why It Helps:* Removing access before entering campus eliminates morning anxiety and prevents accidental device handling during line-up and morning announcements.
2. Immediate Main Office Check-In: If a phone or smartwatch must be brought for after-school plans, turn it off completely and check it into the main office immediately upon entering the building.
    - *Why It Helps:* Secure office storage gives parents peace of mind for after-school logistics while keeping classroom environments entirely screen-free.
3. Analog Timekeeping: Wear traditional analog or simple digital wristwatches (without internet or cellular capabilities) to track time.

    - *Why It Helps:* Helps younger students build time-management awareness without the urge to check notifications or digital screens.
4. Structured Parent Communication: Rely on ParentSquare for routine family messages, letting school office staff deliver urgent physical notes directly to classrooms.
    - *Why It Helps:* Keeps communications organized through official, safe channels without disrupting classroom reading and group activities.

3.2 Middle School Focus Routines (Grades 7–8: Onondaga Jr/Sr High)

1. Homeroom Locker Routine: Make it an unbroken morning habit to deposit all personal devices inside assigned lockers before stepping into homeroom.
    - *Why It Helps:* Creating a physical boundary at the start of the day removes digital temptation during critical early-period instructions.
2. Out-of-Sight Mindset: Power down personal devices completely prior to locker storage rather than leaving them on silent or vibrate.
    - *Why It Helps:* Silences internal anxiety driven by haptic vibrations or audible chimes echoing inside lockers during quiet class time.
3. Dedicated Academic Tools: Rely on physical student agendas for tracking assignments and use district-issued Chromebooks exclusively for educational work.
    - *Why It Helps:* Separates personal leisure apps from academic workflows, building strong executive function habits early in secondary school.

3.3 High School Self-Regulation Strategies (Grades 9–12: Onondaga Jr/Sr High)

1. Pre-Class Silencing Protocol: Deactivate all push notifications and power down personal devices prior to the morning warning bell.
    - *Why It Helps:* Protects upperclassmen from sudden classroom distractions that lead to device confiscation and formal disciplinary documentation.
2. Passing Period Storage Management: Keep devices secured inside lockers during passing periods rather than carrying them between classes.
    - *Why It Helps:* Reduces hallway congestion, encourages direct social engagement with peers, and prevents late arrivals to upcoming periods.
3. Distraction-Free Focus Blocks: Treat study halls and library periods as technology-free focus blocks to complete assignments and prepare for exams.
    - *Why It Helps:* Deepens cognitive focus, accelerates assignment completion during the school day, and reduces evening homework stress at home.
4. Emergency Contact Routing: Ensure parents store the main office phone number as their primary contact for urgent daytime communication.
    - *Why It Helps:* Guarantees that emergency messages reach students instantly through building administrative staff without breaking policy rules.

4. District Equity Commitments, Accessibility & Next Steps

4.1 NYS Education Law Section 2803 & Continuous Improvement

Under New York State Education Law Section 2803, the Onondaga Central School District is dedicated to complete transparency, fair enforcement, and educational equity across all demographics:

- Annual Compliance Reporting: Beginning September 1, 2026, and continuing annually thereafter, the District will publish an enforcement report on its public website detailing aggregated policy data from the preceding school year.
- Demographic Disparity Monitoring: Annual reports will evaluate non-identifiable demographic data to continuously analyze enforcement trends across gender, IEP status, race, ethnicity, and grade levels.
- Actionable Mitigation Plan Mandate: If ongoing statistical analysis reveals a statistically significant disparate impact in enforcement across any student subgroup, the district will immediately draft, publish, and execute an Actionable Mitigation Plan to correct the imbalance.

4.2 Policy Accessibility & Translation Support

To ensure full accessibility for every family in our community, Policy 7316 is maintained under active status in the official district manual:

- Online Website Hosting: The full text of Policy 7316 is permanently hosted in an accessible, searchable format on the district website.
- Language Translation Services: Written translations of Policy 7316 into the 12 most common non-English languages spoken across New York State are available upon request.
- How to Request Translated Materials: Parents, guardians, or students requiring translated policy documents or communication assistance are encouraged to contact their building main office directly by phone or email using the contact details provided in the District Building Directory (Section 1.4). Administrative staff will promptly fulfill translation requests to ensure full access to district resources.

OCS Electronic Device Violations by Month and Demographic (2025-2026)

