

SLL BOCES

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Annual Enforcement Report: Distraction-Free Schools Policy (NYS Education Law § 2803)

St. Lawrence-Lewis BOCES

Reporting Period: 2025-2026

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In compliance with New York State Education Law Section 2803, passed in the Fiscal Year 2026 state budget, the St. Lawrence-Lewis BOCES implemented its updated Distraction-Free School Policy for the 2025-2026 school year. This “bell-to-bell” mandate requires all internet-enabled personal devices (including smartphones, smartwatches, and tablets) to be turned off and securely stored from the beginning to the end of the instructional day.

The primary objectives of this policy are to maximize academic focus, reduce digital distractions, improve students’ mental wellness, and foster real-world social connections. As mandated by state law, the district follows a progressive, educational, and non-exclusionary disciplinary framework; **no student may be suspended solely for a violation of this policy.**

This annual report provides a transparent, data-driven overview of policy enforcement across our schools, evaluates potential demographic disparities, and outlines corrective measures where necessary.

II. Policy Enforcement Data by School Building

During the 2025-2026 school year, a total of **19 different students** across the district received formal disciplinary action for noncompliance with the policy, resulting in a total of **19 enforcement incidents.**

The distribution of these infractions across our three school buildings is detailed below:

Southwest CTE Center

Incidents involved 4 different students and 4 total incidents.

- 1 Infraction: **4 students** (4 incidents)

Seaway CTE Center

Incidents involved 8 different students and 8 total incidents.

- 1 Infraction: **8 students** (8 incidents)

Northwest CTE Center

Incidents involved 7 different students and 7 total incidents.

- 1 Infraction: **7 students** (7 incidents)

III. Non-Identifiable Disciplinary Demographic Data

To safeguard student privacy in accordance with state and federal laws, demographic data has been aggregated district-wide and rendered completely non-identifiable.

The table below measures the **19 different students** disciplined against general district-wide enrollment benchmarks (**approx. 1,538 students total**).

Demographic Category	Sub-Group	District Enrollment %	Students Disciplined	% of Total Disciplined
Race/Ethnicity	White	94.4%	19	1%
	Non-White (Black, Hispanic, Multiracial)	5.6%	0	0%
Special Programs	Students w Disabilities (IEP/504)	15%	0	0%
	General Education	85%	19	1%
Economic Status	Economically Disadvantaged	38%	1	.17%
	Non-Disadvantaged	62%	10	1.04%

IV. Demographic Disparity Analysis

An analysis of the data was conducted using standard statistical screening (including proportional risk ratios) to determine if any demographic sub-groups experienced a **statistically significant disparate impact** in policy enforcement.

Key Findings

- **Socioeconomic Status:** Economically disadvantaged students represent roughly 38% of the district enrollment but made up only .17% of the disciplined population. There is **no disparate impact** targeting this group.
- **Race & Ethnicity:** Non-white students represent approximately 5.6% of district enrollment and accounted for 0% of policy enforcements. This tracks closely with general population lines, showing **no statistically significant disparate impact**.
- **Students with Disabilities:** Students with documented disabilities (IEPs or 504 plans) account for 15% of total district enrollment but represent 0% of the student disciplined under this policy. A statistical risk-ratio analysis indicates that this variance is showing **no statistically significant disparate impact**.

V. Mitigation Action Plan

If a statistically significant disparate impact was identified for any subgroup, the St. Lawrence-Lewis BOCES would initiate the following **Mitigation Action Plan** for the 2026-2027 school year to ensure equitable enforcement.

Note on Allowable Exceptions: State law explicitly allows device use exceptions when documented in a student's Individualized Educational Program (IEP) or 504 plan (e.g. for medical tracking like glucose monitoring, language translation, assistive communication technology, or designated behavior regulation).

1. Mandated Staff Professional Development

- **Action:** Before the start of the 2026-2027 school year, all instructional and administrative staff would have undergone targeted training regarding the intersection of the Distraction-Free Schools Policy and student accommodations.
- **Focus:** Ensuring staff can seamlessly distinguish between unauthorized smartphone use and authorized device use mandated by an IEP or 504 plan, thereby eliminating erroneous enforcement.

2. Pre-Correction and Student Support Review

- **Action:** Special education case managers and 504 coordinators will review individual student plans during the first week of school to explicitly define how and when necessary technology may be accessed.
- **Focus:** Providing proactive, explicit coaching to students who struggle with impulse control or transitions, shifting the intervention model from punitive to supportive.

3. Restorative and Educational Interventions

- **Action:** The BOCES will revise its building-level enforcement protocols to integrate restorative practices before formal disciplinary actions are logged.
- **Focus:** Instead of immediate data logging or escalation, initial infractions will prioritize re-teaching the “why” behind digital wellness, utilizing school counselors and social workers to address underlying technology dependencies.

4. Quarterly Administrative Data Audits

- **Action:** The Superintendent and building principals will review anonymized enforcement data on a quarterly basis during the 2026-2027 school year, rather than waiting for the annual report cycle.
- **Focus:** This allows the district to identify and correct any emerging enforcement disparities in real time.