

Chazy Central Rural School Personal Internet-Enabled Device Policy: Annual Enforcement Report

Reporting School Year: 2025–2026

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Governing Authority: Pursuant to New York State Education Law § 2803

Section 1: Executive Summary

In compliance with the **New York State Phone-Free Schools Law** (Education Law § 2803), Chazy Central Rural School implemented its universal "bell-to-bell" restriction on student personal internet-enabled devices beginning in the 2025-2026 school year.

Per statutory obligations, this report presents the non-identifiable demographic data of students who received formal disciplinary consequences for policy non-compliance during the prior school year. This report evaluates potential demographic enforcement disparities and outlines the district's proactive mitigation strategies.

Section 2: Non-Identifiable Policy Enforcement Data

- **Total District Student Enrollment:** 437
- **Total Documented Infractions Resulting in Discipline:** 10
- **Total Individual Students Disciplined:** 8

Table 1: Policy Enforcement Disaggregation by Student Demographics

Demographic Category	Total Student Population Enrollment	Number of Individual Students Disciplined	Percentage (%) of Category Disciplined	Total Infractions Recorded
Total District-Wide	437	8	0.018%	314
Race / Ethnicity				
American Indian or Alaska Native	0	0	0%	0
Asian or Native Hawaiian / Pacific Islander	3	0	0%	0
Black or African American	13	0	0%	0
Hispanic or Latino	2	0	0%	0
White	418	8	0.019%	10
Multiracial	1	0	0%	0

Special Student Populations				
Students with Disabilities (IEP / 504 Plans)	127	2	0.016%	2
English Language Learners (ELL)	5	0	0%	0
Economically Disadvantaged Students	72	1	0.014%	1
Gender Identity				
Female	210	2	0.009%	2
Male	226	6	0.026%	8
Non-Binary / Not Disclosed	1	0	0%	0

Section 3: Demographic Disparity Analysis

An annual statistical review was conducted to assess whether device policy enforcement rates across demographic subgroups significantly deviated from general baseline enrollment distributions.

- **Race and Ethnicity Findings:** *No statistically significant disparities were identified among racial or ethnic subgroups. Variations in enforcement rates were below the District's established 5% threshold for statistical significance; therefore, no corrective action or demographic-specific improvement plan is required at this time.*
- **Special Populations Findings:** *No statistically significant disparities were identified among special population subgroups. All observed differences in enforcement rates were below the District's 5% threshold for statistical significance; therefore, no demographic-specific corrective action or improvement plan is required at this time.*
- **Gender Identity Findings:** *No statistically significant disparities were identified among gender identity subgroups. Observed variations in enforcement rates remained below the District's 5% threshold for statistical significance; therefore, no demographic-specific corrective action or improvement plan is required at this time.*

Section 4: Mitigation Action Plan

Note: A formal mitigation plan is legally mandated under NYS Education Law § 2803 if statistically significant disparities are identified during the annual review.

Because no demographic disparities were above 5%, therefore, there was no statistical significance, Chazy Central Rural School will not execute a corrective action during the 2026-2027 academic year.