

School District Internet-Enabled Device Policy Enforcement Report

Reporting Period: 2025-2026
Date of Report: 9/1/2025 - 6/30/2026

1. Executive Summary & Core Metrics

This section provides a high-level overview of the total policy violations and the unique number of students involved during the reporting period.

Metric Category	Total Count	Notes / Description
Total Violations Logged	35	The absolute number of recorded policy infractions across the entire school year.
Unique Students Involved	33	The distinct count of individual students who received one or more violations.

2. Granular Violation Breakdowns

2.1. Recidivism & Violation Frequency

The following table tracks the volume of repeat infractions to help identify students who may require targeted intervention.

Number of Violations per Student	Count of Students	Percentage of Total Impacted Students
1 Violation	31	94%
2 Violations	2	6%
3 Violations	0	0%
4 or More Violations	0	0%

2.2. Demographic Distribution (Gender & Race)

These metrics are utilized to evaluate equity in policy enforcement across demographic cohorts.

Gender Cohort	Unique Student Count	% of Enforced Population	% of Total District Enrollment
Male	24	73%	52%
Female	9	27%	48%

Race/Ethnicity Cohort	Unique Student Count	% of Enforced Population	% of Total District Enrollment
American Indian or Alaska Native	0	0%	0%
Black or African American	0	0%	1%
Hispanic or Latino	1	3%	4%
Asian or Native Hawaiian or Other Pacific Islander	0	0%	1%
White	29	88%	89%
Two or More Races	3	9%	4%

2.3. Grade-Level Distribution (Grades 6–12)

Descriptive summary tracking enforcement allocation across secondary grade tiers.

Grade Level	Unique Student Count	Total Logged Violations
Grade 6	3	3
Grade 7	3	3
Grade 8	8	8
Grade 9	4	4
Grade 10	6	6

Grade Level	Unique Student Count	Total Logged Violations
Grade 11	4	4
Grade 12	5	7

3. Demographic Disparity Analysis

This report summarizes enforcement of the Burnt Hills Ballston Lake's internet-enabled device policy during the previous school year in accordance with the New York State Phone-Free Schools Law. The district analyzed enforcement data by student gender and race to determine whether enforcement actions were disproportionately applied to any demographic group. A difference was identified with regard to gender. Male students represented a larger proportion of students receiving enforcement actions than their representation in the overall student population. No difference was identified by race as the racial distribution of students receiving enforcement actions was generally consistent with the racial composition of the district's enrollment. Grade-level data are reported descriptively to summarize where policy enforcement occurred but were not analyzed as a demographic equity measure because the policy applies differently across instructional levels.

4. Mitigation Action Plan

To ensure systemic accountability, consistency, and alignment with supportive educational practices, the district will execute the following strategic actions:

- **Provide Staff Guidance and Calibration:** Continue to provide comprehensive staff guidance and calibration regarding appropriate responses to non-compliance. Continuous emphasis will be placed on corrective, instructional, and restorative responses rather than exclusionary discipline.
- **Strengthen Stakeholder Communication:** Enhance student and family communication channels to ensure policy expectations are clear, consistently understood, and reinforced proactively before formal enforcement actions are initiated.
- **Intervention Review for Repeat Infractions:** Routinely review repeat-offender patterns to determine whether students with multiple incidents require additional therapeutic support, collaborative problem-solving, or structured intervention rather than repeated disciplinary responses.