

IMS Code of Conduct

Purpose

The Irvington Middle School's philosophy of discipline is based on the belief that teaching students to be responsible is an ongoing process that will help them to internalize values and help them make sound ethical and moral judgments.

Irvington Middle School is a community of individuals who are expected to demonstrate respect, sensitivity, and openness to others. These attitudes lead to an active concern about ourselves, our community, and the world around us. Our goal for school discipline is to provide a structure that promotes learning and academic success.

The Irvington Middle School community strives to help our students develop:

- A positive and accepting attitude toward self and others
- Respect for the rights of others
- A capacity for self-motivation and self-discipline
- A high level of self-esteem and self-respect

To accomplish this, all members of the IMS community need to be aware of our corrective disciplinary procedures which are designed to prevent disruptive actions and build constructive, pro-social behavior that is conducive to a high-functioning learning environment.

IUFSD Code of Conduct

The following sections provide a plain language code of conduct aligned with the IUFSD Code of Conduct in a manner that is appropriate for the needs of our middle school and our students.

Roles & Responsibilities

Ideal conduct is self-directed and self-regulated. In order to assure an orderly environment in which each person may live and learn to his or her full capabilities, students, teachers, administrators, and parents must share the responsibility for helping students develop self discipline. One role shared by all groups is that of good citizen. As such, it is the duty of all, especially staff and students, to help maintain a positive environment by refusing to accept behaviors by others that take away from such an environment. It is the expectation of our school that students and staff will take appropriate actions, including the reporting of infractions, to ensure that we can uphold high standards of personal conduct and promote the highest level of academic success.

STUDENT ROLES

- Read and understand student rights and responsibilities
- Obey school rules and regulations
- Accept responsibility for actions
- Respect the rights of students, staff, and property
- Attend school regularly and **punctually**
- Show consistent effort in class work
- Work to create a positive school climate
- Cooperate with school staff to ensure a safe environment

TEACHER ROLES

- Participate in the establishment of school rules
- Explain rules thoroughly
- Encourage students to discuss their problems
- Provide lessons that are challenging and appropriate
- Implement appropriate classroom management techniques
- Model appropriate behavior
- Reflect personal enthusiasm for teaching and learning, and a genuine concern for the individual student
- Be fair, firm, and consistent in enforcing rules throughout the school
- Give positive reinforcement for appropriate behavior
- Refer any student whose behavior requires special attention to a counselor or administrator
- Seek cooperative relations with parents

PARENT/GUARDIAN ROLES

- Make sure all student absences are properly excused
- Teach students respect for the law, respect for the authority of the school, and respect for others
- From the earliest years, guide students to develop socially acceptable standards of behavior
- Demonstrate an enthusiastic attitude by becoming involved in the student's school activities and curriculum
- Review school rules with the student and discuss consequences of any violations of these rules
- Initiate communication with appropriate staff regarding concerns and expectations

Prohibited Student Conduct and Disciplinary Consequences

When self-discipline fails or self-control falters, a disciplinary response is imposed to protect the rights of others and modify inappropriate behavior. Such a response is dependent upon several factors that include the severity of the offense, the age of the involved student(s), and each student's prior disciplinary history. Listed below are prohibited student behaviors along with possible disciplinary consequences. Decisions regarding the application of these consequences are within the discretion of the building administration. **Misconduct is classified according to increasing level of severity: Level 1, Level 2, and Level 3. This list represents our implementation of the IUFSD Code of Conduct.** Please refer to that document for definitions and more detailed information.

Level 1 Incidents

Description

Incidents at this level are those that tend to temporarily disrupt a classroom or area of the school building. Students observing such behaviors should report them to a staff member. The supervising teacher or staff member will carefully investigate the incidents observed or reported. The frequency of the occurrence or degree of the incident may be reasons to reclassify these misbehaviors at the next level, by notifying the assistant principal or principal.

Examples of Level 1 Incidents

- Acting as an instigator/bystander for any of these incidents
- Copying assignments or work
- Disrespectful gestures
- Failure to clean up after eating in cafeteria
- Gum chewing
- Inappropriate dress/violation of school dress code
- Littering
- Loitering in halls before and after school
- Lying
- Minor disruption in school or on the bus
- Name calling or verbal harassment
- Repeated failure to follow teacher instructions
- Running in hallways
- Skateboarding on school district property
- Unexcused lateness to school or class
- Use of cell phones, or other electronic devices without permission during the school day
- Use of profanity

Possible Disciplinary Consequences

In the case of Level 1 Incidents, an IMS staff member may take one or more of the following disciplinary actions:

- Warning
- Temporary Removal from Class
- Disciplinary Conference
- Teacher-Assigned Detention
- Administrative Detention

Level 2 Incidents

Description

Misbehaviors are included at this level when the frequency or seriousness of an act disrupts the climate of the school. Level 1 incidents that continue to occur become Level 2 incidents. The teacher or staff member reports the behavior to the assistant principal. The principal or assistant principal meets with the student and/or teacher to investigate the incident and determines the most appropriate disciplinary response. The assistant principal notes the disciplinary response, a record is maintained in the assistant principal's office, and the student's parent is informed.

Examples of Level 2 Incidents:

- Repeated or more severe Level 1 Incidents
- Acting as an instigator/bystander for any of these Incidents
- Bullying (See IUFSD Code of Conduct)
- Bus Misconduct
- Cutting class or excessive tardiness
- Cutting teacher detention
- Fighting
- Gambling/games of chance
- Harassment: verbal, physical, sexual, racial
- Insubordination
- Leaving school building or campus without permission
- Lewd, obscene or indecent behavior
- Minor physical altercation
- Possession of obscene or indecent materials
- Opening another student's gym or hall locker without permission
- Physically threatening other students or staff
- Possession of stink bombs, water guns, laser pens, and other disruptive items
- Possession/Smoking of cigarettes on school property or at school-sponsored activities
- Stealing or willful possession of another's property
- Using ethnic, religious, racial, or sexual slurs
- Throwing snow, ice, or other potentially dangerous items
- Vandalism

Possible Disciplinary Consequences

- Continuation of appropriate Level 1 options
- Administrative Detention
- Suspension (in or out of school)
- Temporary withdrawal of privileges
- Exclusion from school field trips and activities/ceremonies

Level 3 Incidents

Description

Misbehaviors at this level are acts that are very serious and represent a direct and immediate threat to the welfare of others. In most cases, such acts require administrative action that calls for the immediate removal of the student from school and possible intervention by police. After verification of the offense, the principal meets with all those involved. The principal initiates procedures according to established policy for excluding the student from school. The parents and the superintendent are notified immediately. The principal records the incident and the disciplinary response in the student's cumulative record. A complete report is submitted to the superintendent.

Examples of Level 3 Incidents

- Unmodified or more severe Level 2 behaviors
- Acting as an instigator/bystander for any of these incidents
- Arson
- Possession or use of fireworks
- Possession, use, or transfer of any weapon (as defined by the IUFSD Code of Conduct) on school property or at school-sponsored activities
- Possessing, providing, selling, or using illegal chemical substances and/or alcohol on school property or at school-sponsored activities
- Physical aggression toward a staff member
- Sale of known stolen property
- Severe physical assault
- Sexual assault
- Tampering with or pulling the fire alarm, fire extinguisher, and/or AED

Possible Disciplinary Consequences

- Continuation of appropriate Level 2 options
- Out of School Suspension
- Superintendent's Hearing under Sect. 3214 of NYS Education Law

Identification of Dignity Act Coordinators

The following staff members have been appointed by the Board as Dignity Act Coordinators:

<u>NAME</u>	<u>BUILDING</u>	<u>CONTACT INFORMATION</u>
David Sottile	Irvington Middle School	914-269-5312
Arthur McCormack	District Coordinator	914-269-5420