

# **IHS Code of Conduct**

## **Purpose**

The Irvington High 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 High School is a community of individuals who are expected to demonstrate respect, sensitivity and openness to others. These attitudes lead to an active concern for ourselves, our community and the world around us. Our goal for school discipline is to provide a structure that promotes this sort of empathy, learning and academic success. In addition to establishing rules and consequences that apply equitably to all students.

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

- A positive and accepting attitude towards self and others;
- Respect for the rights and welfare 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 IHS community must have an understanding of our corrective disciplinary procedures which are designed to prevent disruptive actions and foster constructive, pro-social behaviors that are conducive to a high-functioning learning environment.

## **Basis**

The following document provides a summary of the IUFSD Code of Conduct that is appropriate to the High School and its students.

## **Responsibilities**

Ideally, 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 this sort of autonomy. One responsibility shared by all groups is that of being a good citizen. As such, it is the duty of all, especially staff and students, to help maintain a positive environment by refusing to tolerate behaviors by others that take away from such an environment. It is the expectation of our school that students and staff will hold themselves to the highest standards, take appropriate actions, including the reporting of infractions, to ensure that all can hold themselves as models of personal conduct and promote the highest level of academic success.

**To that end, Student Responsibilities include:**

- Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property;
- Demonstrating respect for the well-being of others by practicing healthy hygiene such as regular hand washing and properly blocking sneezes and coughs;
- Adhering to all classroom and building rules and regulations pertaining to student conduct.
- Not sharing food, beverages, instructional materials and supplies or personal items with others;
- Always reporting when one is not feeling well to the school nurse;
- Be sure you have all the supplies you need before attending class.
- Be respectful to the teacher and the other students by staying fully engaged during the entire class.
- Do not take recordings, photos, screenshots of class, class meetings, videos, etc.
- Daily attendance, consistent completion of school work and participation in all class activities are required.
- Read and understand student rights and responsibilities as outlined in the [IUFSD Code of Conduct](#);
- Obey school rules and regulations;
- Accept responsibility for their actions;
- Respect the rights of students, staff and property;
- Attend school regularly, consistently and punctually;
- Show consistent effort in all academic pursuits;
- Work to foster a positive school climate;
- Cooperate with school staff to ensure a safe environment for learning and growth.
- To be familiar with and adhere to all district policies, rules and regulations pertaining to student conduct.

**School Personnel Responsibilities include:**

- Promote a safe and engaging learning environment to meet the ongoing cultural, social emotional and academic needs of all students.
- Adherence to building level protocols and rules for safety;
- Maintenance of building level protocols and rules for safety;
- Effective communication of student behavioral expectations;.
- Participation in the establishment of school rules;
- Thorough and accurate explanation of rules;
- Encouragement of students to discuss their problems;
- Developing and implementing lessons that are challenging and appropriate;
- Use of appropriate classroom management techniques;
- Modeling of appropriate behaviors; and building expectations.
- Reflecting personal enthusiasm for teaching and learning and a genuine concern for the individual student;
- Fair, firm and consistent enforcement of school rules;
- Giving appropriate positive reinforcement for good decision making;

- Referral to a counselor, psychologist or administrator of any student whose behavior requires special attention;
- Seeking cooperative relationships with parents;
- Communicate to students and parent(s)/guardian(s): course objectives and requirements, marking/grading procedures, assignment deadlines, and behavioral expectations for students.
- Communicate regularly with students, parent(s)/guardian(s), and other teachers concerning growth, achievement and failures.

**Parent/Guardian Responsibilities include:**

- Encourage your child to be as independent as possible
- Encourage your child to work through challenges and frustration. Remember that they do this on their own every day that school is in session!
- If you need to speak with the teacher, reach out to them using email.
- Communicate educational, social, emotional or technical needs to student counselor;
- Being certain that all student absences are properly excused;
- Teaching students a respect for the law, the authority of the school and a fundamental respect for others;
- Guide development of socially acceptable standards of behavior;
- Demonstrate an enthusiastic attitude by involving themselves in school activities and curricula;
- Reviewing schools rules with the student and discussing 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, if imposed, is designed to protect the rights of others and modify inappropriate behaviors. The nature of such a response is determined following the evaluation of several factors including: the severity of the offence, 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. The detailed infractions and their consequences do not compose a complete list of possible violations but merely serve as examples to highlight the three different categories of poor student conduct: **Actions That Are Disorderly**, **Actions That Are Disruptive** and **Actions That Endanger**.

### **Actions That Are Disorderly:**

Incidents at this level are those that create brief distractions or disturbances to the climate of a classroom or the school building. Students who witness events that fall into this category should report them to a teacher or staff member for an investigation. The frequency and severity of these behaviors will impact the disciplinary response and could potentially raise them to level of a Disruptive Action.

- Disrespectful language or gestures;
- Failure to clean up after oneself;
- Violation of school dress code;
- Littering;
- Graffiti;
- Dishonesty;
- Use of cell phone or other electronic device without teacher permission;
- Repeated failure to follow teacher instructions;
- Unexcused lateness to school or class.

### **Possible Disciplinary Consequences:**

- Warning
- Temporary Removal From Class
- Disciplinary Conference
- Detention

### **Actions That Are Disruptive:**

Misbehaviors at this level have serious and negative impacts on the climate of the school. Continued disorderly behaviors will be considered disruptive behaviors. The implications of disruptive behaviors may create a wide spectrum of obstacles, from those that impact small populations to the school to those that interfere with the progress of the entire school itself. If events such as these are observed, they are reported to an administrator who will, in turn, conduct a complete investigation and then determine the appropriate disciplinary response and inform the student and parent/guardian.

- Failure to follow teacher directive
- Repeated disorderly behaviors;
- Loud or disruptive behavior in the class or hallways;
- Plagiarism/Cheating;
- Bullying;
- Cutting class/excessive tardiness;
- Using ethnic, religious, racial or sexual slurs or otherwise using language to impugn or injure;
- Fighting;
- Gambling;
- Leaving school without permission;
- Minor physical altercations;
- Possession of indecent materials or objects that cause disruption;
- Invasion of student/teacher privacy;
- Threatening behaviors;
- Use of tobacco products, e-cigarettes, or any vaporizing devices on school property or at school sponsored events.

**Possible Disciplinary Consequences:**

- Detention
- Disciplinary Conference
- Suspension from school (in or out)
- Temporary withdrawal of privileges
- Exclusion from school trip/activities, per protocols outlined in the Activity Code of Conduct
- Confiscation of inappropriate materials
- Academic consequences, where appropriate

**Actions that Endanger:**

Violations 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 the police. After a complete investigation, the principal meets with all involved and initiates procedures according to established policy for excluding the student from school. The parents and superintendent are notified immediately. A record is made of the event and is kept on file at the school and is submitted to the superintendent.

- **Taking a photographic or video image of a student or teacher, unless directed by the teacher and with express permission of the subject.**
- **Violation of district [Acceptable Use Policy](#);**
- Severely disruptive behaviors;
- Arson;
- Possession/use of fireworks;
- Possession/use of a weapon (as defined by the IUFSD Code of Conduct) on school property or at school-sponsored events;
- Possession, providing, selling or use of any illegal chemical substances, unprescribed controlled substances and/or alcohol on school property or at school-sponsored events;
- Physical aggression towards another student or staff member;
- Theft;
- Sexual Assault;
- Tampering with fire alarm, extinguisher or AED

**Possible Disciplinary Consequences:**

- Temporary withdrawal of privileges
- Exclusion from school trip/activities, per protocols outlined in the Activity Code of Conduct
- Detention
- Out of School Suspension
- Suspension of school in excess of five days
- Superintendent's Hearing under Sect. 3214 NYSED Law
- Suspension from school for at least one (1) year for possession of a weapon pursuant to the Gun Free Schools Act of 1994 (subject to the right of the superintendent to modify such penalty) or, in the case of a student with a disability whose possession of a weapon is determined not to be related to his/her disability, placement in an interim alternative educational setting for a period of up to forty-five (45) days.
- Placement in an interim alternative education setting for a period of up to forty-five (45) days, in the case of a student with a disability whose knowing possession or use of illegal drugs, or sale or solicitation of the sale of a controlled substance at a school or school function, is determined not to be related to his/her disability.
- Permanent suspension.

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