

Irvington Middle School

Handbook for Students & Parents 2024-2025



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Introduction

At Irvington Middle School we have a core philosophy that recognizes each student as an individual with varying abilities, interests, and backgrounds. We seek to develop each student's intellectual, social, emotional, physical, aesthetic, and moral capacity. We recognize and appreciate students' different rates of learning, maturation, creativity, and intellectual abilities; we strive to provide varied educational programs in an invigorating, yet safe, orderly, and nurturing environment.

Research has indicated that effective schools tend to have certain common characteristics. The seven essential elements of effective middle schools are:

- A philosophy and mission that reflect the intellectual and developmental needs and characteristics of young adolescents.
- An educational program that is comprehensive, challenging, purposeful, integrated and standards-based.
- An organization and structure that support both academic excellence and personal development.
- Classroom instruction appropriate to the needs and characteristics of young adolescents provided by skilled and knowledgeable teachers.
- Strong educational leadership and a building administration that encourages, facilitates and sustains involvement, participation and partnerships.
- A network of academic and personal support available for students.
- Professional training and staff development that is planned, purposeful, collaborative and ongoing.

With this in mind, the purpose of this document is to outline climate factors and key responsibilities of students attending Irvington Middle School. Teachers in each class will explain specific curricular factors at the time course expectations are distributed.

Irvington Middle School, as the name implies, is specifically geared to meet the unique needs of pupils in the 11-14 year old age range. Thus, the following guidelines have been designed to ensure each student an opportunity to pursue a scholastic program in a supportive and safe atmosphere.

The following premises reflect the principles upon which Irvington Middle School was built.

1. Pupils will be accorded the rights mandated by the courts and by the New York State Commissioner of Education's decision.
2. Irvington Middle School, in accordance with its own philosophy, as well as that encouraged by New York State, will engage in practices which have regard for the dignity of individual human beings and promote harmonious school and student relationships.
3. Furthermore, Irvington Middle School will engage in promoting activities and experiences that will lead students to understand that there are very important responsibilities connected with individual freedoms.

In summary, this document recognizes that students have individual rights and responsibilities. This document also recognizes that school personnel have the responsibility of interpreting the actions and expressions of students. A fundamental objective, then, of this document is to communicate the mutual responsibility we all – students and adults – share in working together toward the common goal of a healthy, challenging and rich learning experience.

General Information

Daily Schedule

Homeroom/Period 1	8:33 – 9:20	Period 6 (<i>Gr. 8 Lunch</i>)	12:23 – 1:05
Period 2	9:23 – 10:05	Period 7 (<i>Gr. 6 Lunch</i>)	1:08 – 1:50
Period 3	10:08 – 10:50	Period 8	1:53 – 2:35
Period 4	10:50 – 11:35	Period 9	2:38 – 3:20
Period 5 (<i>Gr. 7 Lunch</i>)	11:38 – 12:20		

Homeroom – Homeroom occurs during the first five minutes of period 1. It begins at 8:33 a.m. and ends at the conclusion of morning announcements. The homeroom period is set aside for listening to announcements via the public address system or the homeroom teacher, and the Pledge of Allegiance.

Counseling Department

The IMS Counseling Office provides the following services:

Student Assistance – Most students need help at one time or another. In addition to teachers, the school guidance counselors are available to assist students with academic or personal concerns. Students may visit the Counseling Office either before or after school or with a pass from a teacher to arrange an appointment. Additional support staff include: school psychologist, learning specialists and school nurse.

Student Files – Permanent record files are intended to provide Information, which can be used to develop the best possible education for each student. Irvington Middle School files include information such as, report cards, interim reports, standardized test scores and other test data. A parent or legal guardian is entitled to inspect a student's cumulative record. To do so, an appointment should be made with the guidance counselor who will assist in the interpretation of the records and answer questions that may arise. Board of Education policy requires a \$0.25 fee for each page of copied information.

The Counseling Office can be reached at (914) 269-5332.

Attendance Procedures

The importance of punctual and regular attendance for every student cannot be emphasized enough. Prompt daily attendance is an essential ingredient for consistent academic achievement. The middle school day begins at 8:33 a.m. and ends at 3:20 p.m.

Absence – A telephone call by 8:30 a.m. to the attendance clerk (269-5313) is required for each absence. This must be followed by a written note from the parent upon the student's return to school. Alternatively, an email can be sent to imsattendance@irvingtonschools.org to provide notification.

Illness/Accidents During School – Students who become ill or have an accident during school hours must notify that period's teacher and report to the nurse. The nurse keeps records of all illness and accidents. The nurse will contact a student's parent for follow-up treatment.

Early Pick-Up – A student who plans to leave for an appointment during school hours must bring a note to the attendance clerk, located in the main office that includes the time that the student will be out. Generally, a parent/guardian must come to the Middle School Main Office to sign out the pupil. If circumstances prevent a pick-up, prior notification is necessary.

Tardiness to School – If a parent knows a student is going to be late for school the attendance clerk should be notified (269-5313). A note from the parent explaining the reason for tardiness must be brought to the attendance clerk upon the student's arrival. Attendance records are maintained by the school and notification of excessive levels of tardiness will take place at regular intervals.

Chronic offenders will be subject to disciplinary action at the discretion of the school administrators, as per the IUFSD Code of Conduct.

Truancy – Truancy is defined as an unauthorized absence of a student from school without the knowledge of parents or guardians or without permission of school authorities. Students who are truant may face consequences as per the IUFSD Code of Conduct.

Withdrawal from School – If it becomes necessary for a student to withdraw from school during the school term, parents are encouraged to come to school to discuss reasons for the change with the counselor or the principal.

Arrangements for student records to be completed and sent to the appropriate school will then be made. Students will be given a withdrawal sheet from Guidance to complete the withdrawal process. All school books and equipment must be returned to the school.

Buses

Schedules – Bus schedules are available in the main lobby of the middle school. If you have any questions regarding eligibility for busing or bus schedules, please contact the district business office at 591-8500.

Arrival/Departure – Prior to 8:25am, students should not be in any unsupervised location within the middle school. Beginning at 8:05am, students arriving early may go to the library, cafeteria, turf or basketball court before school. Students may utilize the library afterschool until 4:10pm. The library is for study purposes only. Buses leave school each afternoon at approximately 3:30pm.

Behavior – All students are expected to maintain proper behavior on the buses. Students who do not follow the expectations for riding or break safety regulations will be referred to the principal. The driver is totally responsible for his/her bus and will practice safe driving and enforce appropriate discipline. If the driver determines that student misconduct has escalated beyond his/her individual capacity to deal with, a Bus Conduct Report will be written up and presented to the school administrators. A three-step process will be enforced as follows:

1. Office detentions
2. Parent phone call
3. Suspension of student's bus riding privileges for a period of time based on the offense.

Health Services

Health services are available to students through the school nurse. Students must secure a pass from a teacher before going to the nurse, except in an emergency that occurs between classes.

Medication – Students are **not** allowed to possess or take medication in school unless directed by a physician. In this case, a written physician's order must be kept on file with the school nurse. All medication must be kept by the school nurse and is to be taken only under the nurse's care and direction.

Immunization – The New York State Education Law requires all children to be immunized for poliomyelitis, DPT, measles, mumps and rubella before entering school.

Physical Examination – A physical examination certificate shall be required of each child upon his/her entrance into school. A physical examination is requested when a child enters first, third, seventh, and tenth grades. Physicals are also required for all students prior to participating in interscholastic sports, and also for working papers.

If there are any questions relating to health services, please contact the school nurse at 269-5350.

Emergency/Safety Drills

New York State requires that all schools practice regularly scheduled emergency/safety drills. These drills include evacuation, lockdown, and other protocols. Each classroom is supplied with specific directions for the evacuation of the building and procedures are reviewed with teachers and students regularly.

Physical Education

All students must participate in physical education classes. Proper attire for physical education activities must be worn. If for some reason a student cannot participate, a note from the parent, guardian or doctor must be presented to the school nurse. The school nurse will then issue an excuse from physical education class.

Lunch

Time – There are three lunch periods daily for all students between the hours of 11:38am – 1:50pm.

Location – Lunch may be eaten in the cafeteria or in the courtyard during good weather. There will be a limited number of students able to use the library during each lunch period. In the cafeteria, students are expected to exhibit good manners so that the lunch period is pleasant for all. Students will also be able to have the use of the designated basketball court, turf, and courtyard spaces for recess. During inclement weather, recess will be held in the gymnasium.

Library

The campus library is dedicated to providing students with the materials needed to support their curricular growth and become life-long learners. Students have access to books, magazines and electronic databases to develop and strengthen their research skills. Computers are available for classroom assignments.

Students are permitted the use of the library during class hours as arranged by individual teachers. The library is usually open for students during lunch time, and before and after school.

Overdue Library Books

Books can be returned to the library any time during the school day. Notices regarding overdue books are sent out regularly. Students are responsible for the replacement cost of lost books. A check can be made out to the Irvington Union Free School District and given to the campus librarian. Questions can be addressed to the librarian at 269-5541.

Homework

Homework is an integral part of students' educational program. It is meaningful, purposeful, and supports learning by:

- **Previewing** to provide and/or access background knowledge and stimulate interest.
- **Reviewing** to assess the understanding of previously taught concepts and skills.
- **Practicing** of newly acquired knowledge and/or skills.
- **Extending** classroom experiences.

Guidelines/Best Practices – Homework assignments will vary in nature. For example, while much homework is made up of daily assignments, some are long term projects that require planning and research, while others may be group projects. In keeping with the aforementioned purposes for homework, the majority of assignments should be done independently to ensure that students have a chance to practice the material learned in class and demonstrate their understanding. At times, it may be helpful to study in a group or work with peers to complete certain tasks. The expectation is that students will try their best, complete and submit assignments on time, and seek assistance from teachers if they are unsure about an assignment. Parents can best help students by providing a quiet place in the home where students can work and by working with their children to develop time management skills as needed.

Quantity – The amount and type of homework will vary on a daily basis and may include written assignments, review of the day's learning, studying, as well as longer-term assignments. A general guide for the amounts of homework is listed below by grade level. Please note that these totals do not include nightly reading.

- Grade 6 – 1-1½ hours per night
- Grade 7 – 1½-2 hours per night
- Grade 8 – 2 hours per night

Absences – If a student is absent or knows that he/she will be absent, it is his or her responsibility to obtain and make up school/homework that has been/will be missed. Assigned work is available on Google Classroom. Homework and make-up work will not be given prior to any unexcused absence (i.e. vacation). Upon the student's return, missed work and assignments will be given along with a due date.

Getting Help – In situations where a student is experiencing difficulty with homework, there are several supports/strategies available depending upon the circumstances.

- **Homework Center** – An after-school program that is facilitated by one of our teachers to assist students in organizing and completing homework assignments. Homework Center occurs three days per week from October-May. Students may be recommended for this support or may self-select.
- **E-Mailing Teachers** – Students may send e-mail to their teachers with questions or other difficulties regarding homework. Please note that teachers will generally connect with students in school the following day, rather than responding immediately to such e-mails.
- **Contacting a Counselor** – If homework is consistently taking time in excess of the timelines noted above, parents/students are advised to contact their counselor and share areas of difficulty.

Reporting Student Progress

Irvington Middle School communicates student progress to parents through a variety of ways. The goal of this communication is to provide routine updates on student achievement, as well as formal reports at specified points during the school year. Such communication will occur as follows:

- **Electronic Grade Reporting** – Information on student grades is available via the Infinite Campus Parent Portal for parents who obtain an account. Students may also obtain their own account.
- **Report Cards** – Report cards are issued four times yearly. This occurs at the end of each ten-week marking period. Academic achievement is recorded in letter grades of A, B, C, D and U, and appropriate teacher comments are given for each subject. A plus or minus with any letter grade signifies a greater or lesser degree of the letter grade and may be used at the discretion of the teacher.
- **Interim Reports** – Interim reports are issued in the middle of each ten week marking period so that both parents and students will receive feedback on the progress of the student midway through the marking period. This feedback will cover both areas of strength and those in need of improvement.
- **Other Correspondence** – If a student is experiencing difficulty in a particular subject, the teacher will notify parents either by e-mail or by phone in order to communicate concerns and discuss strategies for improving the students' understanding and performance.
- **Parent Meetings** –Team conferences may be held at the request of the team of teachers, guidance counselors, support staff, or at the request of a parent. All conferences are scheduled through the guidance office.

Alpha-Numeric Grade Equivalencies

Students in all grades will receive quarterly averages in letter grades. Below is a list of numerical equivalencies for those grades.

Alphabetic Grade	Numeric Equivalent	Alphabetic Grade	Numeric Equivalent
A+	97-100	D+	67-69
A	93-96	D	63.0-66
A-	90-92	D-	60-62
B+	87-89	F	<60
B	83-86		
B-	80-82		
C+	77-79		
C	73-76		
C-	70-72		

Student GPA

Grade point averages for students are calculated on report cards at the end of each marking period. GPA is reported on a 4-point scale with the following letter-grade conversions:

A+	4.33	C	2.00
A	4.00	C-	1.67
A-	3.67	D+	1.33
B+	3.33	D	1.00
B	3.00	D-	0.67
B-	2.67	F	0.00
C+	2.33		

Honor Roll

The IMS Honor Roll is determined on a quarterly basis, based upon the most current student GPA. All students with a GPA of 3.67 or greater are named to the Honor Roll.

National Junior Honor Society

Induction into the NJHS is based upon several factors, including academic performance, community service, leadership, and character. Invitations to apply will be sent out to any student with a cumulative GPA of a 3.9 or higher after the third quarter of their 8th grade year. Students will be notified of their candidacy after the first marking period in 8th grade and successful applicants will be inducted into NJHS in late May.

Grade-by-Grade Course of Study

At IMS, students in grades 6-8 follow the course of study outlined below. Course titles in bold represent required areas for students to incorporate into their mix of courses. Where multiple courses are listed (by bullets), these areas represent the multiple possibilities for students in meeting the requirements of the boldfaced areas. In the case of the Unified Arts Rotation, the letters represent each of the courses needed to make up the specific rotation by grade.

Grade 6	Grade 7	Grade 8
ELA (2 periods/day) Mathematics <ul style="list-style-type: none"> Math 6 Math 6A (Accelerated) Science Social Studies World Language (A or B days) <ul style="list-style-type: none"> French Spanish Music <ul style="list-style-type: none"> Band Chorus Orchestra General Music Physical Education (A or B days) Student Skills (A or B days) Unified Arts Rotation <ol style="list-style-type: none"> Art (10 weeks) Drama (10 weeks) Health (5 weeks) Home & Career Skills (5 weeks) Tech I (5 weeks) Tech II (5 weeks) 	ELA (1-2 periods/day) Mathematics <ul style="list-style-type: none"> Math 7 Math 7A (Accelerated) Science Social Studies World Language (1 period/day) <ul style="list-style-type: none"> French Spanish Music <ul style="list-style-type: none"> Band Chorus Orchestra General Music Physical Education (A or B days) Unified Arts Rotation <ol style="list-style-type: none"> Art (10 weeks) Health (10 weeks) Home & Career Skills (10 weeks) Design & Modeling (10 weeks) 	ELA (1-2 periods/day) Mathematics <ul style="list-style-type: none"> Math 8 Algebra I (Accelerated) Science <ul style="list-style-type: none"> Science 8 Earth Science (Accelerated) Social Studies World Language (1 period/day) <ul style="list-style-type: none"> French Spanish Physical Education (A or B days) Unified Arts Rotation <ol style="list-style-type: none"> Art (10 weeks) Automation & Robotics (10 weeks) Health (10 weeks) Home & Career Skills (10 weeks) Electives <ul style="list-style-type: none"> Computer Science for Innovators & Makers Energy & the Environment Green Architecture App Creators Studio Art (Accelerated) Band Chorus Orchestra

Student Dress Code

The Board of Education of the Irvington Union Free School District believes that learners should dress with the intention to promote and engage in a positive learning environment. The primary responsibility for this resides with the student and parents or guardians. Student attire must ensure the health and safety of all students, and it should support a student's ability to access their education without substantially disrupting school activities. This policy is intended to provide guidance to students, parents and staff.

Minimum Requirements:

- Clothing must cover undergarments, bra straps excluded.
- See-through garments must not be worn without appropriate coverage underneath.
- Headwear must allow the face to be visible and not interfere with the line of sight to any student or staff.
- Clothing must be functional for the environment and suitable for all school activities including but not limited to physical education, athletics program, science labs, art, and other activities where unique hazards exist.
- Footwear must be worn at all times and chosen with safety in mind.

Additional Requirements:

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict violent language or images of firearms, profanity, pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech, or images or language that creates a hostile or intimidating environment by targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, weight, or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.

Discipline Related to Dress Code Violations:

Students who do not adhere to these requirements will not be allowed to attend class. Administrative personnel have the authority to require a student to change their attire if it violates this dress code. Parents will be called if appropriate clothing is not available or the student refuses dress-code appropriate clothing.

Bags and Backpacks

It is important for students to build and utilize necessary organizational skills when maintaining their school material during the day. In order to facilitate these skills, students are allowed to carry bags from class to class as long as they are able to store them inside student desks during class time. Students are not permitted to carry large backpacks, bags or wheeled bags during the school day due to the need to maintain safe hallways and classrooms. However, students are free to carry any bag they wish when traveling to and from school.

Electronic Devices

- IMS recognizes the value of technology in helping students to succeed academically. As such, each student will be issued a District-owned device for academic use at school and at home throughout the school year. The use of these devices is governed at all times (at school and home) by the IUFSD Acceptable Use Policy and Code of Conduct. Students are expected to care for these devices, keep them in a protective case (provided by the District), and promptly report any damages.
- **Cellular phone use, including text messaging, is not permitted during school hours.** Cell phones should remain powered off and in a locker or bag for the duration of the school day. In the event of use during school hours, or that a cell phone causes a disruption (rings during school), the phone may be confiscated. Families will be notified of confiscated devices and a parent/guardian may be asked to pick up the device in cases of multiple infractions. Similarly, electronic devices of a non-academic nature (Handheld games, etc.) are not permitted to be used during the school day. Please note that IMS cannot be responsible for lost or missing electronic devices.

Care of School Property

Textbooks – Textbooks are issued to all students. Each student is responsible for the care of books issued. Damage to or loss of books will result in payment to the school district. The teachers will keep track of all books issued to students and will collect and inspect the books at appropriate intervals.

Chromebooks - Chromebooks are issued to all students and must be kept in protective cases. Each student is responsible for the care of the Chromebook issued and loss or damage will result in payment to the school district.

Lockers – All students are provided with a hall locker and a gym locker, each with a separate padlock.

- **Use** – Lockers must be used for all storage. (No books or materials are to be left in desks, classrooms, in the cafeteria or in halls). Lunches may be stored in lockers until lunchtime, but food should not be kept in lockers overnight. New York State Law holds that student lockers remain the exclusive property of the school. Accordingly, the school administration retains the right to inspect or search student lockers.
- **Combination** – Locks and locker combinations will be distributed during homeroom on the opening day of school. All students must keep their combinations private to guard against the possibility of theft. Students may not share lockers or give their locks or combinations to others. Students are not permitted to place their own combination locks on lockers. Personal locks will be removed by the custodians at the direction of the principal.
- **Responsibility/Accountability** – It is the students' responsibility to keep their lockers locked at all times.
- **Problems** – Any problems with hall lockers should be reported to the guidance secretary. Problems with gym lockers should be reported to the student's PE teacher.
- **Clean-up** – Periodic locker clean-up will be supervised by the teachers in order to assure that lockers are kept clean and neat.

Food in the Building – Except under teacher supervision, the **only** place in the building where consumption of food is allowed is in the cafeteria/courtyard during lunch period. Gum, sodas and other foods are not to be consumed anywhere else in the building. This includes classrooms, hallways and lavatories. **Students are not permitted to order food for delivery from outside vendors to school.**

Lost or Stolen Property

The school insurance carrier does not cover loss of student property resulting from theft, etc. All property loss should be reported to the assistant principal or the principal.

Miscellaneous

Telephone usage – A public phone is available in the main office for students who need to make calls. This should only be done at lunch or after school.

Messages – Emergency messages for pupils will be promptly delivered. Lunches, forgotten gym clothes, etc., are to be left at the student drop-off shelf behind the sign-in desk at the main entrance. Please be certain to clearly label any such items with the student's name and grade.

Visitors – All visitors to the school must sign in at our security desk and obtain a visitor's pass. Parents and other visitors are not permitted in classrooms without written authorization from the principal and parents who are picking up children for dental visits, etc., should first report to the main office.

School Store - The school store will be open for students before and after school and between announced class periods. School supplies will not be sold when classes are in session.

Notification of Policies

Title IX – The Irvington School District does not discriminate on the basis of sex in the educational programs or activities which it operates, and is required by Title IX of the Educational Amendments of 1972 not to discriminate in such a manner. This policy on non-discrimination includes the following areas: recruitment and appointment of employees, employment pay and benefits, counseling services for pupils, access by pupils to educational programs, course offerings and pupil activities.

Important Phone Numbers

Main Office ----	(914) 269-5312
Attendance ----	(914) 269-5313
Guidance Office ----	(914) 269-5332
Health Office ----	(914) 269-5350

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 a 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
- Review school rules with the student and discuss consequences of any violations of these rules
- Initiate communication with appropriate staff regarding concerns and expectations

Examples of 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 on the pages that follow are examples of 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

<ul style="list-style-type: none">• 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• Inappropriate use of cell phones or other electronic devices during the school day	<ul style="list-style-type: none">• 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 profanity
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Possible Disciplinary Consequences

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

<ul style="list-style-type: none">• Warning• Temporary Removal from Class• Disciplinary Conference	<ul style="list-style-type: none">• Teacher-Assigned Detention• Administrative Detention
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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 IUFS Code of Conduct)
- Bus Misconduct
- Cutting class or excessive tardiness
- Cutting teacher detention
- Disrupting the orderly operations of the school day
- Engaging in behavior of a racial, ethnic, religious, or sexually offensive nature
- 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/Use of cigarettes (including e-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
- Verbal or Electronic threats of violence against the school community

Possible Disciplinary Consequences

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