



CODE OF CONDUCT

Retain this copy as a reference for this school year

2025-2026





WEST IRONDEQUOIT MISSION

The West Irondequoit Central School District partners with our community in providing a comprehensive educational experience that balances high expectations, diverse opportunities, intellectual growth, and personal responsibility. Our community welcomes each child, nurtures each mind, and inspires each other to peak performance.

Core Commitments:

We are committed to partnering with our community to:

- **Provide challenging curricula and embrace authentic experiences that foster literacy across content areas to promote high academic achievement and critical thinking.**
- **Promote every student's social, emotional, and physical well-being while fostering a deep sense of connection to themselves and their community.**
- **Inspire students to embrace their creativity, spark their curiosity, and develop a growth mindset that empowers them to thrive and learn.**
- **Create opportunities that empower students to become socially responsible individuals equipped with future-ready skills and prepared to explore careers, higher education, and meaningful life experience.**
- **Foster cultural competence and cultivate a sense of global citizenship, empowering individuals to become active and engaged contributors to a diverse and interconnected world.**
- **Create and sustain a dynamic work environment that attracts, nurtures, inspires, and retains diverse, skilled, innovative, and caring professionals.**
- **Balance resources and educational needs to promote a fiscally sound and financially stable educational program that the community can support.**

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Essential Partner

Welcome to your Code of Conduct. This document is a critical tool in ensuring all people's voices are heard, engaged, and supported in their roles as members of our learning community. As a district, we commit to partnering with our students, educators, staff, parents, guardians, caregivers, and other members of our community. Through this collective work, we promote a positive school climate and a healthy culture with an emphasis on the wellness of all. We are committed to partnering to foster a supportive solution-oriented environment. This includes efforts to expand and integrate social-emotional learning, restorative practices, and trauma, illness and grief response plans. Additionally, we aim to provide education on pro-social behaviors and positive behavioral intervention systems. As a school district, we know the importance of collaborating with our people throughout the district to maximize this work. Thank you for your respective acknowledgement of, and commitment to, bringing this document to life.

Statement of Purpose and Applicability

The Board of Education recognizes that the fundamental purpose of the local schools is to develop life-long learners who will contribute to humanity out of a sense of personal self-worth and dignity. The Board also recognizes that the enrichment and, in fact, the very survival of any group comes about only as its individual members practice self-discipline and demonstrate behavior which does not infringe or intrude on basic rights and freedoms of others. Responsible exercise of individual freedoms means respect for the democratic process and for the rights of all. Only in an atmosphere of mutual respect, self-restraint, civility, and trust among all can these freedoms flourish.

Thus, the Board of Education is committed to the management of its schools in a manner that is consistent with the legal and moral rights of all but which neither tolerates nor condones actions or conduct in violation of our penal statutes, civil procedures, or applicable district policies. In setting forth the following Code of Conduct, nothing herein is intended, nor shall be construed, to limit or restrict freedom of speech nor peaceful assembly nor any constitutional or legal individual right. This Code shall not be construed to prevent or limit communication between and among staff members (instructional and non-instructional), or to hamper sound educational practices or to relieve the school system of its special responsibility for self-regulation in the preservation of public order. Its purpose is not to prevent or retrain controversy or dissent, but to prevent abuse of individuals or laws while maintaining a safe learning environment for all students in alignment with our district mission and core commitments. This Code shall be interpreted and applied to that end.

This code has been adopted in compliance with Section 2801 of the Education Law and accordingly will be filed with the Commissioner of Education. It shall be subject to amendment or revision, and any amendments or revisions thereof shall be filed with the Commissioner of Education and the Board of Regents within thirty days after adoption of such amendment or revision.

The Code is not intended to repeal, supersede or preclude any other rules relating to the same subject matter except to the extent they are inconsistent with its provisions. The Code shall govern the conduct of the Board of Education, the Superintendent, students, faculty and other District staff, licenses, community members, invitees, and all other persons, whether or not their presence is authorized, upon the premises of facilities of the district and also upon or with respect to any other premises or property, under the control of the district, used in its teaching, administrative, service, cultural, recreational, athletic and other programs and activities. In the event that any part or provision of this Code is invalid, all other remaining provisions shall remain in full force and effect.

Communication

The district will seek to communicate the terms of this Code of Conduct broadly throughout the school community. The district will provide all employees with a copy of the Code at the beginning of the school year or upon employment. The district will also provide a summary of the Code to all students and parents/guardians/caregivers at the beginning of each school year. Families may be provided with a copy of their child's school handbook or have access online. The full Code will be available for review by students, parents/guardians/caregivers, other staff and community members at any time. At the beginning of each school year, building level administrators will review the Code of Conduct with their students in a developmentally appropriate manner. The district will also employ such other means, formal and informal, and will promote thorough communication. To the extent that time and circumstances permit, such communication will precede the exercise of authority, discretion, and responsibilities granted in this Code.

Board of Education/Administration/Faculty/Other District Personnel

It is the responsibility of the Board of Education and all district staff – Administration, Faculty, and all other personnel – to establish and sustain a school district whose high educational standards and commitment to positive individual development are worthy of the respect and treatment this Code of Conduct requires.

Accordingly, the terms of this Code apply to all members of the Board of Education, the Superintendent, administrators, and staff not only as individuals, but also as role models and as representatives of the district to the rest of the community.

The following Board of Education policies provide further specific information regarding behavior:

Policy #3122	Social Media
Policy #3170	Non-Discrimination
Policy #3171	Discrimination, Harassment and the <i>Dignity for all Students Act</i>
Policy #3271	Advertising, Commercial, Political Interests
Policy #3410	Code of Conduct on School Property
Policy #6110	Code of Ethics
Policy #6121	Sexual Harassment
Policy #6122	Complaints and Grievances by Employees
Policy #6150	Alcohol, Tobacco, and Other Substances
Policy #6190	Workplace Violence Prevention
Policy #6410	Maintaining Discipline and Conduct
Policy #6430	Employee Activities
Policy #6450	Theft of Services or Property
Policy #6470	Staff Use of Computerized Information Resources
Policy #6471	Use of Email in the District
Policy #6551	Family and Medical Leave Act
Policy #6560	Employee Assistance Plan
Policy #8340	Use of Copyrighted Materials

The full text of these policies may be obtained from the District Office or viewed online at westirondequoit.org.

Definitions

For purposes of the Code of Conduct, the following definitions apply:

“Cyberbullying” means harassment or bullying where such harassment or bullying occurs through any form of electronic communication. Cyberbullying includes the use of information technology, including, but not limited to, email, instant message, blogs, chat rooms, cell phones, and gaming systems, to harass, threaten, isolate, or intimidate others.

“Disability” means (a) a physical, mental, or medical impairment resulting from anatomical, physiological, genetic, or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such impairment or (c) a condition regarded by others as such an impairment.

“Discrimination” means any biased or prejudiced actions against any student by a student and/or employee or employees on school property or at a school function, including but not limited to, discrimination based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

“Disruptive Student” means a student who is engaging in behavior that substantially interferes with the educational environment or process.

“Emotional harm” means in the context of “harassment or bullying”, to harm a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education.

“Employee” means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine-B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

“Gender” means actual or perceived sex and includes a person’s gender identity or expression.

“Harassment” and/or “Bullying” means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that either:

- (1) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or
- (2) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety.
- (3) Such definition includes acts of harassment or bullying that occur:
 - a. on school property; and/or
 - b. at a school function; and/or
 - c. off-school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Such conduct shall include, but not be limited to, those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, sex or any other legally protected status.

For the purposes of this definition, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.

“Hazing” means any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school sponsored activity, organization, club or team.

“Illegal Substances” include, but are not limited to, alcohol, inhalants, marijuana/THC, cocaine, LSD, PCP, amphetamines, barbiturates, ecstasy, heroin, steroids, any substances commonly referred to as designer drugs or synthetic drugs, opioids and look-alikes (including synthetic cannabinoids) and prescription or over-the-counter drugs when possession is unauthorized or such are inappropriately used or shared with others, or any other product or substance that when misused will result in an impaired or altered state. Illegal substances also include any paraphernalia related to these substances.

“Material Incident of Harassment, Bullying and/or Discrimination” means a single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property and is the subject of a written or oral complaint to the Superintendent, Principal or their designee, or other school employee, where such incident creates a foreseeable risk of substantial disruption in school and/or it is foreseeable it will reach school. Such conduct shall include, but is not limited to, threats, intimidation or abuse on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status.

“Parent” means the biological, adoptive or foster parent, guardian or person in parental relation to a student.

“Retaliation” means when any employee, student, or visitor mistreats any person because that person reported in good faith, testified about, or otherwise assisted in an investigation, proceeding or hearing related to alleged harassment or bullying. Retaliation may be found to occur even if the underlying complaint is not found to be a violation of this policy and even if the retaliation is not by the individual(s) subject to the complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment and may be redressed through application of the same reporting, investigation, and enforcement procedures as for harassment.

“School Bus” means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of school district pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of school district pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.

“School function” means a school-sponsored extracurricular event or activity.

“School Property” means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus.

“Sexual Orientation” means actual or perceived heterosexuality, homosexuality, or bisexuality.

“Tobacco Products” means any vaping or nicotine-containing substance or device or accessories to such device and any other tobacco-containing product in any form, as well as matches, lighters, and other related paraphernalia. This also includes any simulated tobacco products that imitate or mimic tobacco products.

“Under the Influence” A student shall be considered “under the influence” if he or she has used any quantity of a prohibited substance or alcohol within a time period reasonably proximate to his/her presence of school property, on a school bus, in a school vehicle, or at a school-sponsored function and/or exhibits symptoms of such use as to lead to the reasonable conclusion of such consumption.

“Violent student” means a student who:

- (1) Commits an act of violence upon a school district employee
- (2) Commits an act of violence upon another student or any other person lawfully on school district property or at a school function.
- (3) Possesses a weapon while on school district property or at a school function.
- (4) Displays what appears to be a weapon while on school district property or at a school function.
- (5) Threatens to use a weapon while on school district property or at a school function.
- (6) Knowingly and intentionally damages or destroys the personal property of any person on school district property or at a school function.
- (7) Knowingly and intentionally damages or destroys school district property.

“Weapon” means a weapon or firearm as defined in 18 USC § 921 respectively of the Gun Free Schools Act. It also means any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, air-gun, spring-gun, dagger dirk, razor, stiletto, knife, including but not limited to a pocketknife, penknife, switchblade knife and gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that is capable of causing physical injury or death. Any toy, replica/fake weapon, “look-alikes” or other instruments wielded as a weapon are considered a weapon for purposes of this definition.



Public Conduct and Visitors to the Schools

Dress

Responsibility for dress and appearance is shared by individuals within the school community, including students, staff, parents/guardians, and visitors. Each person has the right to choose how they dress, as long as their attire does not disrupt the educational environment, poses no health or safety risks, and respects the rights and dignity of others. Our dress code ensures that all students are treated equitably regardless of race, disability, gender expression, sexual orientation, ethnicity, religion, cultural observance, political affiliation, household income, or body type/size. We believe that all students should be able to dress comfortably for school and engage in the educational environment without fear of unnecessary discipline or body shaming.

Nothing in the Dress Code will be construed to limit the ability of students to wear certain protective hairstyles (including but not limited to braids, locks, and twists) or to wear their hair in a particular texture, or to permit discipline of students for doing so. Nothing in the Dress Code will be construed to limit the ability of students to dress and/or groom themselves in a way that allows them to express their gender identity, or to permit discipline of students for doing so.

The school administration may require students participating in physical education classes to wear certain types of clothing such as sneakers, socks, shorts, tee shirts, etc.; however, the administration may not prescribe a specific brand which students must buy.

The administration is authorized to act in instances where individual dress does not meet these stated requirements. With respect to students, as long as an individual's apparel meets the above requirements, no student shall be prevented from attending school or a school function or otherwise be discriminated against based on dress.

Beyond these requirements, the Board of Education expects the cooperation of students, parents/guardians/caregivers, and all individuals within the school community to make thoughtful choices regarding dress which conveys sensitivity and respect toward other people and toward the school and its purposes. The Board prohibits dress which celebrates the use of alcohol, tobacco, and other

substances. The Board prohibits dress that promotes the use of violence or threatens the rights and/or health and safety of any and all individuals.

Language

For interpersonal transactions in the district, the Board requires all members of the school community and all visitors to employ language which reflects sensitivity and respect toward the feelings, values, humanity and dignity of others. Though the appropriateness of specific language may vary from public to private contexts, the underlying principle of mutual respect should be upheld at all times.

The use of profane and/or obscene language, spoken or written, or transmitted through electronic means, is inappropriate and is therefore prohibited in the public transactions of the school district, except as a topic of academic study. Also prohibited is language which constitutes threat, hazing, abuse of others, impingement of the rights of others, any form of harassment, or any interference with the educational process or the Board of Education's ability to effectively meet its duties with respect to its management and control over the district's educational affairs. The administration is authorized to take action in instances of language use which violate these requirements.

These requirements and expectations are not intended to apply to the academic study of authorized curricular material which may contain language considered to be objectionable.

Appropriate Conduct on School Property

Appropriate conduct is that which respects, protects, and enhances the district's educational mission and procedures, the authority and dignity of school personnel, the Board of Education's ability to effectively meet its responsibilities and carry out its duties, and the rights of all persons associated with the district to a safe, secure, respectful, and productive environment.

The Board of Education encourages and expects all persons to exhibit appropriate conduct. Personal or issue-related differences of opinion are welcome; however, they are to be resolved through respectful, reasoned dialogue and/or through established channels for addressing complaints or resolving disputes. Additionally, parents/guardians bear the responsibility of supporting their children toward appropriate conduct in school.

Just as Board of Education members and all district personnel are expected to uphold the terms of this Code in their behaviors, they have a right to civil, respectful, and decent treatment in return while interacting with students, parents/guardians, community members, and others, regardless of the context or setting within the district. The Board of Education/district administration is authorized to intervene in instances where an individual's actions or behaviors toward others, including but not limited to students, staff, Board of Education members, the Superintendent, administrators, and visitors, fall short of this standard. Any individual whose actions are inconsistent with the Code may be subject to the penalties set forth herein.

Prohibited Conduct on School Property

No person, either alone or with others, shall:

- (1) Intentionally injure any person or threaten to do so.
- (2) Intentionally damage or destroy school district property or the personal property of any person lawfully on school property, including graffiti or arson.
- (3) Disrupt the orderly conduct of classes, school programs or other school activities.
- (4) Distribute or wear materials on school grounds or at school functions that are obscene, promote illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- (5) Intimidate, harass or discriminate against any person on the basis of actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
- (6) Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- (7) Obstruct the free movement of any person in any place to which this Code applies.

- (8) Violate the traffic laws, parking regulations or other restrictions on vehicles.
- (9) Possess, consume, use, sell, offer, purchase, manufacture, distribute, exchange or be under the influence of alcohol, any illegal substance and/or tobacco product.
- (10) Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
- (11) Loiter on or about school property.
- (12) Gamble on school property or at school functions.
- (13) Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
- (14) Willfully incite others to commit any of the acts prohibited by this code.
- (15) Violate the provisions of this Code, or any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

Penalties

- (1) Any student who violates any of the rules of conduct shall be subject to immediate and appropriate disciplinary action in accordance with this Code and Section 3214 of the New York Education Law and regulations of the Commissioner of Education. Such disciplinary action may include, in conjunction with restorative practices, one or more of the following: warning, reprimand, loss of privilege, detention, or suspension, along with parent/guardian/caregiver notification.
- (2) Any visitor, licensee or invitee who violates any of the rules of conduct shall have their authorization to remain on the school property withdrawn and shall be directed to leave the premises. Upon failure or refusal to do so, such person shall be ejected from the school property and subject to any other appropriate legal process.
- (3) Any trespasser or visitor without specific license or invitation who violates any of the rules of conduct shall be removed from the school property and subject to any other appropriate legal process.
- (4) Any staff member who violates any of the rules of conduct shall be subject to discipline as the facts may warrant in accordance with applicable law and collective bargaining agreements.

Guidelines/Enforcement

- (1) It is not intended by any provision herein to curtail, limit or otherwise restrict the constitutional or other legal individual rights of students, faculty, staff, visitor, licensee, or invitee to be heard upon any matter affecting them in their relations with the institution. The provisions contained in the Code are intended to prevent abuse of individuals and to maintain an environment consistent with the district's educational mission that allows the Board of Education to effectively carry out its duties. In the case of any apparent violation of these rules, the Superintendent or designee may make reasonable effort to persuade those engaged to use permissible methods for the resolution of the issue. In doing so, such school official may employ interventions and/or restorative supports. They may warn such persons of the consequences of persistence in the prohibited conduct, including their removal from any premises of the institution where their continued presence and conduct are in violation of these rules.
- (2) In any case where remedial or restorative approaches are not appropriate or effective, the appropriate building administrators and/or Superintendent may initiate disciplinary action as provided in this Code and under applicable law and regulations.
- (3) The Superintendent or designee shall inform any community member, visitor, licensee, invitee or other person on the premises or facilities of the district whose conduct is in violation of any provision contained in the Code, that their license or invitation is withdrawn and shall direct them to leave the school property. Nothing in the subdivision shall be construed to authorize the presence of any such person at any time prior to such violation or to affect their liability to prosecution for trespassing or loitering as prescribed in the penal law. If necessary, local law enforcement authorities will be contacted to assist in removing the person. Further, individuals deemed to be in violation of the Code while on the premises or facilities of the district may be subject to the penalties contained herein, including but not limited to, removal from district property for a specific period of time.
- (4) The Superintendent shall be responsible for the enforcement of these rules and shall designate administrators and other personnel to take action in accordance with these rules. When such action has been so taken, either by the Superintendent or designee, the order or directive so made shall be immediately obeyed by the accused person or persons. Such accused person or persons, however, shall retain all rights thereafter of review or appeal afforded them by the Education Law, or by any law applicable thereto.

- (5) The Superintendent or designee may apply to the public authorities for any aid which he or she deems necessary in causing the removal of any violator of these rules and may request the West Irondequoit Central School District Board of Education to apply to any court of appropriate jurisdiction for an injunction to restrain the violation or threatened violation of these rules or use any other legal process available to enforce these rules.

Security and Safety

The security and safety of students and staff must remain paramount at all times. Any threats, actions, or potential actions or events which may jeopardize student or staff safety or security must be reported immediately to administration by anyone who has reasonable cause to suspect they have occurred or may occur. Administrators will take all reasonable steps to prevent or respond to situations which may jeopardize safety and/or security, following such guidelines from this Code and from District and Building level Emergency Response Plans as may apply. The Superintendent will be notified of all such situations at the earliest possible time.



Safeschoolhelpline.com



National Suicide Prevention Lifeline: Text 988

Student Conduct

Purpose

The terms and procedures of this section of the Code address student behaviors, as well as the roles and responsibilities of teachers, staff, administrators, and parents/guardians, in assuring that our schools remain safe and productive for all.

West Irondequoit students behave in ways that respect the rights of others and the educational mission of the schools.

The terms of this Code – and the timely supports and consequences for infractions – are intended to protect those rights and to adhere to our mission to ensure a safe and productive learning environment for all.

Further rules, regulations, expectations, and disciplinary procedures are outlined in building handbooks, which are appropriately tailored to each school's culture and age/grade level.

Student Bill of Rights and Responsibilities

The West Irondequoit Central School District Board of Education ensures and protects the rights and responsibilities of students in their academic careers. Students are accountable for their individual actions. They are required to abide by the school rules and policies and by pertinent state and federal laws. Students are also expected to express any disagreements with rules or policies in a respectful and constructive manner.

Student rights and responsibilities include, but are not limited to, the following:

- (1) Every student attending West Irondequoit Schools will have the right to participate in the curricular programs and services provided as warranted by the student's needs, abilities and interests. In West Irondequoit, we strive to ensure curriculum and instruction reflect and respect a broad spectrum of cultures, experiences, and voices. No student's rights to attend school or to participate in academic programs shall be denied except for legally sufficient causes as determined in accordance with due process of law (See Policy #7313 – Suspension).
- (2) Eligible students have the right to participate in co-curricular programs, in accordance with district guidelines governing co-curricular activities.
- (3) Students have the right to learn and grow in environments that are physically, emotionally, and culturally safe for all.
- (4) Every student possesses First Amendment freedoms. However, to ensure a positive and productive learning environment, school officials, as allowed by law, may regulate certain types of student expression. Students shall not use speech that substantially disrupts the school environment, is lewd, or that infringes on the rights of others.

(5) Every student attending West Irondequoit Schools has the responsibility to attend all scheduled classes, activities, and instructional sessions every day and on time except when properly excused.

(6) Every student attending West Irondequoit Schools has the responsibility to refrain from conduct that threatens the safety or health of themselves or others, that disrupts the orderly administration or academic focus of the school, or that is disrespectful to other students, teachers, or other members of the school staff.

Electronic Devices

In accordance with this right, the responsible use of electronic devices, cell phones and social media before or after the school day is critical to promoting healthy decision making and a positive climate and culture in our schools. Inappropriate electronic device usage, either on or off school grounds, that includes but is not limited to harassment, bullying, threatening or intimidation of any kind or that creates a disruption to the normal business of the school day will result in school-based consequences that may include in-school or out-of-school suspension.

Cell phone use during the school day should not interrupt instruction or be a distraction to instruction and must be in accordance with the District's Cell Phone Policy. In accordance with the district's cell phone policy, each building's cell phone guidelines will be communicated in the individual building's student handbook.



Prohibited Conduct

In keeping with New York State Education law, this Code prohibits behaviors which are insubordinate, disorderly, disruptive, violent, or which otherwise endanger the safety, morals, health or welfare of self or others. The list below includes examples of prohibited conduct and is not intended to be all inclusive. Students are expected to conduct themselves in an appropriate and civil manner, with regard for the rights, safety and welfare of other students, district personnel, and other members of the school community, and for the care of school facilities and equipment.

The rules of student conduct listed hereafter are intended to focus on safety and respect for the rights and property of others. Students who do not accept responsibility for their own behavior and who violate school rules will be required to accept consequences for their conduct.

Behavior and/or Action	Definition
Academic Dishonesty	Includes but is not limited to copying, plagiarizing, altering records, or assisting another in such actions, as well as the unauthorized use of artificial intelligence (“AI”) technology or tools.
Absence (Unlawful)	An absence for a day or any portion of a day for any reason other than those cited as lawful and/or failure to bring a note by a parent/guardian to verify a lawful absence.
Arson/fire	Attempting to, aiding in, or setting fire to a building or other property within the district.
Bus Misbehavior	Any violation of bus behavior rules.
Computer/Electronic Communication Misuse	Any unauthorized use of computers, software, or internet/intranet accounts to access internet/intranet; accessing another’s email or an inappropriate website; misuse of a website, including transmission of inappropriate language or images via electronic/digital devices or any other violation of the District’s Acceptable Use Policy.
Cutting class	Illegal absence from a class or school activity; leaving class without permission
Cyberbullying	Harassment or bullying where such harassment or bullying occurs through any form of electronic communication. Cyberbullying includes the use of information technology, including, but not limited to, email, direct message, blogs, chat rooms, cell phones, and gaming systems, to harass, threaten, isolate, or intimidate others.
Destruction of Property/Vandalism	Damage, destruction, or defacement (graffiti) of property belonging to another or district property.
Discrimination	Discrimination as defined in this Code.
Disrespect Toward Others	Inappropriate or offensive comment, written statement or physical gesture to a student, teacher, staff member, or other individual.
Disorderly Conduct	Behavior disturbing the atmosphere or order, to include obstructing or restraining the authorized or lawful movement or participation of another.
Disruption – Classroom	Behavior that is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.
Disruption – School	Behavior that interferes with the safe and orderly environment of the school or school activity.
Driving/Riding/Parking Violations	Failure to obey all state, District, and campus traffic and parking signs and rules.
Facsimile of Weapon	Any replica, toy, starter pistol or other object that bears a reasonable resemblance to or that reasonably can be perceived to be an actual firearm or weapon.
Failure to Serve Assigned Consequences	Failure to serve detention, suspension, or other assigned consequences.
False Alarms/Bomb Threats	Initiating a report or warning of fire, or catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
Fighting	A confrontation with physical contact involving two or more individuals.
Fireworks or Explosives	Possession, use, and/or threat to use a firework, smoke bomb, flare, or combustible or explosive substance.
Firearm	Possession of a firearm.
Gambling	Wagering money or property.
Harassment and/or Bullying	Acts of harassment and/or bullying as defined in the Code.
Hazing	Negative or reckless act required for the purpose of initiating into, affiliating with, or maintaining membership in any activity, organization, club, or team.

Illegal Substance Violation	Possessing, purchasing, using, distributing, exchanging, consuming, being under the influence of, or selling of an Illegal Substance as defined in the Code.
Indecent Exposure	Exposing the private parts of the body in a lewd or indecent manner.
Insubordination	Refusing to follow reasonable requests of teachers, staff, or administration, including failure to identify self or knowingly providing false information, including not following the guidelines put forth in the Code of Conduct.
Leaving school grounds without permission	Leaving school grounds during regular school hours without written or verbal permission from parent/guardian, administrator or someone listed on the emergency procedure card.
Loitering	Idle presence in an area without authorization.
Minor Altercation	Minor verbal and/or physical altercation between student and one or more other individuals that does not result in serious injury.
Photo/Video Recording	Video/audio recording or photographing another student or District employee without consent.
Physical Altercation	Assault, or aggressive physical action, directed at students, staff, or others, including a situation where a staff member is intervening in a fight or other disruptive activity.
Possession of Disruptive Items	Unauthorized use or possession of a cell phone, smartwatch, tablet, Bluetooth headphones, air pods, or any other disruptive item.
Sexting	Sending, receiving, or forwarding sexually suggestive written text or nude or nearly nude photos through text message, email or other electronic/digital means.
Sexual contact with another student	Any form of sexual contact between students.
Sexual Harassment	Unwanted and inappropriate verbal, written, physical conduct or gestures of a sexual nature directed toward another person.
Tardiness	Lateness to school or class.
Theft	Taking or obtaining property of another without permission of the owner.
Threat to Staff, Student or Other Person	Expression, conveyed by word or action, of intent to abuse, intimidate, coerce, or injure a staff member, student, or other person.
Tobacco Violation	Possessing, purchasing, using, distributing, exchanging, consuming, being under the influence of, or selling of any Tobacco Product as defined in this Code.
Trespassing	Unauthorized presence on school property, including while on suspension.
Truancy	Unlawful absence without parental knowledge and/or permission
Unacceptable Language	Using vulgar or abusive language, cursing, or swearing.
Unauthorized Possession of Electronic Devices	Unauthorized use of cellular phone, computer or other electronic devices.
Weapon Possession	Possession of a weapon as defined in this Code.

Range of Responses

Disciplinary action will be firm, fair, and consistent so as to be the most effective in changing student behavior. The staff at a school has the responsibility for taking appropriate actions when a student is involved in a situation which disrupts the learning environment of a school.

When determining the consequences, they will take the following into consideration:

- (1) The nature of the offense and the circumstances which led to the offense.
- (2) The age-appropriateness of the consequence.
- (3) The student's prior disciplinary record.
- (4) The effectiveness of other forms of discipline.
- (5) Information from parents, teachers and/or others, as appropriate.
- (6) The extent to which the offense interfered with the responsibility/rights/privileges/property of others.
- (7) The extent to which the offense posed a threat to the health and safety of others.
- (8) Other extenuating circumstances.

The listed responses are advisory and, as a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lesser penalty than subsequent violations. However, the District may impose any level of discipline, even for a first violation, that is proportionate to the misconduct at issue. In the case of students who are habitually disruptive or who frequently

violate school rules, administrators have the prerogative of applying more severe penalties at any stage, including removal from class and suspension from school. Although not all-inclusive, the following is a list of offenses and who is responsible if they occur on school property or at a school function and range of consequences which apply in most circumstances.

Level 1:

- Warning/verbal reprimand – any member of District staff
- Time out of the classroom – Teachers, Building Administrator, Superintendent
- Loss of privilege (i.e. electronic devices or building specific event during non-instructional time) – Teachers, Building Administrator, Superintendent
- Conference with student – Teachers, Building Administrator, Superintendent
- Communication with parent – Teachers, Building Administrator, Superintendent
- Detention – Teachers, Building Administrator, Superintendent
- Counseling - Teachers, Building Administrator, Super

Level 2:

- Removal from classroom – Teachers, Building Administrator, Superintendent
- In-school suspension – Building Administrator, Superintendent
- Short-term (five days or less) suspension from school - Building Administrator, Superintendent
- Removal from school property – Superintendent

Level 3:

- Long-term (more than five days) suspension – Superintendent/Board of Education
- Permanent suspension - Superintendent/Board of Education

Description of Responses

Classroom Climate: Responses to Disruption

Each student is expected to participate productively in the class, and each is responsible for supporting the climate for learning established by the teacher. Disruption of that climate is not acceptable.

Response to conduct is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place an emphasis on the student's ability to grow in self-discipline.

Teacher responses to classroom disruption shall be progressive and shall consider relevant factors regarding the student, the student's developmental age, and the particular situation. Using effective classroom management techniques and consultation with the parent/guardians/caregivers and members of the District's Social-Emotional Support Staff, most potential disruptions will be curtailed or diminished. When an individual disruption persists, the teacher may invoke appropriate disciplinary actions. These actions may include but are not limited to a period of "time away," a meeting with a district staff member for counseling, detentions, and/or other reasonable approaches that bring about the desired change of behavior. Under this Code of Conduct, such techniques do not constitute a "teacher removal of a disruptive student" from the classroom in terms of the Project SAVE (Safe Schools Against Violence in Education Act; NY Educ. Law 3214(3a)) legislation. Teachers will be prepared to document attempted interventions and their effect on student behavior. If the disruptive behavior(s) persist, a temporary teacher removal from the classroom, pursuant to the Project SAVE laws becomes a consideration.

Restorative Practices

Restorative practices involve the use of informal and formal processes that preceded wrongdoing, those that proactively build relationships and a sense of community to prevent conflict and wrongdoing. Furthermore, Restorative Interventions are a focal point

of West Irondequoit's philosophy of teaching behavior and expectations, and they have many benefits to individuals and our community, including:

- Building and strengthening relationships
- Repairing harm done to individuals, relationships, and communities
- Restoring peace to families and communities
- Reducing violence
- Promoting healing

Restorative practices build community and help adults and students to make things right when the integrity of the community is challenged by harmful behaviors.. Restorative Interventions involve the part of the process where students collaborate with staff or other appropriate people to take responsibility for what they have done, reflect on the impact of their actions, self-correct, problem solve, make amends to repair the harm, learn new skills, and restore their good standing. Responsive listening and engaged dialogue are fundamental elements of Restorative Interventions.

Therapeutic Crisis Intervention for Schools

In alignment with Restorative Practices and Community Building the West Irondequoit Central School District continues to implement Therapeutic Crisis Intervention for Schools (TCIS). Effective implementation of this program in West Irondequoit involves ongoing management of the following five domains: (a) leadership and administrative support, (b) social work and clinical services participation, (c) supervision and post crisis response, (d) training and competency standards, and (e) data-driven incident monitoring and feedback. Furthermore, this program and the associated practices help our schools to:

- Create a trauma-sensitive environment where students and adults are safe and feel safe.
- Pro-actively prevent and/or deescalate potential crisis situations with students.
- Manage a crisis situation in a therapeutic manner, and, if necessary, trained individuals intervene physically in a manner that reduces the risk of harm to students and staff.
- Process the crisis event with students to help improve their coping strategies through techniques such as Life Space Interviews (LSI).
- Effectively deliver in-house TCIS training.

In addition to Restorative Interventions and Therapeutic Crisis Intervention for Schools, responses to prohibited behaviors may also include warnings, informal student conferences, parent/guardian/caregiver notification and/or conferences, time away, "life space interviews" in alignment with TCIS, detention, restriction from activities, restitution, temporary removal from the classroom, short-term suspension, long-term suspension, referral to law enforcement agencies and legal action.

Life Space Interview

The Life Space Interview is a verbal strategy for providing active intervention in young people's lives, in which staff can use to help children move from impulse to self-regulation to self-mastery. The Life Space Interview is an effective tool for helping youth connect feelings to behaviors, to re-enter the program or group after crisis, and to practice new coping skills.

Time Away

Brief removal from the classroom environment to provide the student time to reflect and adjust their behavior. Unless the student poses a threat to self or others, the student will return to their normal schedule at the end of the period, but may be pulled later if needed to continue to reflect and adjust behavior. If this occurs, effort will be made to not disrupt instructional time, if able. If a student must remain beyond that period, the parent/guardian/caregiver will be notified.

Detention

Teachers and administrators may assign detention before, during, or after school as a consequence for reported or observed misbehavior. Lunch and recess detentions may be scheduled as long as students are not deprived of opportunity for a meal.

Communication of these behaviors and consequences will be shared with families as well as the rationale for them. A written record of the misbehavior and follow-up actions may be issued to appropriate school personnel and to parents/guardians.

Bus Transportation

Upon receipt of a transportation disciplinary referral from either security or the driver, the administrator will make a determination of the facts and the level of seriousness of the infraction and will determine the disciplinary response that is commensurate with the misbehavior and will notify the parent/guardian/caregiver. Such a response may include, but is not limited to verbal or written warning, parent/guardian/caregiver notification, detention, suspension from transportation privileges or suspension from school.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law § 3214. However, the student and the student's parent/guardian/caregiver will be provided with a reasonable opportunity for an informal conference with the building principal or designee to discuss the conduct and the consequence involved.

Generally, parents/guardians/caregivers will be required to make alternative transportation arrangements for children who have been suspended from riding the bus. However, if a suspension from transportation effectively results in a suspension from attendance, the district shall make appropriate arrangements to provide for the student's education.

For students with disabilities, actions affecting transportation which result in a disciplinary change in placement may not be taken unless the behavior is determined to not be a manifestation of the student's disability or the CSE or 504 Team, as applicable, authorizes the change.

Suspension from Athletic/Extracurricular Participation

Students who do not adhere to the Co-curricular Participation Regulations established for their activity may be suspended from that activity as specified in the Regulations. A student subjected to a suspension from athletic/extracurricular participation is not entitled to a full hearing pursuant to Education Law § 3214. However, the student and the student's parent/guardian/caregiver will be provided with a reasonable opportunity for an informal conference with the suspending authority or designee to discuss the conduct and the consequence involved. In addition, students will have the right to appeal the suspension as specified in the Regulations. For more information, see the Athletic and Extracurricular Participation Agreement.

Teacher Removal from Classroom

Under the Project SAVE laws (NY Education Law 3214(3a), teachers are authorized to remove disruptive students from their classrooms in keeping with the terms of this Code of Conduct. A "disruptive student" is one who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Teacher removal of a disruptive student, as authorized by Project SAVE, shall be neither the beginning nor the end of a process by which teachers endeavor to assure productive classroom behavior. It will be preceded by less drastic measures to promote appropriate behavior (as indicated in the preceding section), and it will be followed by documentation, formal involvement of parents/guardians/caregivers, teacher, administrator, and counselors, social workers, or school psychologist (as appropriate), record keeping, and such other steps as are likely to succeed. Nothing in this process is intended to reduce the teacher's opportunity or responsibility to resolve issues of disruption through the less formal approaches that have traditionally been applied in our schools. Formal, temporary "removal" may occur in addition to, not in place of, other approaches.

Project SAVE Removal: Procedures and Guidelines

A teacher may remove a student from class if the student's actions substantially disrupt (shall be determined in accordance with the regulations of the commissioner) the educational process, interfere with the teacher's authority in the classroom, or pose a threat to the student or others. The removal will occur only if the teacher has made every reasonable attempt to appropriately manage the student within the class (as previously stated in **Classroom Climate; Responses to Disruption**). Following a discussion between the building administrator and the teacher, a morning removal may be extended to the close of school the same day. For departmentalized classrooms, removal from the classroom will be decided in collaboration with building administration. All actions will follow required building procedures/forms.

Prior to the removal, the teacher will inform the pupil of the reasons for the removal and listen to the pupil's version of the situation, unless the pupil's continued presence poses the threat of continued danger or disruption. In that case, the teacher will review the situation with the pupil within twenty-four (24) hours of the removal. A student who is removed from class will be escorted or sent with a pass to a designated location.

On a designated building form, the teacher will provide a written summary of the reasons for and duration of the removal to the appropriate administrator (principal or principal's designee) by the end of the school day in which the removal has occurred. A copy of the form will go to the administrator, and a copy will be mailed to the parents/guardians. In addition, by the end of the day in which the removal has occurred, the teacher will telephone the student's parents/guardians to inform them of the removal and the reasons for it, as well as of their right to request an informal conference with the administrator and teacher to discuss the situation.

Upon parent/guardian/caregiver request, the principal (or designee) will schedule a conference with the parents/guardians and teacher to discuss the situation and to hear the pupil and/or parent/guardian/caregiver version. The school and guardian will make every effort to ensure the pupil also attends this conference. The conference will be held within forty-eight (48) hours of the removal or, if that is not a school day, by the corresponding time on the second school day following the removal.

Removal of a student with a disability, under certain circumstances, may constitute a disciplinary change in placement triggering procedures in accordance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, New York law and/or Part 201 of the Commissioner's Regulations. Accordingly, no teacher may remove a student with a disability from their class until they have verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

The administrator will not overturn the student's removal unless they find that the charges against the pupil are not supported by substantial evidence or that the pupil's removal is otherwise in violation of law. If the administrator determines the pupil's behavior warrants suspension from school, a suspension will be imposed. The administrator will make a decision no later than the end of the day following an informal conference.

The principal will establish procedures to ensure that the educational program and activities for students removed from the classroom will continue. The teacher will maintain a folder of appropriate materials and work for the student during the period of removal and will provide the student with such work upon removal.

Each teacher must keep a complete log for all cases of Project SAVE removal of students from their class. The administrator(s) must keep a log of all Project SAVE removals of students from class.

Nothing herein shall modify the procedures set forth in Section 3214 of the NY Education Law.

In-School Suspension

In-school suspension will be used as a lesser discipline to avoid out-of-school suspension when appropriate. Prior to determining that a student will receive an in-school suspension, the administration shall provide the student with an opportunity to explain the facts and circumstances surrounding the alleged infraction. The building administrator will make the determination of when in-school suspension will be served, and the in-school suspension may occur for one or more class periods and/or designated periods based on the infraction.

Upon the determination of an in-school suspension, the student's parents/guardians/caregivers shall be notified of the dates of the in-school suspension and a description of the incident(s) which resulted in the in-school suspension.

Students assigned to in-school suspension are expected to arrive at the designated room on time, to remain throughout the duration of the assignment, and to focus on academic assignments, homework, and study. Within a reasonable amount of time, after the student has been issued an in-school suspension, teachers are responsible for gathering work and materials for the student to complete in the in-school room.

During any full day duration of stay that a student has been in-school suspended, they may not participate in any school activities, either before, during, or after school.

Out-of-school Suspension

Suspension from school is a severe consequence, which may be imposed only upon a student who is insubordinate, disorderly, violent, or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of self or others.

The Board retains its authority to suspend a student, but places primary responsibility for the suspension of a student with the Superintendent and building principals.

Prior to the suspension determination, administration shall provide the student with an opportunity to explain the facts and circumstances surrounding the alleged infraction.

Students who are suspended out of school may not attend classes, participate in or attend any school functions, or be on school grounds and district property while the suspension is in effect. Students who are of compulsory attendance age and, in the discretion of the school district, students who are above compulsory attendance age, will be provided alternative instruction during the out of school suspension, which may be tutoring. Teachers are responsible for gathering work and materials for the student to complete during the period of alternative instruction.

Short-term (5 days or less) Suspension from School

When the principal or superintendent (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student’s parent/guardian in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by phone if the school has been provided with a telephone number(s) for the purpose of contacting the parent/guardian.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parent/guardian of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parent/guardian. At the conference, the student and parent/guardian shall be permitted to ask questions of complaining witnesses under such procedures as the principal may have established. The notice and opportunity for an informal conference shall take place before the student is suspended unless the student’s presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student’s presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the principal shall promptly advise the parent/guardian in writing of the principal’s decision.

This written notification shall also include access to additional resources or supports for clarity of process and rights. Families may also access the appropriate administrator in Student Services for assistance.

Long-Term Suspension (more than 5 days)/Superintendent’s Hearing

Building principals shall submit written requests to the superintendent for a hearing to be held on a student regarding a particular act of insubordination, disorderly conduct, violence, disruption, and/or endangering the safety, morals, health or welfare of self or others. When the Superintendent or building principal determines that a suspension for more than five days may be warranted, the Superintendent shall give reasonable notice to the student and student’s parent/guardian of their right to a fair hearing. The Superintendent may appoint a hearing officer to conduct student disciplinary hearings.

Following the receipt of such request, a designated hearing officer shall be appointed and the district shall send written notice, via district courier, to the student's parents/guardians informing them of the request for the hearing. The notification shall include the following information:

- 1) Detailed statement of the charges.
- 2) Date, time and place of the hearing.
- 3) Requested attendance of the student and parents/guardians at the hearing.
- 4) Right of the student to have their counsel present at the hearing.
- 5) Right of the student and/or their counsel to ask questions of witnesses or administrators and to present witnesses and other evidence on behalf of the student.
- 6) A general statement as to the purpose of the proceedings.

This written notification shall also include access to additional resources or supports for clarity of process and rights. Families may also access the appropriate administrator in Student Services for assistance.

At the hearing, the student shall have the right to be represented by counsel, the right to question witnesses against him or her, and the right to present witnesses and other evidence on his or her behalf.

The Superintendent shall personally hear and determine the proceeding or may, at the Superintendent's discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths, and to issue subpoenas in conjunction with the proceeding before them. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations, as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof.

An appeal of the decision of the Superintendent may be made to the Board, which will make its decision based solely upon the record created at the hearing. All appeals to the Board must be in writing and state the basis upon which it is believed the Superintendent's decision should be overturned or modified. The written appeal must be submitted to the District Clerk within thirty (30) calendar days of the date of the Superintendent's decision. There will be no personal appearances before the Board; the appeal will be considered solely in writing. The Superintendent or designee will ensure that the full record of the disciplinary hearing, including recording or transcript of the recording, is delivered to each member of the Board within a reasonable time prior to the Board of Education meeting at which it is to be considered. The Board will review the record of the disciplinary hearing, as well as any hearing officer's report and the Superintendent's decision. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within thirty (30) days of the decision.

The district will make arrangements for the continuation of an educational program for suspended students of compulsory school-age, which may include educational tutoring supports in alignment with district resources and NYS law § 3214(3)(e). It should further be noted that, "alternative instruction does not have to match every aspect of the instructional program the student received prior to a suspension; however, it should be equivalent so that the student can complete the required courses in all academic subjects" (as per education law).

Students on long-term suspension are prohibited from attending any school events and from being on school and district property without express permission.

Suspension Procedures for Students with Disabilities

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address prohibited, disruptive or unsafe behavior. The Board also recognizes that students with disabilities will have the benefit of certain procedural protections whenever a suspension or removal constitutes a disciplinary change in placement. The procedures followed for suspending, removing or otherwise disciplining students with disabilities will be consistent with the procedural safeguards required by applicable laws and regulations.

This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law regulations.

Minimum Suspension Periods

Repeated Substantial Disruption

As defined by New York State Education Law 3214, “a disruptive pupil is an elementary or secondary student under twenty-one (21) years of age who is substantially disruptive (shall be determined in accordance with the regulations of the commissioner) of the educational process or substantially interferes with the teacher’s authority over the classroom.” Pupils who are disruptive may receive warnings, detention, restorative interventions, in-school suspension, and/or out-of-school suspension up to five (5) days.

Students who are repeatedly substantially disruptive, as defined by the Commissioner of Education, may receive out-of-school suspension. If disruptive behaviors are not corrected after other penalties have been applied, the principal may call for a Superintendent’s Hearing and recommend a long-term suspension.

The Commissioner of Education has defined a “repeatedly, substantially disruptive” student as one whose conduct results in removal from the classroom by a teacher or teachers on four (4) or more occasions during a semester.

Violent Pupil

As defined by New York State Education Law 3214, a violent pupil is an elementary or secondary student under twenty-one (21) years of age who:

- 1) Commits an act of violence upon a teacher, administrator, or other school employee.
- 2) Commits an act of violence upon another student or any other person lawfully upon district property or at a school event.
- 3) Possesses, while on school district property, a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death.
- 4) Displays what appears to be a gun, knife, explosive or incendiary bomb or other dangerous instrument capable of causing injury or death.
- 5) Threatens to cause physical injury or death.
- 6) Knowingly and intentionally damages or destroys the personal property of a teacher, administrator, other school district employee or any person lawfully upon school district property.
- 7) Knowingly and intentionally damages or destroys school district property.

Students that act in a way that would qualify as violent in school, on district property, at a school event, or any act of violence occurring off school grounds that creates a disruption to the normal business of the school day will receive a minimum suspension of 5 days.

Building and District Threat Assessment Teams may review student cases and consult service agencies and/or law enforcement. This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law regulations. Students may receive more than the minimum out of school suspension days when district administration deems it appropriate.

Alcohol, Tobacco, and Other Substances

Please refer to Board of Education Policy #7320, and the specifics under the heading “Alcohol, Tobacco, and Other Substances” of the Code of Conduct.

For any alcohol, tobacco, and other substance related offenses, including use, inappropriate involvement with prescription or over-the-counter drugs, possession, sale or distribution, or possession of drug paraphernalia, students will be subject to a short-term suspension (up to five (5) days) and recommendation for a Superintendent’s Hearing to consider long-term suspension. Disciplinary consequences for students found guilty of substance related charges at a Superintendent’s Hearing will be firm. In addition, the district will maintain a program addressing the use and abuse of alcohol, tobacco, and other substances and/or sale or possession that has the goal of preventing or delaying student involvement and of supporting rehabilitation for students who do become involved. Because issues of

alcohol, tobacco, and other substance use affect the entire community, aspects of the program will be developed and carried out in collaboration with staff, students, parents/guardians, and community agencies as appropriate.

Weapons

Students are strictly prohibited from possession, on school property or at school events, of any weapon. A student found guilty of bringing a weapon onto school property will be subject to suspension from school for a minimum of one calendar year. A student with a disability may be suspended only in accordance with state and federal law. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the consequence, the superintendent may consider the following:

- The student's age.
- The student's grade in school.
- The student's prior disciplinary record.
- The superintendent's belief that other forms of discipline may be more effective.
- Input from caregivers, teachers and/or others.
- Other extenuating circumstances.

Possession of a Facsimile of a Weapon: Any student who possesses a realistic facsimile of a weapon on school property will be advised of the infraction. Those who use such facsimiles in a threatening manner will be suspended for up to five (5) days. Parents/guardians and, where appropriate, law enforcement officials shall be immediately notified of the infraction. A Superintendent's Hearing may be scheduled at the discretion of the building and/or district administrator.

Re-engagement Conference

For any out-of-school suspension, a reengagement conference with the student and the parents/guardians of the suspended student can be mandated by the principal. The re-engagement conference affords the building leader, the student, and parent/guardian/caregiver an opportunity to outline parameters for successful reintegration into the instructional program. A member of the school's social-emotional support staff is encouraged to be present and next steps for restorative practices may be implemented. . A student's suspension may not be extended by a parent or guardian's failure to attend the reengagement conference. The conference may be held by telephone or video conference if necessary, but in-person is preferred.

Reporting of Violations; Determination of Discipline; Police Notification; Parent/Guardian Notification

All students are expected to report violations of this Code to a teacher, counselor, administrator or other school official. School personnel will report violations of this Code to building administrators. Administrators will investigate the situation, make a determination as to the validity and seriousness of reported infractions, and assign restorative interventions and/or measured disciplinary consequences in keeping with the terms of this Code and of individual building practices

In cases of violence, weapons, or any known or suspected situation which poses a real or potential danger to persons or property, school personnel will contact and inform building administrators without delay. When deemed appropriate, administrators will immediately invoke whatever emergency responses are needed to protect the safety of all persons. The superintendent will be immediately informed. Disciplinary consequences as outlined in this Code will follow. In situations which may constitute a crime, or a potential crime, the superintendent or the principal will notify police pursuant to the Building Level Emergency Response Plan. As soon as possible, the principal will notify parents/guardians of those students whose behavior poses a danger to themselves or others.

Parents/guardians will also receive written notice of any reported violation and disciplinary action and will have the opportunity to discuss the issues and/or their concerns with school authorities.

Criminal Court Complaints; Juvenile Delinquency Petitions

Violations of this Code which constitute criminal acts and/or which endanger persons or property will be reported to the superintendent and to the police. Such violations will include, but not be limited to, harassment, bullying and discrimination which may constitute a crime. Once any emergency or endangering situation has passed, the superintendent and building principal, in consultation with building Problem Solving teams, the police, and with a school attorney, will make a determination as to whether or

not to file a criminal complaint or a human services referral on behalf of the district. Upon authorization from the superintendent, the building principal (with support from appropriate school staff as needed) will file the complaint or petition.

In situations where parents/guardians wish to initiate a PINS petition or human services referral, the school will cooperate and provide support in every reasonable way.

The District may file a PINS (person in need of supervision) petition with the County Department of Social Services and/or in Family Court on any student under the age of 18 who demonstrates that the student requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct, which makes the student ungovernable or habitually disobedient, and beyond the lawful control of the school.

The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- a. Any student under the age of 16 who is found to have brought a weapon or firearm to school or;
- b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).
- c. The superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

Human Services Referral

Through its programs and personnel, the district and each of its schools will make every reasonable effort to support and promote the well-being, healthful adjustment, and responsible behavior of students. The district and its schools will apply their own resources, including administrators, teachers, counselors, Student Services professionals, and others, in collaboration with parents/guardians, toward this effort.

Building Problem Solving Teams (PSTs) and, if applicable, in conjunction with the building behavioral intervention (threat assessment) team, will review and monitor cases of students who have extraordinary needs and may require particular interventions. In situations where district efforts and resources do not result in an appropriate adjustment of a student to the school environment, or when other compelling student needs exist, the school may, among other options, consider filing a referral to an appropriate human services agency.

Building PST committees may recommend a human services agency referral to the principal only when other options to meet a student's special needs have been considered and deemed inappropriate or tried without success, or when the intervention of an appropriate human services agency may educationally benefit the student. Throughout any PST deliberations, parents/guardians will be consulted and their collaboration will be encouraged. The principal will determine whether or not to proceed with a human services agency referral.

Professional Learning

The district will establish and maintain in-service programs for all district staff members to ensure effective implementation of school policy on school conduct and discipline.

Such programs may include (but are not limited to) developing staff awareness of the district's policies and procedures regarding school safety, specific training in the implementation of such procedures, prevention and intervention strategies, and effective communication.

A focus on positive behavioral interventions, supports, social emotional learning, the New York State Culturally Responsive and Sustaining Framework and bias training will remain in the forefront and will work to proactively create a positive, healthy, and safe school environment that is conducive to learning.

The time dedicated to such training shall be in keeping with the Commissioner's regulations.

Dignity for All Students Act (DASA)

In accordance with NYS Education Law, the Board of Education has adopted West Irondequoit CSD Policy #3171, to provide a framework of support in order to continue to maintain a culture and climate of mutual respect in our schools. Additionally, the Code of Conduct provides expectations for students, staff and residents as they work, volunteer and visit our schools.

The Dignity for All Students Act (DASA) contains requirements for maintaining a positive learning environment for all students and will be integrated with the District Code of Conduct. DASA specifically prohibits bullying, discrimination and harassment by school employees and students on school property or at a school function by school employees and students based on, BUT NOT LIMITED TO, actual or perceived: race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex. Also included are provisions for reporting and intervening in cases of discrimination, harassment or bullying. Any related complaints should be brought to the attention of the building Principal who also serves as the Dignity Act Coordinator (DAC) to assist in the implementation of DASA in each school building.

Prevention is the cornerstone of the District's effort to address bullying and harassment. In order to its anti-bullying prevention program, the Board will designate, at its annual organizational meeting, individuals at each school to act as the DAC. In each school, a DASA Coordinator is thoroughly trained to handle human relations in the area of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) and sex. The coordinators are available to assist families with any concerns.

Our DASA Coordinators are:

Briarwood School
Principal Jennifer DeWitz
585-336-1610
jennifer_dewitz@westiron.monroe.edu

Brookview School
Principal Alicia Spitz
585-336-1630
alicia_spitz@westiron.monroe.edu

Colebrook School
Principal Jennifer DeWitz
585-336-1600
jennifer_dewitz@westiron.monroe.edu

Dake Junior High School
Principal Tim Baker
585-336-2960
timothy_baker@westiron.monroe.edu

Irondequoit High School
Principal Alecia Zipp-McLaughlin
585-336-2911
alecia_mclaughlin@westiron.monroe.edu

Iroquois Middle School
Principal Christian Zwahlen
585-336-0804
christian_zwahlen@westiron.monroe.edu

Listwood School
Principal Jacob Shirley

585-336-1640

jacob_shirley@westiron.monroe.edu

Rogers Middle School

Principal Nicholas DiMartino

585-336-4717

nicholas_dimartino@westiron.monroe.edu

Seneca School

Principal Alicia Spitz

585-336-1620

alicia_spitz@westiron.monroe.edu

Southlawn School

Principal Jacob Shirley

585-336-4753

jacob_shirley@westiron.monroe.edu

DASA Compliance Officers

Brenna Farrell, Ed.D

Assistant Superintendent for Human Resources

585-336-2994

brenna_farrell@westiron.monroe.edu

Christina Miga

Assistant Superintendent for Instruction

585-336-2981

christina_miga@westiron.monroe.edu

Reporting Discrimination, Harassment and Bullying

The school Principal is the school employee charged with receiving all reports of harassment, bullying and discrimination; however, students and parents/guardians may make an oral or written complaint of harassment, bullying or discrimination to any teacher, administrator or school employee. The District will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment and bullying, and will promptly take appropriate action to protect individuals from further discrimination, harassment and bullying.

It is essential that any student who believes he/she/they has been subjected to discrimination, harassment, bullying or retaliatory behavior, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence, immediately report the same to any staff member or administrator. The staff member/administrator to whom the report is made (or the staff member/administrator who witnesses or suspects bullying/cyberbullying behavior) shall document and take appropriate action to address the immediacy of the situation and shall promptly report in accordance with the following paragraphs. .

Upon receipt of a complaint (even an anonymous complaint), or if a District official otherwise learns of any occurrence of possible conduct prohibited by this policy, the school employee shall promptly and orally notify the school principal no later than one school day after such employee witnesses or receives the complaint or learns of such conduct. Such school employee shall also file a written report with the school principal no later than two school days after making such oral report.

After receipt of a complaint, the school principal shall lead or supervise a thorough investigation of the alleged harassing, bullying and/or retaliatory conduct. The principal or principal's designee shall ensure that such investigation is completed promptly and in accordance with the terms of District policy. All complaints shall be treated as confidential and private to the extent possible within legal constraints.

Based on the results of this investigation, if the District determines that a District official, employee, volunteer, vendor, visitor and/or student has violated the District's Code of Conduct or a material incident of harassment, bullying and/or discrimination has occurred, immediate corrective action will be taken as warranted, it will take prompt action reasonably calculated to end the violation, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students whom such violation was directed. Where appropriate, supportive services, as determined in consultation with the student subject to the harassment/bullying, will be provided to the student

As a general rule, responses to acts of harassment, bullying, and/or discrimination against students by students shall incorporate a progressive model of student discipline that includes measured, balanced and age-appropriate remedies and procedures that make appropriate use of prevention, education, intervention and discipline, and considers among other things, the nature and severity of the offending student's behavior(s), the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the student's behaviors had on the individual(s) who was physically injured and/or emotionally harmed. Responses shall be reasonably calculated to end the harassment, bullying, and/or discrimination, prevent recurrence, and eliminate the hostile environment.

In the event that the principal is the alleged offender, the report will be directed to the Superintendent of Schools. All complaints of alleged harassing, bullying and/or retaliatory conduct shall be:

- i. promptly investigated in accordance with the terms of District policy;
- ii. forwarded to the program's Dignity Act Coordinator for monitoring; and
- iii. treated as confidential and private to the extent possible within legal constraints.

The principal must promptly notify the Superintendent of Schools and the appropriate local law enforcement agency, when the administrator believes that any harassment, bullying or discrimination constitutes criminal conduct. The principal shall provide a regular report at least once during each school year on data and trends related to harassment, bullying, and/or discrimination to the Superintendent. Retaliation against any individual who, in good faith, reports or assists in the investigation of a complaint alleging harassment, bullying or discrimination shall be prohibited.





District Officers

2025-2026

504 Compliance Officer: Phil Ortolani 585-336-3182

Amendments to Student IEP: Amy Donk (Grades 7-12) 585-336-3171
Joanna Rowe (Grades K-6) 585-336-3178

Records Access Officer: Brenna Farrell 585-336-2994

Civil Rights Compliance Officers

Title IX: Brenna Farrell 585-336-2994

Americans with Disabilities Act: Amy Donk 585-336-3171

Harassment Complaint Officers: Joanna Rowe 585-336-3178

Alternates: James Brennan 585-336-2993

Christina Miga 585-336-2981

Dignity for All Students Act Compliance Officers: Brenna Farrell 585-336-2994

Christina Miga 585-336-2981

Alternate: James Brennan 585-336-2993

Board of Education

Mr. Matthew Sullivan, President
Mrs. Vicky Bournival, Vice President
Mrs. Kathryn Copeland
Mrs. Melissa Bohrer
Mr. Kevin Schoepfel
Ms. Tamara Wall
Mr. John Vay

Mrs. Jenna Lustig, District Clerk

Aliyah Bozkurt, Student Representative
Bree Hunley, Student Representative
Rory Hickey, Student Representative

Retain this copy as a reference for this school year 2025-2026

