



2024 - 2025 STUDENT / PARENT HANDBOOK

COLD SPRINGS ELEMENTARY SCHOOL

This Parent/Student Handbook is designed to assist parents/guardians throughout the school year and contains much information that you will find helpful to you and your children. The handbook contains many of the school's guidelines, rules, regulations, activities, as well as the names of school personnel. It is important that parents/guardians form a strong bond with the school in order to provide guidance, direction, and support for every student to attain his or her maximum educational benefits. This handbook and all other information pertaining to the Gloucester City School District can be found on our school website at <https://www.gcsd.k12.nj.us/>. Wishing you all a wonderful, success-filled year!

NOTE: THE PROCEDURES AND POLICIES STATED IN THIS DOCUMENT (OTHER THAN THOSE MANDATED BY N.J. STATUTE) ARE SUBJECT TO CHANGE DURING THE SCHOOL YEAR AT THE DISCRETION OF THE BOARD OF EDUCATION AND/OR SCHOOL DISTRICT ADMINISTRATION.

“The Gloucester City School District does not discriminate in admissions or access to, or treatment, or employment on the basis of race, color, national origins, sex, disability or age in its program and activities.”

COLD SPRINGS ELEMENTARY SCHOOL

STUDENT / PARENT HANDBOOK



SCHOOL COLORS

Blue & Gold

SCHOOL MASCOT

Lion

ADMINISTRATION

Mrs. Jennifer Daubert – Principal

Mr. Rory Boettcher – Assistant Principal

Mrs. Andrea Salstrom – Director of Early Childhood

1194 Market Street

Gloucester City, NJ 08030

Telephone: (856) 456-7000

Emergency Closing # 561

Click [here](#) for School Website



Vision Statement

The Gloucester City School District Family empowers our students to be confident, well-rounded, happy individuals who positively impact society.

Mission Statement

Rooted in history, the Gloucester City School District embraces our unique traditions and growing community as we inspire each student to become an independent thinker, lifelong learner, and passionate, responsible member of society who strives to be the best version of themselves. We accomplish this mission in a fun, safe, and caring environment. We nurture enduring relationships built on trust, eliminate barriers, and seek growth and inclusivity . . . one Lion at a time.

District Beliefs

At Gloucester City School District, we believe that . . .

- Everyone will be embraced for their individuality with pride and care.
- Student academic, social, emotional, and developmental needs must be met and supported based on the individual.
- Authentic relationships are the foundation of an excellent education.
- We have the responsibility to eliminate barriers through collective focus and commitment.
- Diversity increases the opportunity for mutual respect, empathy, and personal growth.
- We have the responsibility to model ethical behavior and treat everyone with dignity and respect.
- Effective communication is essential for trust and transparency.
- All students deserve a rich and rigorous curriculum.
- It is vital to provide a safe and secure environment – physically, mentally, and emotionally.
- Education is a community effort.
- Education should promote critical thinking and innovation.

AND . . .

- Once a Lion, always a Lion!

BOARD OF EDUCATION

Michelle Wright, Board President

Kelly Rivas, Board Vice President

Jackie Borger

Leon Harris

Bernadette James

Kathleen Maass (Brooklawn Representative)

Keith O'Donnell

Jennifer Evans

Michael Smollock

Harry Ulmer

Sarah Bell, Secretary/Business Administrator

Parker/McCay, LLC, Solicitor

MEETINGS:

Regular Meeting are held monthly at 7:00 PM at the GHS Media Center

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

(856) 456-7000 Ext 1110

Mr. Sean Gorman, Superintendent

Dr. Kimberley Chiodi – Assistant Superintendent/Director of Curriculum

Mrs. Donna Struss, Administrative Assistant to the Superintendent

(856) 456-7000, Ext. 1110

Dr. Kimberley Chiodi. Assistant Superintendent and Director of Curriculum

Affirmative Action and Title IX Coordinator

Mrs. Rosa Piccone, Administrative Assistant

SUPERINTENDENT'S MESSAGE

We are proud of our Gloucester Public Schools' many successful accomplishments during the 2023-2024 school year. Our district was recently named one of the "Best School Districts in America" by Niche.com. This achievement is based on rigorous analysis of key statistics and millions of reviews from students and parents using data from the U.S. Department of Education. Ranking factors include state test scores, college readiness, graduation rates, SAT/ACT scores, teacher quality, public school district ratings, and more. We achieved placement in the top 5 school districts in Camden County, the top 15 in South Jersey, and the top 25% in the United States & Canada.

We are excited about the completion of our strategic planning process that we completed throughout the past year and thankful for all of the contributions made by many students, staff members, parents, and community members. We will begin to pursue our new vision this year: The Gloucester City School District Family empowers our students to be confident, well-rounded, happy individuals who positively impact society. This worthy pursuit will require daily commitment and contributions from nearly all of us. Programs such as AVID, Responsive Classroom, and the New Jersey Tiered Reading will continue to be critical to our future progress.

As we experienced the challenge of our middle school being closed for two months this past school year, we are proud of everyone's collective efforts to work together to continue to provide the best education possible to our students. We are thrilled to be able to expand bussing to include Cold Springs School students living on Broadway and west of it. This will improve the lives of many students & families in addition to attendance and punctuality and the traffic flow and safety in town. We were recently informed that all district students will now receive free breakfast and lunch at school daily as our application for the federal Community Eligibility Program has been approved. The return of Industrial Arts instruction to the school district has gone really well in the first year. We've also been able to maintain expanded academic support and remediation at all three district schools during both the school year and this summer. We've continued to offer more mental health supports and clubs and activities for students than ever before. Girls Wrestling is now an officially State-sanctioned sport by the NJSIAA; our girls and coaches performed valiantly in their first year of team competition. All 8th through 12th grade students continue to take the PSAT and SAT at no cost during our school day; we are one of very few school districts who provide this opportunity to families. This year, we also partnered with Green Light Driving School to ensure that we continue to lead our students through the pursuit of their driver's license at no cost to families. Our partnerships with both Camden County College and Rowan College of South Jersey are growing and remain invaluable in providing our students with the opportunity to achieve college credits & experience and/or career certifications while in high school, again at no cost to families. Graduates from the Class of 2023 achieved industry credentials in electric, barbering and cosmetology, culinary arts, and more. Multiple Seniors enlisted in various military branches. Our students continue to be accepted by some of the best colleges and universities in the nation; this year's acceptances included the University of Miami, the University of Alabama, Xavier University, St. John's University, The College of New Jersey, Rowan University, Rutgers University, the University of Delaware, Villanova University, Muhlenberg University, Drexel University, Penn State University, Clemson University, Seton Hall University, Temple University, University of Maine, University of Rhode Island, University of Maryland, and more.

Maximizing the safety of all three of our campuses daily will forever be a priority. This past year was the first in which a full-time police officer was assigned to each of our district schools. We are fortunate and grateful to have such a high-quality partnership with the Gloucester City Police Department. We established a partnership this school year with ChanceLight alternative school; this program will continue to serve students in grades 6 through 12 who consistently exhibit concerning behaviors. We remain committed to providing our community with schools that are safe, caring, and fun, leading students to look forward to coming to them each day.

Sincerely,

Mr. Sean Gorman

Superintendent/GHS Principal

GHS Graduate (Class of 1998)

PRINCIPAL'S MESSAGE

Dear Cold Springs School Families,

On behalf of the Cold Springs Elementary School staff, we welcome you to the 2024-2025 school year! We hope that you all enjoy a rewarding experience as Lion Cubs. This handbook was prepared to help inform our Cold Springs families about our school policies and regulations, as well as to provide you with the most up-to-date information pertaining to our elementary school.

In order for our school to function as a place where our children can learn and grow to their fullest potential, we must create a nurturing environment built upon mutual respect. We want our school to be a place where all stakeholders experience the excitement of learning, and where the students, parents, and school staff form an active partnership. Our CSS staff motto this school year is, "One Team, One Dream." Working together, there is no limit to what we and our children can achieve.

We encourage parents and guardians to maintain close contact with the school throughout the year. Communication between home and school is vital to our success and we want to make sure that we keep our families informed about what is taking place in our building as much as possible. With that in mind, several platforms will be utilized throughout the school year to keep you up-to-date on what is taking place at Cold Springs School. There is a weekly principal's newsletter that will be sent out via email. It includes classroom happenings as well as upcoming events and important dates and information. Our district website and school webpage: <http://www.gcsd.k12.nj.us> are also great sources of information about Cold Springs School. Communications about unexpected or important developments at school or in the community will be shared via email and through our district and school website. We will also use Remind to share information with our families via telephone. OnCourse Connect is another form of communication, which will allow you to see your child's grades throughout the marking period. Additionally, we will use the Facebook page, Cold Springs Elementary School, to stay connected with our families regularly.

We aim to establish an open line of communication between home and school in order to create a collaborative, safe, and nurturing environment, where our students will be inspired and empowered to follow their personalized path to academic excellence.

This parent/student handbook is intended to serve as a brief introduction to our school. After reviewing it for general information, we encourage all parents and students to become actively involved in the Cold Springs experience. Best wishes for an exciting and rewarding school year!

Educationally Yours,

Jennifer Daubert

**Cold Springs School
DEPARTMENT ORGANIZATION
2024-2025 SCHOOL YEAR**

For individual staff contact information, visit our school website or click [here](#).

<p><u>ADMINISTRATION</u></p> <p>Daubert, Jennifer – Principal</p> <p>Boettcher, Rory – Assistant Principal</p> <p>Salstrom, Andrea – ECC Director</p>	<p><u>KINDERGARTEN TEACHERS</u></p> <p>Barikian, Jaclyn</p> <p>Brady, Jacqueline</p> <p>Buckley, Allison</p> <p>Chando, Christa</p> <p>Cotellese, Jennifer</p> <p>Gray, Stephanie</p> <p>Yates, Tara</p>	<p><u>FIRST GRADE TEACHERS</u></p> <p>Gallagher, Maread</p> <p>Hoover, Karen</p> <p>McAlister, Katie</p> <p>McNeely, Laura</p> <p>Pilla, Jodie</p> <p>Todd, Susan</p> <p>Wall, Jill</p> <p>Wesh, Erin</p>	<p><u>SECOND GRADE TEACHERS</u></p> <p>Bennett, Chloe</p> <p>Byrne, Gabrielle</p> <p>Carrozzo, AnnaMaria</p> <p>Costello, Bryanna</p> <p>Hadley, Cailin</p> <p>Holmes, Nicole</p> <p>Reese, Renita</p> <p>Roney, Pamela</p>
<p><u>THIRD GRADE TEACHERS</u></p> <p>Anderson, Lisa</p> <p>DiVenti, Dale</p> <p>MacDonald, Susan</p> <p>Muha, Kristine</p> <p>Uhlendorf, Dominique</p> <p>Vardi, Maya</p> <p><u>SCHOOL NURSES</u></p> <p>Frame, Ryann</p> <p>Sheehan, Erin</p> <p><u>SECURITY</u></p> <p>Bennett, Robert</p> <p>Berglund, George</p> <p>Green, Brian (Officer)</p>	<p><u>SPECIAL SUBJECT TEACHERS</u></p> <p>Holscher, Lynne - STEAM</p> <p>Juros. Chad - Art</p> <p>Lorenz, Linda - Music</p> <p>Rodden, John - World Language/Computers</p> <p>Triantafillou, Lisa - PE/Health</p> <p>Woodruff, Gary - PE/Health</p> <p>Zimecki, Allison - Library/Media Specialist</p> <p><u>TECHNOLOGY</u></p> <p>Collins, Bernie</p> <p><u>TRANSPORTATION MANAGER</u></p> <p>Erica McCabe</p>	<p><u>SPECIAL EDUCATION TEACHERS</u></p> <p>Barrera, Ashley</p> <p>Bowe, Victoria</p> <p>Carlino, Dana</p> <p>DeMaria, Lindsay</p> <p>Dorrell, Courtney</p> <p>Dunsmore, Abigail</p> <p>Formiglia, Michelle</p> <p>Gerstle, Elizabeth</p> <p>Higgins, James</p> <p>Maiorano, Maria</p> <p>Pittman, Sara</p> <p>Turner, Devon</p> <p>VanArsdalen, Brenda</p> <p>Witcraft, Tyler</p> <p><u>ELL</u></p> <p>Ruskoski, Jessica</p>	<p><u>BASIC SKILLS INSTRUCTORS</u></p> <p>Dailey, Patti</p> <p>Dougherty, Kathleen</p> <p>Kuhen, Stacy</p> <p>Prepsel, Sara</p> <p>Schultes, Gemma</p> <p>Steedle. Sandy</p> <p><u>GIFTED AND TALENTED</u></p> <p>Kumpel, Cynthia</p> <p><u>ROAR Program</u></p> <p>Hague, Toby</p> <p><u>SCHOOL COUNSELOR</u></p> <p>Engler, Nicole</p> <p>Sutcliffe, Renee</p>

<u>PREK TEACHERS</u>	<u>PARAPROFESSIONALS</u>		
Ahern, Kathleen	Auerswald, Nancy	Krumenacker, Nicole	Valdez, Tryna
Bigham, Denise	Bangle, Amanda	Lazaro, Mary	Van Fossen, Deborah
Blessinger, Ann	Bangle, Jenna	Leposki, Samantha	Ward, Aidan
Blum, Cynthia	Bashir, Rahila	Madden, Patricia	Whitehead, Amanda
Carey, Meghan	Beswick, Michelle	Marshall, Regan	Wickersham, Samantha
DiNoia, Jeanine	Billman, Jeannie	Martinez, Autumn	Widen, Taylor
Groff, Brianna	Boland, Ashley	Mayes, Christian	Wiggington, Valerie
McCabe, Erica	Bonner, Theresa	McCabe, Myranda	Wilson, Bridgette
Jupin, Jacqueline	Bowe, Emileigh	McCleery, Alicia	
Marroletti, Colleen	Brown, Kelsey	Messerschmitt, Terri	
McFerren, Alyssa	Campanell, Nicole	Monk, Denise	<u>PRE-K INSTRUCTIONAL</u>
Murphy, Theresa	Cavanaugh, Melissa	Monroe, Theresa	<u>COACH (PIC)</u>
Musselman, Dana	Chapman, Debra	Moran, Emily	Vasquez, Kristina
Ratner, Monica	Conway, Kelli	Moore, Taylor	<u>COMMUNITY PARENT</u>
Rebstock, Lauren	Craig, Oriana	Morgan, Karen	<u>INVOLVEMENT</u>
Stafford, Jillian	Devereaux, Kelly	Munmum, Shahana	<u>SPECIALIST (CPIS)</u>
Steffen, Kristen	Eells, Maryann	Murphy, Deja	Dahlberg, Andrea
Trott, Amanda	Elder, Linda	Murphy, Sierra	PRESCHOOL
	Ferrari, Kerina	Naphy, Trisha	INTERVENTION
	Foley, Marie	Perez, Leticia	REFERRAL SPECIALIST
	Franchi, Kathy	Reed, Sandy	(PIRS)
	Gilbert, Christina	Richmond, Samantha	Klinke, Emily
	Gunther, Deborah	Rusk, Jodie	
	Green, Rachel	Rusk, Emily	
	Hones, Amy	Sanderson, Mikayla	
	Hicks, Kimberly	Schantz, Victoria	
	Kain, Mary	Sigafoos, Jessica	
	Kitchen-Gooch, Samantha	Steffan, Samantha	
		Terregino, Alexandra	

OFFICE OF SPECIAL SERVICES

The Office of Special Services is responsible for the following: Child Study Teams, Related Services, English Language Learners (ELL)/ Multilingual Learners (ML), Special Education Programs, Nursing Services, and Residency.

Office of Special Services

Dr. Jennifer Connell, Director of Special Services, ext. 1410

Ms. Tamra Berry, Administrative Assistant

Gloucester City School District Child Study Team

The Child Study Team consists of a school psychologist, a social worker, and a learning disabilities teacher-consultant (LDT-C). The Child Study Team will review all referrals to determine if a child requires a full evaluation. Written permission is required before the child can be evaluated. If the child meets the eligibility requirements for classification, an individualized educational plan (IEP) will be developed. A member of the Child Study Team is designated to be the child's case manager and will assist parents, students, and teachers in implementing the child's special education and related services program. In cases in which other conditions exist that may warrant accommodations but do not fall under the auspices of classification, school-level intervention plans may be developed through your child's building-level I&RS processes. These processes are initiated at the teacher level and follow a multi-tiered system of interventions.

<u>Psychologists</u> Chando, Ashlee Damato, Kelsey Field, Kathryn Brotz, Kiersten Ward, LizAnn	<u>Social Workers</u> Hobbs, Tamie McNally, MaryAnn Stevenson, Melorra	<u>LDT-C</u> Bedisky, Christina	<u>Speech / Language Therapists</u> Fitzpatrick, Rosemarie Klein, Rebecca Glaum, Jordan Smith, Rachele	<u>Occupational Therapists</u> Quenzel, Tara Gibbs, Cecilia	<u>Physical Therapist</u> Samartino, Amanda
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BCBA: Brigid Reilley and Angela Meluso

Multilingual Learners (ML)/ ELL (English Language Learners)

The school district is required to identify all students whose native language is one other than English utilizing specific assessment measures. These students may qualify for assistance within the ELL program.

District ESL/ELL/ML Teachers

Nagas, Agatha
Ruskoski, Jessica

Special Education Parents' Advisory Group (SEPAG)

Is your child a different learner? Does he or she have an IEP, receive related services, or other special services through the special education department? We encourage our parents and guardians to join the Special Education Parents' Advisory Group (SEPAG) to become more active in their child's education. SEPAG gives the opportunity to provide input and advice to the district regarding matters pertaining to students with disabilities. [Please complete this form to join SEPAG.](#)

PARENTAL RESPONSIBILITIES

The Board of Education of Gloucester City believes that the education of children is a joint responsibility, one it shares with the parents/guardians of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained and parental involvement in district concerns encouraged.

Therefore, parents/guardians need to recognize their responsibilities to their children and to the school and community. Parents should understand that if their children hear them speak positively about principals, teachers, and the school system in general, they are encouraging respect for authority. This will, in turn, result in good behavior in the classroom and will contribute to a positive attitude toward learning.

Parents can help ensure proper discipline in school by:

- o Showing interest in their child's school progress and working with school personnel to solve disciplinary and academic problems
- o Getting to know their child's school, its staff, curriculum, programs, and activities and by attending parent-teacher conferences and school/parent functions, such as Family and Friends and/or School Advisory Committee meetings.
- o Teaching their child how to dress neatly and to be clean, well-groomed, and wear clothes that are appropriate for school.
- o Making sure their child goes to school, on time, every day unless their child is ill or has a contagious disease.
- o Maintaining up-to-date telephone numbers at the school, including home, work, and emergency telephone numbers, addresses, and health data.
- o Contacting the school and explaining why their child is absent, as is required by New Jersey Statutes and School Board Policies.
- o Teaching their child, by work and example, respect for law, for the authority of the school and for the rights and property of others.

NOTE: Students will not be called from class to speak with their parents/guardians for NON-EMERGENCY reasons.

GRIEVANCE PROCEDURE - Chain of Command

When a problem arises, please follow the proper chain of command:

1. Request a meeting first with the teacher and/or guidance counselor.
2. If the teacher and/or guidance department are unable to resolve the problem, you may request a meeting with the administration.
3. If the problem is still not resolved to your satisfaction, you may request a meeting with the Superintendent of Schools.
4. Only after attempting to resolve the problem in this manner should the Board of Education be consulted.

DISTRICT AND SCHOOL CALENDARS

To view the 2024-2025 District Calendar for Gloucester City Public Schools, click [here](#).

NOTE: All calendar dates are subject to change; calendars will be revised to reflect such changes in a timely manner.

BELL SCHEDULES

Please click [here](#) for all Cold Springs School Bell Schedules for the 2024 - 2025 school year.

- Regular Bell Schedule
- Early Dismissal Bell Schedule
- Delayed Opening Bell Schedule

REMIND & SCHOOL MESSENGER

Gloucester City Public Schools use Remind and School Messenger to notify our community about important events and news. Parents can elect to receive messages via text messaging and email as well as a phone. Please provide a cell phone number if you would like to receive text messages and an email address if you would also like to receive email alerts.

WEEKLY SCHOOL NEWSLETTER: LIONS' CUB CHRONICLES

Parents must check the email that they have on file through OnCourse each Friday. A school email from the principal is sent weekly to notify parents of school events and important information. Shared in this document are also snapshots of school activities and pictures. This weekly newsletter is a great way to stay connected with our school community.

BUILDING VISITORS

In order to ensure the safety of our students and staff, ALL visitors to the building must sign in at the security desk with the appropriate photo identification utilizing our Raptor System. Visitors will be issued a visitor's pass which must be visible at all times while on school grounds and must be accompanied by a staff member AT ALL TIMES. Visitors not wearing the pass will be stopped by staff and asked to proceed to the security desk immediately. Unauthorized visitors will be subject to trespassing laws.

Parents and guardians wishing to meet with any staff member are requested to make an appointment in advance. Lunch money and other belongings must be left with security to be picked up by the student. Visitors and parents are not to visit a teacher's classroom unless the principal has given prior permission.

ARRIVAL AND DISMISSAL PROCEDURES GRADES PreK - 3

ARRIVAL - 8:15 AM – 8:30 AM

TRANSPORTATION:

If your child is provided bus transportation to and from school (west of Broadway), your child's bus pass will be included in this envelope. Please return the **Permission Slip to Walk Home From the Bus Stop - Grades 1-3 only**. The permission slip can be found [here](#). You will also be able to access your transportation information through your live OnCourse portal.

ARRIVAL PROCEDURES:

Please read these options carefully. Your child will either be bussed, transported by car, or will be considered a walker. Parents will not be permitted to park in our school parking lot unless they are a part of “**Preschool Family Parking**.” We are also discouraging parking on Cold Springs Drive as this has become a safety issue. **If you are driving your child (Grades PreK-3) to school by car for arrival and dismissal, you should be utilizing the PreK Family Drop-Off Option (these are marked spots). You will need to walk your children to the Early Childhood Main Entrance each morning.**

Arrival by Bus:

- A parent/guardian must be present at the bus stop with their child.
- We have approximately 13 buses pulling onto our campus daily.
- These buses should arrive between 8:10 a.m.-8:30 a.m.
- They will be pulling into the horseshoe in front of our Cold Springs Main Entrance.
- No parents can pull into the horseshoe or the teacher's parking lot entrance - staff will be present to enforce this and to also ensure that our bus students can safely depart from the buses.

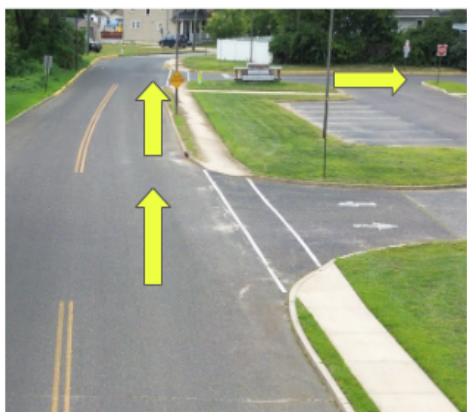


Bus
Parking

Arrival by Car - Family Drop Off:

If you have K-3 students with no Preschool students - Option 1

- Families will follow Cold Springs Drive to the end of ECC Building. Make a right to access our “**Parent Drop Off Line**” and stay to the **FAR LEFT-hand** side lane. You will go all the way to the back of the building to drop off your student.
- Please have your child on the passenger side to drop off. They should be ready with backpacks easily accessible.
- Staff will be outside to greet you at 8:15 a.m.
- **Students should not exit cars until 8:15 a.m. and staff are present.**
- Students will be considered late after 8:30 a.m.



Turn into the ECC
Parking Lot.
Follow car line.



Parents stay in
their car. K-3
students exit the
car and go into the
building. Staff will
be present.

If you have a Preschooler - Option 2

- These families will follow Cold Springs Drive and look for signs “**Preschool Family Parking**”.
- You will be able to pull into the ECC parking lot and park your vehicle in a parking spot. Spots will be labeled with “**Preschool Family Parking**”.



Families Walking Students to School:

Option 1: K-3 Students:

- Students in Grades K-3 will be escorted by parents/guardians to the main CSS playground entrance gate.
- You will see the blue double doors. Staff will be there to greet students each morning.
- **Students should not be running around on campus or waiting without an adult.**

Option 2: Preschool Students and Families with PreK-Grade 3 Students:

- All Preschool students will have to enter at their designated ECC location.
- If they have siblings in Grades K-3, they will also enter the ECC Main Entrance with them.
- **Students should not be running around on campus or waiting without an adult.**



DISMISSAL PROCEDURES:

Dismissal by Bus:

- A parent/guardian must greet their child at the bus stop.
- A parent/guardian must show their designated PawPrint for safety purposes.
- If an adult/guardian is not present at the bus stop, their child will be brought back to the school.
- You will then be responsible for arranging pick up.

Dismissal by Car - Family Pick Up

If you have K-3 students with no Preschool students - Option 1

- You will drive to the back of the building similar to the morning procedure to pick up your child.
- Please stay in your car and staff members will come to you to get Paw Print.
 - Paw Print is required to pick up your child.

Preschooler or Preschool and Family Pick Up - Option 2

- These families will follow Cold Springs Drive and look for signs “**Preschool Family Parking**”.
- You will be able to pull into the ECC parking lot and park your vehicle in a parking spot. Spots will be labeled with “**Preschool Family Parking**”.
- You will have to walk up the ECC Main Entrance to get your child.
 - Paw Print is required at ALL times to pick up your child.

Families walking to school to pick up Students:

Option 1: K-3 Students:

- Students K-3 will be picked up at the main playground entrance gate.
 - There will be double doors and families will pick students up at this location with Paw Print.
 - Paw Print is required at ALL times to pick up your child.

Option 2: Preschool Students and Families with PreK-Grade 3 Students:

- Preschool students and siblings (if applicable) will be picked up at their designated ECC location.
- Paw Print is Required at ALL times to pick up your child.



Parents that drop off and pick up their children should be advised that New Jersey has adopted legislation outlawing your car to sit and idle for longer than 3 minutes. Please turn your car engine off as you wait to pick up your child, and remember that under no circumstances should infants or small children be left unattended in your car. Additionally, no smoking is permitted on school grounds as well as no pets are permitted on school premises.

BEFORE AND AFTER SCHOOL PROGRAM: KIDS CHOICE

Cold Springs School does provide before and after care for families. Please be sure to reach out to **the Kids Choice Program**. Please see the following for more information and contact information:

<https://www.kidschoicewt.com/gloucester-city/>

Please Note - Important Early Dismissal Information - Parent Pick-Up

- Parents who have arranged a doctor, dentist, or court appearance must write a note requesting permission and indicating a reason for the student to be dismissed. The note should be brought to school and given to the teacher. Upon return to school, students must present appropriate documentation (e.g. physician's note). The name of the doctor and/or dentist and their phone number are required.
- Students who need to be picked up early from school must be picked up by **2:45 pm** on regular school days and **12:45 pm** on early dismissal days. **After this time, students will be dismissed as usual.**
- Pre-K and K parents must be present with their Paw Print identification to pick their child up from school or at the bus stop. No student will be dismissed from school or the bus unless a parent or designated adult with identification is present.
- For students in Grades 1-3, no child is permitted to walk home from school by himself unless a signed parent letter requesting this procedure is on file in the CSS main office.
- Dismissal changes will NOT be taken over the phone or be allowed to leave school with neighbors, family friends, or other relatives (unless those individuals are previously designated contacts) – it is mandatory that the office receive a signed parental note regarding a student's change in dismissal.
- Please have a photo ID with you as it is required and will be requested by security or staff.
- As stated in the School Attendance Policy, students who attend for less than the four-hour minimum school day will lose an instructional day. Therefore, students are encouraged to return to school after an early appointment. All such appointments should be scheduled after school hours whenever possible.

PARTIES AT SCHOOL

Parties are limited to specific occasions as planned by the teacher with approval from the principal. Parent volunteers may also be asked to assist. Please note that siblings may not attend classroom parties.

All food items need to be approved by the classroom teacher and screened for food allergies by the teacher before any items can be brought into the classroom.

Students can bring in special treats for birthday celebrations, but this must be approved by the classroom teacher due to allergy restrictions. Birthday or party invitations may be distributed **ONLY IF ALL** students in the homeroom receive an invitation.

BACKPACKS and CHROMEBOOK BAGS

Students should bring their backpack and charged Chromebook with them to school daily. This is essential to ensure that communication, student classwork, and homework are being carried to and from school each day. All student backpacks and Chromebook bags must be secured in the student's assigned cubby, or other storage areas during school hours. Student backpacks will securely be kept in their designated grade level homeroom throughout the duration of the school day. In addition, students should always carry their Chromebooks in the cases provided.

BICYCLE SAFETY

Students may ride bicycles to school. Bicycles must be locked to the racks provided at the main entrance of the school building, and are not to be parked in any other location other than on designated racks. The school will not assume any responsibility for bicycles. All students age 17 and under are required by state law to use helmet protection.

SKATEBOARDS AND SCOOTERS

Students are discouraged from bringing skateboards and scooters to school, as there is no designated means of securing them. The school will not assume responsibility for skateboards or scooters. All students age 17 and under are required by state law to use helmet protection.

STUDENT ENTRANCE INTO BUILDING

The main entrance doors to Cold Springs School are open at 8:15 AM and are expected to be in the school building by 8:30 AM each morning. All students are allowed to enter the building at this time. Please follow the prescribed arrival procedures for entry into the building.

EMERGENCY CLOSINGS

SCHOOL CODE #561

In the event of inclement weather or other emergencies, school may be closed for the entire day or opened following a delay. Information about emergency closings or late openings will be relayed via Remind and displayed on the school webpage. Additionally, information will be provided to local radio and television outlets.

Please do not call the school to seek information about closings or delayed openings since our telephone system cannot handle the volume of incoming phone calls.

ONCOURSE CONNECT PARENT PORTAL

OnCourse Connect provides teachers with a base for communicating effectively with parents regarding student achievement in a secure online environment. Through this service, students and parents will have access to teacher contact information, student attendance, student assignments and homework, as well as other information important to student success. To access the OnCourse Connect portal, visit our school website or click [here](#).

EMERGENCY PROCEDURES

Cold Springs School has specific plans in place for crisis and emergency situations. These plans cover situations calling for school lockdowns and school building evacuations, as well as other emergencies. Throughout

the school year, drills will take place to assure compliance with various administrative regulations and to keep students and staff familiar with their responsibilities. Emergency responders from the city, county, and state levels will be involved when needed.

Administrators and teachers are charged with keeping order and supervision of students throughout the school day. This responsibility is even more critical during emergency evaluations. Students will be made aware of the procedures and behavior expected during an emergency evacuation by the administration in opening school meetings and by individual classroom teachers through the school year. Students failing to follow procedures and/or emergency instruction will face consequences according to the code of conduct.

K-9 DOGS IN BUILDING

Gloucester City School District will use K-9 dogs periodically and unannounced on our premises to inspect hallways, lockers, locker rooms, gyms, parking lots, etc. as one means of ensuring a safe school.

STUDENT PHOTOS

All students must be photographed for student identification. There is no sitting fee, although portraits may be ordered at cost from the photography studio. Prior to the date of student photos, a flyer will be sent home explaining the available packages in more detail.

PHONES, EARBUDS, AND PERSONAL ELECTRONIC DEVICES

Students are prohibited from using cell phones, earbuds, and personal electronic devices during school hours unless authorized for a specific instructional purpose. Such items should be stored in a student's cubby or desk, and are subject to confiscation for inappropriate or unauthorized use.

Cell phones can be brought to school; however, they must remain off in the student's backpack at ALL times. Smart watches are permitted to be worn, so long as their sole purpose for use is to tell time. Cell phones and smart watches that are being used to make calls, text (parents or peers) or play games during the day will be confiscated and returned to students at the end of the day. Students are not to call, text, or message their family members during the school day. If students need to reach a member of their family, they can use one of the phones in the main office or classrooms. You can help us enforce this policy by not texting your children and calling or answering their calls during the day. Students may not photograph or take videos of any staff members or other students in and outside of the building.

NOTE: Such devices are strictly forbidden to be used in the halls between classes, as this constitutes a serious safety violation.

FOOD AND BEVERAGE

During the hours in which classes are in session, students are not permitted to have open food or beverage containers in the hallways. Closed, sealed containers for lunch may be kept in the classroom during the school day and retrieved prior to moving to the cafeteria. Students are not to leave the cafeteria with open food or beverage containers.

STUDENT DRESS CODE: [BOARD POLICY #5511](#)

Dressing appropriately for school shows pride in oneself and the school. Thus, clothing should be clean and appropriate. Students whose attire, in the judgment of teachers or administrators, does not meet this requirement may be sent home to change. Whenever possible, a change of clothes will be made available to the student not adhering to the dress code to avoid missed instructional time. The administration/faculty shall enforce the dress code with the administration having the final decision regarding all matters concerning the dress code.

AFFIRMATIVE ACTION POLICY

STUDENT AFFIRMATIVE ACTION AND EQUAL EDUCATIONAL OPPORTUNITY:

[BOARD POLICY #1140](#)

Affirmative Action Officer and Title IX Coordinator – Dr. Kimberley Chiodi

The Board of Education shall adopt and implement written educational equality and equity policies in accordance with the provisions of N.J.A.C. 6A:7 – Managing for Equality and Equity in Education.

The Board's affirmative action program shall recognize and value the diversity of persons and groups within society and promote the acceptance of persons of diverse backgrounds regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status. The affirmative action program will also promote equal educational opportunity and foster a learning environment that is free from all forms of prejudice, discrimination, and harassment based upon race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status in the policies, programs, and practices of the Board of Education.

SEXUAL HARASSMENT POLICY – [BOARD POLICY #5751](#)

Title IX Coordinator - Dr. Kimberley Chiodi, ext. 1310 or kchiodi@gcsd.k12.nj.us

The Board of Education will not tolerate sexual harassment of pupils by school employees, other pupils, or third parties. Sexual harassment of students is a form of prohibited sex discrimination. Pursuant to the U.S. Code of Federal Regulations and Title IX of the Education Amendments of 1972, the school district adopts this policy and will implement practices to investigate and resolve allegations of sexual harassment of students engaged in by school employees, other students, or third parties. In addition, reports of sexual harassment shall also be investigated in accordance with the requirements of New Jersey's Anti-Bullying Bill of Rights.

For the purposes of this policy, "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the school district conditioning the provision of an aid, benefit, or service of the school district on a student's participation in unwelcome sexual conduct;

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the school district's education program or activity;
- "Sexual assault," "dating violence," "domestic violence," or "stalking" as defined by federal regulations.

Sexual harassment may take place electronically or on an online platform used by the school, including, but not limited to, computer and internet networks; digital platforms; and computer hardware or software owned or operated by, or used in the operations of the school.

In accordance with federal regulations, any person may report sex discrimination, including sexual harassment, by any means to the district Title IX Coordinator.

Supportive measures shall be available to the Complainant, Respondent, and as appropriate, witnesses or other impacted individuals. The school district shall use the grievance and appeal processes outlined by federal regulations to address formal complaints of sexual harassment. The regulation and grievance procedure shall provide a mechanism for discovering sexual harassment as early as possible and for effectively correcting problems.

Consistent with the laws of New Jersey a student's parent must be permitted to exercise the rights granted to their child under this policy, whether such rights involve requesting supportive measures, filing a formal complaint, or participating in a grievance process. The school district or any employee of the school district shall not intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy.

For more information on Title IX, as well as Policy and Regulation 5751, please refer to the district website. For full text of the policy, click [here](#).

CURRICULUM AND INSTRUCTION

Gloucester City Public Schools are committed to a comprehensive process of curriculum planning and assessment to foster continuous improvement of student performance as measured by the local, state, national standards of excellence. Curriculum includes a scope and sequence of content, concepts, and skills taught in particular discipline, textbooks and other resource materials, identified measurable student learning objectives, and methods of assessing students' performance of learning objectives. During the summer months, teachers and administrators participate in one or more summer curriculum committees. These committees revise existing curriculum and develop curriculum for new courses. All curriculum is aligned with the New Jersey Student Learning Standards. As the State of New Jersey modifies or implements content standards, so too will the Gloucester City School District.

ACADEMIC PROGRAM

The educational programs are delivered in heterogeneously grouped classes for reading, mathematics, social studies, science, art, music, computers, health/physical education and language arts classes.

Creative Curriculum PreK

Creative Curriculum is a Pre-Kindergarten program for three and four year olds. Creative Curriculum provides the types of experiences for children that will foster the abilities and attitudes necessary for success in Kindergarten and the primary grades. Creative Curriculum for Preschool is a comprehensive, research-based curriculum system designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels. It is based on the objectives for development and learning that are predictive of school success and align with state early learning standards.

The Creative Curriculum for Preschool is based on five fundamental principles. They guide practice and help us understand the reasons for intentionally setting up and operating preschool programs in particular ways. These are the principles:

- Positive interactions and relationships with adults provide a critical foundation for learning.
- Social-emotional competence is a significant factor in school success.
- Constructive, purposeful play supports essential learning.
- The physical environment affects the type and quality of learning interactions.
- Teacher-family partnerships promote development and learning.

English/Language Arts (Kindergarten - Grade 3)

“Benchmark Advance” is a comprehensive reading/language arts program. The program focuses on the integration of the five critical strands of reading skills and strategies: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Writing and language mechanics (grammar, punctuation, capitalization) are also integrated in the literacy program.

Instruction takes place in whole group and small group instruction. In this process, teachers are able to meet the needs of all students in the classroom.

Fundations® is a multisensory and systematic phonics, spelling, and handwriting program that benefits all K-3 students. The program thoroughly teaches the foundational skills, and significantly supports the reading, writing, and language standards, found in states’ rigorous college- and career-ready standards. Fundations presents the following concepts and skills in a cumulative manner from Unit to Unit and year to year:

- Letter formation
- Phonological and phonemic awareness
- Sound mastery
- Phonics, word study, and advanced word study
- Irregular (trick) word instruction
- Vocabulary
- Fluency

- Comprehension strategies
- Written composition (spelling and handwriting)

For more information on the literacy program please feel free to contact Instructional Coach, Dana Wilson at dwilson@gcps.k12.nj.us or go to the web site: [Benchmark Education](#)

Mathematics

“enVisions” has been adopted as our official mathematics program. Developed by SAVVAS Scott-Foresman. “enVisions” aligns with the New Jersey Learning State Standards and embraces the Mathematical practices. Students learn, practice and apply Mathematics toward becoming college and career ready.

Instruction consists of both whole group and small group instruction, enabling the teachers to meet the needs of all students in the classroom.

For more information on the Mathematics program, please feel free to contact Instructional coach, Ellen Boulden at eboulden@gcps.k12.nj.us or go to the web site: [enhttps://www.savvas.com/index.cfm?locator=PS3c5rVision Math](https://www.savvas.com/index.cfm?locator=PS3c5rVision+Math)

HIGHLY QUALIFIED TEACHERS

All teachers must be or become highly qualified in the core academics subject(s) they teach (English, Math, Science, Social Studies, the Arts and World Languages). This has been considered the best way of making sure that all students can achieve at high levels. The law also requires schools receiving federal funds to inform parents of their rights to ask about the qualifications of their child’s teachers.

The federal definition of a Highly Qualified Teacher has three parts. Teacher must have:

- A four-year college degree;
- A regular (not emergency) teaching certification; and
- Proof of their content knowledge for the subject(s) they teach.

Teachers who are new (in their first year of teaching) or newly hired (in their first year in the school district) must meet these requirements at the time they are hired.

FAMILY LIFE/ HEALTH CURRICULUM

Social Emotional Learning (SEL)

A copy of the state-mandated Family Life Education curriculum is available for review. If any part of the instruction in Family Life Education or Health Education is in conflict with your conscience or sincerely held moral or religious belief, you may contact the office of the principal for a request form to have your child excluded from that particular part of the curriculum. You may also review the entire curriculum by making an appointment to meet with the principal. Our Health program is “The Great Body Shop”. See the program guide on their website [here](#).

Social Social-emotional learning (SEL) is an integral part of education and human development. Students learn how to develop healthy identities, manage emotions, and achieve goals. Our school utilizes Responsive Classroom as an SEL program to instruct students in social-emotional learning. Please visit the website [Responsive Classroom](#) for more information.

ACADEMIC CALENDAR: MARKING PERIODS

1st Marking Period.....September 3, 2024 - November 6, 2024
 2nd Marking Period..... November 7, 2023 - January 27, 2025
 3rd Marking PeriodJanuary 28, 2025 – April 1, 2025
 4th Marking Period April 2, 2025 - June 13, 2025

NOTE: All dates are subject to change due to the potential for inclement weather or other emergency school closings. To view the most up-to-date version of the 2024-2025 District Calendar, click [here](#).

REPORT CARDS

Report cards in Grades K-12 will have the numerical grades for all academic subjects with Grades K-8 denoting specific details regarding standards based proficiencies. Grades can always be accessed through our OnCourse Parent Portal [here](#). Report cards will be mailed home the 2nd and 4th Marking Period. A current email address must be on file with the school office.

GRADING

The following grade scale is used at Cold Springs Elementary School:

A	92-100
B	83-91
C	74-82
D	65-73
F	64 and below

PROMOTION AND RETENTION: [BOARD POLICY #5410](#)

The Gloucester City Board of Education recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

The Superintendent shall direct development of and the Board shall adopt detailed regulations to govern progress of pupils through levels Kindergarten through twelve. Parents or legal guardians will be notified whenever exceptions are contemplated in a pupil's normal progression from level to level. The final decision in all cases will rest with school authorities. Full text of the Promotion and Retention Policy #5410 can be found [here](#).

STATE AND STANDARDIZED TESTING

Required New Jersey State Tests and commercial standardized tests are administered each year throughout the Gloucester City School District. The schedule for testing will be posted on the District Calendar once information is received from the State Department of Education. Third grade students take the New Jersey state assessment, the NJSLA, in the spring of each school year. It is important that students come to school ready to perform to the best of their ability. Students are encouraged to be on time, get a good night's sleep, and eat a nutritious breakfast each day.

REMEDATION PROGRAM

The Cold Springs School will be providing after-school remediation for both ELA and Math. The services will be offered to students across grades K-3 who are in need of remediation of foundational learning skills. These students would be selected based on LinkIt scores, Dibels, Oral Running Records as well as grades.

CSS STUDENT RECOGNITION PROGRAM: STUDENT OF THE MONTH & LION HEARTED CHARACTER AWARD

We recognize special students who embody our school vision: confident, well-rounded, happy individuals who positively impact our society. One way we achieve this is through our Character of the Month Traits. Character development is an important part of our student's school years.

Instilling character traits in Cold Springs Elementary School helps students develop values and integrity while learning how to be good leaders. Our Lionhearted Cub shows us what it means to be a leader and also to be a positive role model for others in the community of Gloucester City.

Monthly assemblies are held to recognize and honor student achievement. A student from each class is given an award for demonstrating the monthly character trait.

September- Responsibility

October- Respect
 November- Citizenship
 December- Generosity
 January- Manners
 February- Kindness
 March- Cooperation
 April- Individuality
 May- Perseverance

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA): [BOARD POLICY #8335](#)

Parents/Guardians have the right to review the student records of their children. Those wishing to do so should contact the appropriate guidance office.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 year of age (“eligible students”) certain rights with respect to the student’s education records. For more information, please review Board Policy #8335, or visit the U.S. Department of Education FERPA home page [here](#). The name and address of the office that administers FERPA are as follows:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202-5901

RELEASE OF STUDENT INFORMATION

The U.S. Department of Defense has the right to gain access to student information by soliciting the schools for this information. If you **do not** wish for the school to share information pertaining to your child, please submit a letter indicating this desire to the appropriate guidance office.

ATTENDANCE: [BOARD POLICY #5200](#)

The Gloucester City Board of Education has a policy that a student must attend 181 days to obtain a thorough and efficient education as promised to every student by the New Jersey Constitution. Parents are asked to log into [OnCourse Connect](#) regularly to monitor student attendance

DAYS OF ABSENCE	CONSEQUENCE
5 DAY	Letter emailed home via OnCourse portal
7 DAY	Phone call home
9 DAY	Parent/student conference with guidance, administrator and attendance officer
10 DAY	Non-credit status: student will receive normal class work & grading, but he/she will not receive credit until a student completes an administrative credit completion session. (Per District Policy 51:13). Letter emailed home via OnCourse portal. <i>Municipal attendance charges may be pursued.</i>

A. Definitions

1. "Attendance" is a pupil's presence in school and in the classroom to which he/she is assigned at the times scheduled for instruction or other school activities.
 - a. A pupil will be considered to have attended school if he/she has been present at least four hours during the school day.
 - b. A pupil not present in school because of his/her participation in an approved school activity, such as a field trip, meeting, cooperative education assignment, or athletic competition will be considered to be in attendance.

2. "Excused absence" is a pupil's absence from school for a full day or a portion of a day for one or more of the following reasons:
 - a. The pupil's illness.
 - b. Family illness or death.
 - c. Education opportunities.
 - d. Excused religious observances, pursuant to N.J.S.A. 18A:36-14 through 16.
 - e. Where appropriate, when consistent with Individualized Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 U.S.C. -794 and 705(20), and individualized health care plans pursuant to N.J.A.C.6A:16-2.3.

- f. The pupil's suspension from school.
 - g. The pupil's required attendance in court.
 - h. Interviews with a prospective employer or with an admissions officer of an institution of higher education.
 - i. Examination for a driver's license. (High School)
 - j. Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day.
 - k. An absence for a reason not listed above, but deemed excused by the Principal, upon a written request by the pupil's parent or legal guardian to the Building Principal or designee stating the reason for the absence and requesting permission for the absence to be an excused absence.
3. "Truancy" is a pupil's absence from all or a part of the school day without the knowledge of the pupil's parent(s) or legal guardian(s). A pupil will also be considered truant if he/she:
- a. Leaves school at lunchtime without a pass.
 - b. Leaves school without permission when school is still in session.
 - c. Leaves class because of illness and does not report to the school nurse as directed
 - d. Is present in school but is absent from class without approval. Such truancy from class is a "class cut."

NOTE: No child over the age of five years and under the age of 18 years shall remain in or upon any public place or establishment outside any school grounds between the hours of 8:30 am and 3:00 pm every Monday through Friday while school is in session during the school year.

4. On the day a student returns from an absence, he/she should confer with each teacher about class work and assignments missed. The teacher and student should agree mutually upon a schedule to complete all missed work. In most cases, the student will receive one day to complete work for each day absent.

B. Notice to School of Pupil's Absence

- 1. The parent(s) or legal guardian(s) or adult pupil is requested to call the school office before 9:00 a.m. of the morning of the pupil's absence.
- 2. The parent(s) or legal guardian(s) or adult pupil who anticipates a future absence or anticipates that an absence will be prolonged should notify the Guidance Office, who will assist in the arrangement of make-up work.

C. Readmission to School After an Absence

1. A pupil returning from an absence of any length must present a written statement, dated and signed by the parent(s) or legal guardian(s) or adult pupil, of the reasons for the absence.
2. A note explaining a pupil's absence for non-communicable illness for a period of more than 1 school day must be accompanied by a physician's statement of the pupil's illness.
3. A pupil who has been absent by reason of having or being suspected of having a communicable disease must present written evidence of being free from communicable disease, in accordance with Policy No. 8451.

D. Instruction

1. Teachers are expected to cooperate in the preparation of home assignments for pupils who anticipate an excused absence of a (3) three-day school duration. The parent(s) or legal guardian(s) or adult pupil must request such home assignments.
2. A pupil who anticipates an excused absence due to a temporary or chronic health condition may be eligible for home instruction in accordance with Policy No. 2412. The parent(s) or legal guardian(s) or adult pupil must request home instruction.
3. Pupils absent for any reason are expected to make up the work missed; in grades six and above, the pupil is responsible for requested missed assignments and any assistance required. Teachers will provide make up assignments as necessary.
4. A pupil who missed a test because of an excused absence shall be offered an opportunity to take the test or an alternate test.

DAILY SCHOOL ATTENDANCE

- Students who miss 10 or more consecutive days without documentation may be dropped from the rolls.
- Students who arrive to school after 11:03 am or leave prior to 12:30 pm will lose an instructional day. A student must be in school a minimum of 4 hours to earn an instructional day.

ATTENDANCE AND EXTRACURRICULAR PARTICIPATION

Students who exceed the maximum allowable number of unexcused absences (9) yet show what administration deems to be an immediate, good faith effort to reduce absentee status may continue extracurricular participation with administrator approval. Students arriving at 12 or more unexcused absences will be prohibited from participation in school-sponsored extracurricular and athletic activities.

- Athletic Events – All students must present student ID.
- Students in grades 7-12 must present their student ID cards in order to gain entry to athletic events and school events (dances, etc.).
- Students who are in grades 6 and under must be accompanied by a parent or guardian.

EARLY DISMISSAL FROM SCHOOL – Parent Pick-Up

- Parents who have arranged a doctor, dentist, or court appearance must write a note requesting permission and indicating a reason for the student to be dismissed. The note should be brought to school and given to the teacher by the morning of the early dismissal. Upon return to school, students must present appropriate documentation (e.g. physician's note). The name of the doctor and/or dentist and their phone number is required.
- Due to safety concerns and dismissal procedures, it is imperative that students are picked up prior to 2:30 pm on regular school days and 12:30 pm on early dismissal days. After this time, students are in transition for dismissal and we are unable to send staffing to pick students up from bus lines and parent pick-up lines in an efficient manner.
- All parents and/or guardians picking up children must have their **Paw Print** identification to pick their child up from school or at the bus stop. No student will be dismissed from school or the bus unless a parent or designated adult with identification is present.
- For students in Grades 1-3, no child is permitted to walk home from school or bus by himself unless a signed parent permission slip requesting this procedure is on file in the CSS main office.
 - [Walk Home from Bus Permission Slip](#)
 - [Walk Home from School Permission Slip](#)
- Dismissal changes will NOT be taken over the phone or be allowed to leave school with neighbors, family friends, or other relatives (unless those individuals are previously designated contacts) – it is mandatory that the office receive a signed parental note regarding a student's change in dismissal.
- Please have a photo ID with you as it is required and will be requested by security or staff.
- As stated in the School Attendance Policy, students who attend for less than the four-hour minimum school day will lose an instructional day. Therefore, students are encouraged to return to school after an early appointment. All such appointments should be scheduled after school hours whenever possible.

FIELD TRIPS AND CLASS TRIPS: [BOARD POLICIES #2340](#) – FIELD TRIPS, [#5850](#) – SOCIAL EVENTS, AND [#9180](#) – SCHOOL VOLUNTEERS

The Board of Education recognizes that field trips properly planned and integrated with the curriculum are an educationally sound and important part of the program of the schools that can supplement and enrich classroom instruction by providing learning experiences in an environment outside the school. Pupils on field trips remain under the supervision of this Board and are subject to its rules and regulations. Parents who commit to chaperoning a field trip must follow school guidelines and expectations.

PUPIL ACCIDENT INSURANCE – [BOARD POLICY #8760](#)

The Gloucester City Board of Education will provide every student, free of charge "full excess" school time student accident insurance. In the event of a school time accident, "full excess" coverage will cover the hospital or medical expense not covered by your own family health benefits (Blue Cross/Blue Shield, etc.). If you desire coverage on the extended 24-hour insurance plan, please request a brochure from your school office. The brochure will outline the additional coverage and the premium charge. Please contact the office of the School Board Secretary/Administrator if you should have any questions at 456-7000, ext. 2160.

STUDENT BREAKFAST/LUNCH

Gloucester City Public Schools provides nutritious low-cost meals to all students regardless of income. Our school provides breakfast on-site at 8:30 am and lunch during their designated grade level lunch time.

Please visit our school website for more information regarding our [Food Services](#) as well as prices for meals, meal applications, menus, and our yearly meal application.

UNPAID MEAL CHARGES/OUTSTANDING FOOD SERVICE BILL: [BOARD POLICY #8550](#)

In the event a student's school lunch or breakfast bill is in arrears, the student will continue to receive lunch or breakfast and their account will be charged accordingly. The Principal or designee shall contact the student's parent to provide notice of the amount in arrears and shall provide the parent a period of ten school days to pay the full amount due. If the student's parent does not make full payment to the Principal or designee by the end of the ten school days, the Principal or designee shall again contact the student's parent to provide a second notice that their child's lunch or breakfast bill is in arrears. If payment in full is not made within one week from the date of the second notice, parents will be requested to meet with the Principal or designee to discuss and resolve the matter. The student will be provided a basic lunch that will contain the essentials in balanced nutritional selections as prescribed by the Bureau of Child Nutrition Programs, New Jersey Department of Agriculture.

DISTRICT ISSUED LAPTOPS, BAGS, AND CHARGERS

In support of the District Technology Initiative, each student in grades 1-12 will be issued a Chromebook, charger, and laptop bag. These items will be inventoried by the Technology Department at the end of each school and returned to the students when they arrive for school in subsequent years. Students and parents should be mindful of the condition of each component as they will follow the student throughout their time in Gloucester City Public Schools. Charges for the replacement of lost equipment will be:

- Chromebook -\$250.00
- Bag \$20.00
- Charger \$25.00

BOARD OF EDUCATION POLICIES [#2361](#) & [#5516](#)

POLICY 2361 – ACCEPTABLE USE OF COMPUTER NETWORKS/COMPUTERS AND RESOURCES

The Board shall develop a technology plan that effectively uses electronic communication to advance and promote learning and teaching. This system of technology shall be used to provide local, Statewide, national and global communications opportunities for staff and pupils. Educational technology shall be infused into the district curriculum to maximize pupil achievement of the New Jersey Student Learning Standards.

It is the policy of the district to establish safe and effective methods for pupil and staff users of the district's technological resources. For full text of the policy, please click the link above for Policy 2361.

POLICY 5516 – USE OF ELECTRONIC COMMUNICATION AND RECORDING DEVICES (ECRD)

The Board of Education believes students and/or school staff members should not be subject to having a video or audio recording taken of any student(s) or school staff member(s) for any purpose without the consent of the student, the student's parent, and/or the school staff member. In addition to protecting the privacy rights of students and school staff members, the Board recognizes such recordings can be disruptive to the educational program. In addition, inappropriate recordings of educational material, student assessment instruments, and/or student assessment reviews can be used to compromise the integrity of the district's educational program or lead to academic dishonesty in the event such recordings are stored and/or transmitted to other students. Therefore, the Board of Education adopts this Policy regarding student use of electronic communication and recording devices.

"Electronic communication and recording device (ECRD)" includes any device with the capability to audio or video record or is capable of receiving or transmitting any type of communication between persons. An ECRD includes, but is not limited to, cameras, cellular and wireless telephones, pagers/beepers, laptop computers, electronic readers, personal digital assistants (PDAs), two-way radios, portable fax machines, video broadcasting devices, and any other device that allows a person to record and/or transmit, on either a real time or delayed basis, sound, video, or still images, text, or other information.

An ECRD used in violation of this Policy will be confiscated by a school staff member or Principal or designee and the student will be subject to appropriate disciplinary action. For full text of the policy, please click the link above for Policy 5516.

ILLNESS WHILE AT SCHOOL

Except for genuine personal illness or some verifiable emergency, students will not be excused before the end of the school day. In case of illness, a student must report to the nurse with a pass from his/her teacher. A student will be credited with an absence in all classes missed while at the nurse's office, unless prescheduled, and may be sent home by the nurse only after a parent or guardian has been contacted. Students who leave school without the nurse's permission will be considered truant, whether or not parents are aware. Request for early dismissal will be honored for confirmed medical and dental appointments. A written request from the parent stating the exact time of dismissal, parent telephone number for verification, and the reason must be taken to the Main Office on the day before or day of the scheduled appointment. School policy regarding attendance will apply. In case of an emergency during the school day a parent or guardian will be contacted before the student is permitted to leave school. The Administration requests that parents try to schedule all appointments after school hours and reminds parents that students are responsible for all missed work as result of early dismissals. Please have your biographical information card completed or updated. It assists us in contacting parents and/or guardians.

INTERVENTION AND REFERRAL SERVICES TEAM (I&RS): [BOARD POLICY #2417](#)

The Intervention and Referral Services Team assists in the development of services that go beyond regular instructional practices to ensure success for every child. This includes specific plans for regular education students who are experiencing academic, behavioral, social, or emotional difficulties. In addressing a child's needs, the Intervention and Referral Services Team can involve parents, student peers, teachers, counselors, or other individuals and organizations. Requests for assistance to the Intervention and Referral Services team occur through a number of different avenues (teachers, counselor, etc.).

INFORMATION REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973: [BOARD POLICY #2418](#)

Section 504 is an Act, which prohibits discrimination against persons with a handicap in any program receiving Federal financial assistance. The Act defines a person with a handicap as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
2. has a record of such an impairment; or
3. is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, the Gloucester City School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices in the school system.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

The Gloucester City School District has a grievance procedure that asks that initial notice of any discrepancies be directed to the building's Compliance Officer. If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

PARENTS RIGHTS UNDER SECTION 504

Parents have the right to:

1. have their child take part in, and receive benefits from, public education programs without discrimination because of his or her disabling condition.
2. have the school district advise them of their rights under federal law.
3. receive notice with respect to identification or evaluation of, or service to, their child.
4. have their child with a disability receive free appropriate public education. This includes the right to be educated with students without disabilities to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow the child an equal opportunity to participate in school and school-related activities.
5. have their child with a disability educated in facilities and receive services comparable to those provided students without disabilities.
6. have their child receive special education and related services if the child is found to be eligible under the Individuals with Disabilities Act or Section 504 of the Rehabilitation Act.
7. have evaluation, educational and service decisions made based upon a variety of information sources and by persons who know the student, the evaluation data and service options.
8. have transportation provided for their child to and from a program not operated by the district if the district places their child in the program.
9. have their child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
10. examine all relevant records relating to decisions regarding their child's identification, evaluation, educational program and services.
11. obtain copies of educational records at reasonable cost unless the fee would effectively deny them access to the records.
12. receive a response from the school district to reasonable requests for explanations and interpretations of their child's records.
13. request amendment of their child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of their child's privacy rights. If the school district refuses this request for amendment, it shall notify the parents within a reasonable time and advise them of the right to a hearing.
14. request mediation or an impartial due process hearing related to decisions or actions regarding their child's identification, evaluation, educational program or services. The parents and the student may take part in the hearing and have an attorney represent them. Hearing or mediation requests must be made to the District 504 Compliance Officer.
15. ask for payment of reasonable attorney fees if they are successful on their claim.

16. file a local grievance or citizen complaint with the school district, the state board of education and/or the Office for Civil Rights.
17. appear the impartial hearing officer's decision.
18. receive all information in their native language and primary mode of communication.
19. expect periodic re-evaluations and an evaluation before any significant change is made in their child's program.

For help in understanding your rights, you may contact any of the following:

- *Cold Springs School* – Jennifer Daubertl, Ext. 2015
- *Gloucester Middle School* – Donna Lacovara, Ext. 3014
- *Gloucester High School* – Guidance Department, Ext. 4035
- *District Section 504 Coordinator* – Jennifer Connell, Ext. 1415
- *Superintendent of Schools* – Sean Gorman (Donna Struss, Secretary), Ext. 1110
- *NJ Department of Education* – Camden County Office, (856) 401-2400

HOME INSTRUCTION: [BOARD POLICY #2412](#)

Home instruction will be granted to students pursuant to the Gloucester City Board of Education and the State Board of Education regulations. In all cases, a homebound instruction application form specifically requesting home instruction will be required. Parents who anticipate their child to be absent more than ten (10) consecutive days should contact the High School Guidance Department and pick up a request form. Tutors will only be assigned after a homebound instruction form has been received, and the building principal approves homebound instruction. Home instruction will occur in the High School Media Center or via a remote or virtual platform unless the Superintendent directs it to be held in an alternative site.

INTEGRATED PEST MANAGEMENT: [BOARD POLICY #7422](#)

The New Jersey School Integrated Pest Management Act of 2002 requires school districts to implement a school integrated pest management policy that includes an Integrated Pest Management Plan. In accordance with the requirements of the Act, the Board shall ensure implementation of Integrated Pest Management (IPM) procedures to control pests and minimize exposure of children, faculty, and staff to pesticides. These procedures shall be applicable to all school property in the Gloucester City School District. For the full policy, please refer to the district website.

STUDENT CONDUCT INFORMATION

PHILOSOPHY

The Board of Education recognizes the developmental stages of all learners and ensures that the conduct code honors these stages. The conduct of students in the Gloucester City School District shall reflect standards of good citizenship, age-appropriate behavior, responsibility for one's own actions, and respect toward others and school property. Our vision for discipline is systematically focused on utilizing positive reinforcement to guide and educate students through the implementation of social emotional interventions to promote successful character traits for future twenty-first century leaders.

OVERVIEW

The Gloucester City School District developed the Code of Conduct Procedure Manual to reinforce the foundation of acceptable behavior that is expected of all students attending Gloucester City School District. Students are expected to act in a responsible manner at all times. It is not possible to delineate rules for every possible situation that a student may encounter. The intent of this code manual is to identify commonly recognized student behaviors that are unacceptable in a school setting and to be a general guide for students, staff, teachers and administrators. As a listing, the code is not intended to be all-inclusive. There may be a situation that warrants different measures than those prescribed. In such instances, administrative discretion will prevail.

Gloucester City School District is committed to providing all students with educational opportunities designed to prepare them to be productive members of a democratic society by developing each individual's ability to use higher order thinking skills, logically solve problems and make rational, responsible decisions. It is the specific responsibility of the school instructional staff and administration to provide an environment where all students can learn. These codes list those behaviors and the consequences of those behaviors that may impede or disrupt the educational program of the school and the safety and well-being of our students. It is our hope that this information will assist students, parents, and teachers in the identification of unacceptable behaviors and provide a clear and consistent explanation of consequences such behavior will merit. It should be noted that these codes also apply to those school sponsored events that may take place beyond the regular school day and away from the school building. We want our students to become self-reliant, responsible thinkers who carry themselves with pride. If students are to develop self-reliance and discipline, they have the right to know what is expected and prohibited, and the reasons and probable consequences of such infractions.

The school administration and/or the Gloucester City Board of Education have the right to administer discipline for any other offense, which is a violation of the law or school district policy or procedures, or in violation of acceptable standards of conduct for students in the Gloucester City School District.

EXPECTATIONS FOR STUDENT CONDUCT: [BOARD POLICY #5500](#)

Students, parents, teachers, school administrators, and the Board of Education all agree that positive student commitment and behavior are essential to creating a classroom environment that is conducive to learning for all students. We believe that it is important to help students realize that their own attitudes and acts are directly related to their school experiences and that of their classmates. It is our expectation that all students must act appropriately so that teachers can teach and students can learn. Students shall respect others, their possessions, and school property.

Student Expectations:

- Come to school prepared for the day. (Computer charged, pencils, headphones)
- Demonstrate respect for all people and all school property. (desks, chairs, supplies, etc.)
- Take responsibility for their own behavior and learning.
- Use time and resources wisely and responsibly.
- Share responsibility when working in a group.
- Communicate with parents, guardians, teachers about related things. (Grades, clubs, etc.)

Students are expected to exit the classroom and school building in an appropriate manner. Students may remain in the building for reasons such as: extra help from a teacher, sports, clubs, tutoring, student meetings, extended day, or any other school sponsored activity.

Students are expected to leave the school building at the end of the school day while acting responsibly. Students must cross the street at locations that have crossing guards, go directly home, notify your parents/guardians if you are not going directly home.

We expect students to develop responsible attitudes of personal conduct and to respect the rights of others in the school community. The school respects the rights of all students:

1. To be heard;
2. To receive fair and appropriate treatment;
3. To due process

Students do not have the right to disrupt or interfere with the learning process of others, nor does any student have the right to jeopardize the safety and well-being of others in the school. Defiance of adult authority, or verbal abuse, (including cursing) of those adults employed in the school will not be tolerated.

NOTE: Once a student is referred to the assistant principal, the assistant principal will evaluate the situation and in the context of the student's disciplinary history and the consequences of his/her misbehavior, assign the appropriate disciplinary measures.

PREVENTION

In the classroom, teachers know that effective classroom management begins with prevention. Setting clear expectations for behavior, planning interesting lessons, keeping students on task, and using effective communication practices are some of the preventive measures teachers use. Some preventive measures that we emphasize include:

- Strive to make all students feel connected and engaged at school by building strong and active extracurricular programs that all students can participate in.
- Establish mentoring relationships
- Encourage effective communication between school and home to build partnerships.
- Express appreciation for students that follow the rules by calling or writing home.
- Teach and model appropriate behavior through Social Emotional Learning curriculum (K-8).

REMEDIAL MEASURES

When student behaviors require remedial measures - **Tier One** strategies are facilitated by classroom teachers and administrators respectively. The building Student Support Specialist (if applicable) and/or counselor is also a resource for consultation and support. In the **classroom, teachers** utilize one or more of the following approaches:

- Set clear expectations for behaviors within the classroom
- Provide clear consequences for the behavior (consistent with the code of conduct)
- Relationship building with a positive peer network
- Communicate with parents to develop a family agreement to ensure the parent and the student understand schools' rules and expectations
- Consider changing the placement of students within the classroom (i.e., changing student seat, purposeful grouping)

These measures are intended to support all parties involved. Measures listed above are not meant to be all encompassing and may be adjusted appropriately.

When student behaviors require remedial measures - and classroom strategies have been exhausted, Tier Two strategies are utilized by classroom teachers and administrators respectively as appropriate. The building Student Support Specialist (if applicable) and/or counselor is also a resource for consultation and support.

- **OPPORTUNITY TO RIGHT A WRONG:** Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices
- Explain the long-term negative consequences of the disciplinary infraction on all involved
- Schedule a follow-up conference with the student when students are removed from school.
- Consider wrap-around support services or after-school programs or services
- Provide social skill training, such as impulse control, anger management, developing empathy and problem solving
- Academic supports to address academic deficits contributing to poor social behaviors
- Self-identity and self-confidence empowerment building that reduces the need for the student to act out and gain power
- Morning and afternoon "check-in" systems to increase positive contact with adults
- Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen

These measures are intended to support all parties involved. Measures listed above are not meant to be all encompassing and may be adjusted appropriately.

RESTORATIVE PRACTICES

Restorative practices, when broadly and consistently implemented, will promote and strengthen positive school culture and enhance pro-social relationships within the school community. At Gloucester City School District, restorative practices include interventions when harm has happened, as well as practices that help to prevent harm and further conflict by helping to create a sense of belonging, safety, and social responsibility in the school community. Restorative practices allow for a shift in practice that results in a culture which is inclusive, builds fair process into decision making practices, and facilitates student learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding. Through restorative practices, members of the school community will:

1. Have an opportunity to be heard
2. Understand the greater impact of one's actions
3. Learn to take responsibility
4. Repair the harm one's actions may have caused
5. Recognize one's role in maintaining a safe school environment
6. Build upon and expand on personal relationships in the school community
7. Recognize one's role as a positive contributing member of the school community.

The primary means by which restorative practices may be implemented in the Gloucester City School District could include:

- **Affective Statements:** the starting point for all restorative practices involving active non-judgmental listening and expression of feelings and impact. Affective statements allow for students and staff to build strengthened relationships by genuinely presenting oneself as someone who cares and has feelings. This authentic expression offers one the opportunity to learn and reflect on how their behavior has affected others.
- **Restorative Dialogue:** A restorative approach to help those harmed by others' actions, as well as responding to challenging behavior consists in asking key questions:
 1. What happened, and what were you thinking at the time?
 2. What have you thought about since?
 3. Who has been affected by what you have done? In what way?
 4. What about this has been hardest for you?
 5. What do you think you need to do to make things as right as possible?
- **Restorative Meetings/Conferences:** Involves those who have acknowledged causing harm meeting with those that have harmed, seeking to understand each other's perspective and coming to a mutual agreement which will repair the harm as much as possible. Often all sides bring supporters, who have usually been affected and have something to say from a personal perspective.

STUDENT SUSPENSION AND EXPULSION: BOARD POLICY #5610 AND #5620

While providing students with an education, it is also our responsibility to create a safe and positive environment that allows all students to learn. It is our goal as educators to encourage appropriate and safe behaviors that optimize the student learning experience. In some instances, disciplinary offenses may call for suspension, or in extreme cases, expulsion.

The right of a school district to utilize these disciplinary procedures is defined in New Jersey Statutes: "Any student who is guilty of continued and willful disobedience, or of open defiance of the authority over him, or of the

habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school."

Student conduct, which shall constitute good cause for suspension or expulsion of a student guilty of such conduct, shall include, but not be limited to, any of the following:

1. Open defiance to school expectations and/or school personnel.
2. Physical harm or threatening behavior to school personnel and/or peers.
3. Theft
4. Causing or attempting to cause substantial damage to school property.
5. Possession of alcohol or controlled substances

SUSPENSIONS

A student will serve an In-School-Suspension or Out-of-School Suspension as deemed appropriate by the building administrator when there is a violation of the student code of conduct. In School Suspensions will require students to report to school during normal school hours. The student will report to a small group setting where they will still be required to actively engage in instructional programming. Out-of-School Suspensions will be given based on severity of the offense, in addition to the past record of the student. Students are not permitted on school property during the Out-of-School Suspension period, nor may they attend any school-sponsored activities or events. A parental conference is required before a student is permitted to return from an out-of-school suspension.

Multiple Suspension Rule

Any student, who receives two (2) out-of-school suspensions from school during the course of the year, will become immediately ineligible to participate in any extra-curricular and school-sponsored events/activities for the remainder of the year. These events/activities include, but not limited to: athletics, all clubs, dances, field trips, and class trips, etc. A student may re-earn his/her eligibility by demonstrating acceptable behavior, maintaining academic eligibility, and not receiving any additional disciplinary infractions within 45 school days (at administrative discretion). At the completion of the 45-day probationary period, the student can appeal to the Discipline Review Committee for reinstatement of privileges.

EXPULSION

Expulsion is the most severe form of discipline that can be levied against a student by a New Jersey public school. The decision of a local Board of Education to expel a student has the effect of denying the student educational opportunities in any public school in the state. School administrators can only recommend expulsion to the Board of Education and the Superintendent. Only the Board of Education can take action to expel a student.

Pupil Assault of Staff (NJ Statutes 18A: 37-2)

Any pupil who commits an assault as defined pursuant of NJS 2c: 12-1, upon a teacher, administrator, board member or other employee of the Board of Education, acting in the performance of his duties and in the situation where his authority to so act is apparent, or as a result of the victim's relationship to an institution of public education in this State, shall be immediately suspended from school consistent with procedural due process pending expulsion proceedings before the local Board of Education. Said proceedings shall take place no later than 21 calendar days following the day on which the pupil is suspended.

Physical Restraint of Student School Law 18A: 6-1

Any staff member may, within the scope of his/her employment, use and applies such amounts of force as reasonable and necessary in the following situations: to quell a disturbance, threatening physical injury to others; to obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil; for the purpose of self-defense; and for the protection of persons and property.

HARASSMENT, INTIMIDATION, AND BULLYING: BOARD POLICY #5512

As per Board of Education policy 5512, all acts of harassment, intimidation or bullying are prohibited. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment. Any person with any information regarding actual and/or potential planned hazing and/or information regarding acts of harassment, intimidation or bullying of pupils by any school employee or other pupils must report the information to the building-based Anti-Bullying Team. Reporting individuals are protected by law from any reprisals.

The board policy can be located on the school website by using the "Anti-Bullying Information" link, or by clicking the link above.

TRANSPORTATION CONDUCT

STUDENT BUS CONDUCT RULES:

1. Students must ride on the bus to which they have been assigned to and from their residence, only.
2. Students must remain seated; no changing seats or walking around is permitted.
3. Nothing is to be hung on or thrown out the windows or door.
4. Smoking or nicotine products of any kind are not permitted on the bus at any time.
5. Screaming, shouting, hollering, eating, and drinking on the bus is prohibited.
6. The driver is in charge of students on the bus at all times, she/he has the authority to assign seats. Please respect her/him.
7. No temporary switching of buses will be allowed (busing is to and from the registered address ONLY).
8. Books, parcels, arms, and legs must not protrude into the aisle. Emergency equipment and exits must not be touched or fooled with and must be accessible always.

NEW JERSEY STATE STATUTE 18A: 25-2

A teacher or other person in authority over such pupils shall hold every pupil accountable for disorderly conduct in school and during recess and on the playgrounds of the school and on the way to school. The driver shall be in full charge of the school bus at all times and shall be responsible for order, she/he shall never exclude a pupil from the bus, but, if unable to manage any pupil, shall report the "unmanageable" pupil to the principal of the school which he attends. A pupil may be excluded from the bus for disciplinary reasons by the principal and his parents shall provide for his/her transportation to and from school during the period of such exclusion. This act shall take effect immediately. (Assembly Bill #18 approved 10-14-69).

SCHOOL RESOURCE OFFICERS AND SCHOOL-BASED POLICING

A school resource officer (SRO) is a career law enforcement officer assigned in a community policing capacity to a local educational agency. SROs work in collaboration with schools and community-based organizations to provide a positive and visible law enforcement presence on school campuses. SROs have four major roles:

- **Law Enforcement.** SROs address crime and disorder in and around a school campus. SROs strive to employ non-punitive techniques when interacting with students, using citation and arrest only as a last resort under narrow circumstances.

- **Informal Counselor.** SROs build relationships with students and act as liaisons to community services for youth and families.
- **Educator.** SROs teach students about crime prevention and safety, drug awareness, conflict resolution, and other topics related to law enforcement and the legal system.
- **Emergency Manager.** SROs develop and implement emergency preparedness policies, including comprehensive school safety plans, and coordinate with first responders in an emergency. SROs are integral members of a school threat assessment team.

STUDENT DISCIPLINE CODE

Rationale

School, like society in general, is founded on reasonable rules of behavior, which are intended to provide for the well-being and safety of its citizens.

The purpose of the discipline code is to assure that Cold Springs Elementary School is able to provide a positive educational environment for learning and a desirable place for social interaction among students, staff, and the community. To maintain these goals within our school society, the responsibility for success must be shared by all -- the students, parents, teachers, staff members, and administrators.

It is the function of the discipline code to provide for fair and effective practices, which would promote appropriate social behavior. In the event of inappropriate behaviors, consequences will be administered with the intent of promoting a positive change in student behavior.

NOTE: The disciplinary guidelines contained herein are not all-inclusive. Administrative discretion will be taken if and when a more comprehensive disciplinary action is required.

Hall Regulations

Each student should display self-control and courtesy at all times to contribute to the well-being and comfort of his/her fellow students. When passing to class during the day, students should not gather in the halls in groups so as to impede the movement of traffic. Students should walk at all times and arrive at class on time. During building evacuations, observe absolute silence and follow directions.

No one is to be in the hall while classes are in session without a pass. The pass will indicate the destination of the student, such as to one of the offices, to the nurse, or to see another teacher.

Handling of Discipline

Teachers will handle discipline for most offenses. For serious offenses or repeated offenses, the student may be referred to the Assistant Principal for Discipline. A student referred to the office for a disciplinary matter may be assigned a penalty as stated on the charts on the following pages.

A student will be suspended if he/she commits a major infraction or persists with continual disruptive behavior as shown on the charts. The length of the suspension and whether it is from class (in-school) or from school (external) will be determined by the assistant principal according to the rules established for each specific type of suspension.

Listed below are some of the major offenses which may result in a suspension from school (ISS or OSS) on the first infraction unless there are unique and mitigating circumstances in the judgment of the disciplinarian and/or building principal: extortion / intimidation; abusive language directed at staff; open defiance, disruption of school or any action which could lead to the disruption of school; possession and/or consumption of alcoholic beverages; possession and/or use of any Controlled Dangerous Substances or drug paraphernalia; possession of any weapon including, but not limited to pen knives; possession or exploding of firecrackers; destruction of school property; serious antisocial behavior; any action which could lead to bodily injury to any student or staff member. The charts on the following pages give a summary of specific offenses and penalties.

No student, regardless of age, shall be permitted to attend any school functions, on or off school property, if evidence exists that the student is under the influence of some intoxicant. Any student who consumes an intoxicant or who is found to be in possession of or under the influence of any intoxicant while participating in a school activity, on or off school property, shall be subject to disciplinary action. Consumption of any amount of alcoholic beverage is considered to be "under the influence".

<u>Standards of Behavior</u>	
Students are expected to: <ul style="list-style-type: none"> • Attend school and class regularly. • Demonstrate respect for self and others. • Demonstrate respect for school property and property of others. • Take advantage of all educational opportunities. 	
<u>Student Rights</u>	<u>Student Responsibilities</u>
Students have the right to be treated with respect by peers and staff	Students have the responsibility and are expected to treat peers, staff, and oneself with respect
Students have the right to an education in a positive and safe school climate.	Students have the responsibility to respect the property of others and demonstrate behavior which guarantees a positive and safe school climate. Students have the responsibility to respect school property and help maintain an orderly environment.
Students have the right to present information that has a bearing on disciplinary action.	Students have the responsibility to comply with rules and regulations and accept the consequences for their actions established by the Board of Education.
<u>When is the Discipline Code in Force?</u>	
<p>The code is in force:</p> <ul style="list-style-type: none"> • On school property prior to, during, and following regular school hours • When school is in session or school activities are in operation. • While students are on a bus for any purpose. • At all school sponsored events and activities. <p>Additionally, school administration has the authority to take action when a student's misconduct to and from school has a harmful effect on other students or on the orderly educational process.</p>	
NOTE:	

There are some behaviors, which in addition to being contrary to school codes, are also in violation of the criminal laws for this state. When such behaviors occur, appropriate law enforcement authorities may be contacted and will take whatever action deemed necessary.

The involvement of law enforcement in most situations will be at the discretion of the school official handling the matter. Certain behaviors, however, will automatically result in police notification. These behaviors include drug related incidents, weapons offenses, bomb threats, assaults on staff member, and various other "NO TOLERANCE" occurrences.

Station House Adjustment:

Where applicable, the administration will confer with the SRO to incorporate a community service or other remedial disciplinary measure known as a Station House Adjustment in lieu of municipal charges.

Video Cameras:

Please be advised that Gloucester Middle School's facility is monitored by video cameras and may be used in discipline infractions.

GLOUCESTER CITY SCHOOL DISTRICT INFRACTIONS AND CONSEQUENCES

**The Administration recognizes that extenuating and mitigating circumstances may warrant adjustment to the penalties listed herein. The disciplinary guidelines contained herein are not all-inclusive. Administrative discretion will be taken if and when a more comprehensive disciplinary action is required.*

LEVEL ONE INFRACTIONS – Disrupting the orderly educational process for self or others:

INFRACTION	1 ST OFFENSE	2 ND OFFENSE (and subsequent where applicable)	3 RD OFFENSE (and subsequent where applicable)
FAILURE TO FOLLOW RULES & REGULATIONS	-Single Detention -Parent Notification	-Double Detention -Parent Notification	-Saturday Detention -Parent Notification -Counselor Notification
DISRUPTIVE OR UNACCEPTABLE BEHAVIOR	-Single Detention -Parent Notification	-Double Detention -Parent Notification -Counselor Notification	-Saturday Detention -Parent Conference w./ guidance counselor
DISRESPECT	-Single Detention -Parent Notification	-Double Detention -Parent Notification -Counselor Notification	-Saturday Detention -Parent Conference w./ guidance counselor
CAFETERIA MISCONDUCT	-Double Detention -Parent Notification	-Double Detention -3 days Lunch Detention -Parent Notification	-Saturday Detention -1 week Lunch Detention -Parent Notification
CUT TEACHER DETENTION	-Single Detention	-Double Detention -Parent Notification	-Saturday Detention -Parent conference w./ teacher and guidance counselor
DRESS CODE VIOLATION	-Administrative Warning -Student required to change into suitable attire (may use Phys. Ed. attire if necessary)	-Single Detention -Parent Notification -Counselor Notification -Student required to change into suitable attire (may use Phys. Ed. attire if necessary)	-Double Detention -Parent Notification -Counselor Notification -Student required to change into suitable attire (may use Phys. Ed. attire if necessary)
ELECTRONIC DEVICE POLICY VIOLATION	-Confiscation of device(s) by administration for day (returned to student) -Single Detention -Parent Notification	-Confiscation of device(s) by administration for day (returned to parent / guardian ONLY) -Double Detention -Parent Notification	- Confiscation of device(s) by administration for day (returned to parent / guardian ONLY) -Saturday Detention -Parent conference w./ administration

			-Student prohibited from carrying device(s) in school for a term to be determined by administration
LATENESS TO CLASS	-Teacher Detention -Parent Notification by Teacher	-Single Detention -Parent Notification by Teacher	-Double Detention -Parent Notification by Teacher -Counselor Notification by Teacher

LEVEL TWO INFRACTIONS – Devaluing the importance of school and classroom attendance / participation:

INFRACTION	1ST OFFENSE	2ND OFFENSE (and subsequent where applicable)	3RD OFFENSE (and subsequent where applicable)
ACADEMIC DISHONESTY	-Double Detention -Parent conference w./ teacher -Zero credit for assignment	-Saturday Detention -Parent conference w./ guidance counselor -Zero credit for assignment	-2 days ISS -Parent conference w./ administration -Zero credit for assignment
FORGERY	-Saturday Detention -Parent Notification -30 day hall pass restriction	-1 day ISS -Parent Notification -60 day hall pass restriction	-3 days ISS -Parent conference w./ administration -Hall pass restriction for duration of school year
CUTTING CLASS <i>(10 or more minutes late with no verifiable pass or excuse; or leaving class without permission)</i>	-Saturday Detention (2-hr) -Parent Notification -Zero credit for missed work	-Saturday Detention (4-hr) -Parent Notification -Zero credit for missed work -30 day hall pass restriction	-1 day ISS -Parent conference w./ administration -Zero credit for missed work -60 day hall pass restriction
CUTTING SCHOOL <i>(leaving property without permission; 3 or more infractions may result in a Superintendent Hearing)</i>	-1 day ISS -Parent Notification -Zero credit for missed work -Municipal Daytime Curfew Violation	-2 days ISS -Parent Notification -Zero credit for missed work -30 day hall pass restriction -Municipal Daytime Curfew Violation	-3 days ISS -Parent conference w./ administration -Zero credit for missed work -60 day hall pass restriction -Municipal Daytime Curfew Violation
CUT ADMIN. DETENTION	-Double Detention	-Saturday Detention -Parent Notification	-1 day ISS -Parent conference w./ administration
CUT SATURDAY DETENTION (excludes Credit Completion)	-Saturday Detention (4-hr) -Parent Notification	-1 day ISS -Parent Notification	-2 days ISS -Parent conference w./ administration
INAPPROPRIATE CONDUCT AT DETENTION	Depending on the severity of the infraction, inappropriate conduct at detention may result in: -Detention assignment doubled, and/or -2 days of ISS Egregious conduct may result in a more severe consequence, based on administrative review.		
INAPPROPRIATE CONDUCT IN ISS	Depending on the severity of the infraction, inappropriate conduct in ISS may result in: -Immediate removal from school by parent / guardian -Up to 3 days OSS Egregious conduct may result in a more severe consequence, based on administrative review.		
PARKING VIOLATION	-Administrative Warning -Parent Notification -Vehicle moved per administrator or SRO direction	-30-day forfeiture of parking privilege -Parent notification	-Loss of parking privilege for school year -Parent Notification
LATENESS TO SCHOOL (PRIOR TO 10:30 AM)	Every 6 th unexcused lateness will result in students having to complete a 4-hour Saturday credit completion session.		

LEVEL THREE INFRACTIONS – Engaging in inappropriate, unsafe, or intimidating behavior that may jeopardize the welfare of an individual or the school community:

INFRACTION	1 ST OFFENSE	2 ND OFFENSE (and subsequent where applicable)	3 RD OFFENSE (and subsequent where applicable)
CONDUCT UNBECOMING	Administration will review the nature and severity of the offense. Upon review, consequences may include one or more of the following: -ISS for a period of time to be determined by administration -OSS for a period of time to be determined by administration -Parent conference with administration -Counselor Notification -Possible PRIDE program placement -Possible Superintendent Hearing which may result in a BOE disciplinary hearing		
ABUSIVE LANGUAGE / PROFANITY	-Saturday Detention -Counselor Notification -Parent Notification	-1 day ISS -Counselor Notification -Parent Notification	-3 days ISS -Counselor Notification -Parent Conference w./ Administration
ABUSIVE LANGUAGE TO ANY ADULT	-2 days OSS -Counselor Notification -Parent Notification -Immediate Removal from School by Parent / Guardian	-4 days OSS -Counselor Notification -Parent Conference w./ Administration -PRIDE program placement -Immediate Removal from School by Parent / Guardian	
INCITEMENT TO FIGHT	-2 days ISS -Counselor Notification -Parent Notification	-4 days ISS -Counselor Notification -Parent Notification	-3 days OSS -Counselor Notification -Parent Conference w./ Administration
FIGHTING / ASSAULT	-Up to 10 day OSS -Parent Conference w./ Administration -Counselor Notification -Municipal Complaint may be filed	-See 1 st Offense PLUS immediate PRIDE program placement	
VIOLATIONS OF THE ANTI – BULLYING BILL OF RIGHTS	<i>In addition to appropriate remedial and behavioral interventions, the following disciplinary actions may be taken for any student found to have violated the ABS:</i> -OSS for a length to be determined by administration -Parent Notification -Conference with counselor and/or administration -Notification of School Resource Officer -Municipal complaint may be filed		
INSUBORDINATION OR OPEN DEFIANCE OF AUTHORITY	-2 days ISS -Counselor Notification -Parent Notification	-4 days ISS -Counselor Notification -Parent Notification	-3 days OSS -Counselor Notification -Parent conference w./ administration -PRIDE program placement
UNSAFE OPERATION OF VEHICLE ON SCHOOL GROUNDS	-Saturday Detention -30-day forfeiture of parking privilege -Parent Notification -Municipal complaint will be filed	-2 days ISS -Loss of parking privilege for school year -Parent Notification -Municipal complaint will be filed	
TAMPERING WITH SCHOOL EQUIPMENT or NETWORK RESOURCES	-2 days ISS -Saturday Detention -Parent Notification -Restitution for damage or loss	-2 days OSS -Parent conference w./ administration -Restitution for damage or loss	-4 days OSS -Parent conference w./ administration -Restitution for damage or loss

	-Municipal Complaint may be filed	-Municipal Complaint will be filed	-Immediate PRIDE program placement -Municipal Complaint will be filed -Possible Superintendent Hearing -Possible legal action (where applicable)
ACCESSING UNAUTHORIZED OR INAPPROPRIATE SITES OR MATERIALS	-2 days ISS -Saturday Detention -Counselor Notification -Parent Notification -Municipal Complaint may be filed	-2 days OSS -Parent conference w./ administration -Counselor Notification -Municipal Complaint may be filed	-4 days OSS -Parent conference w./ administration -Counselor Notification -Immediate PRIDE program placement -Municipal Complaint may be filed -Possible Superintendent Hearing -Possible legal action (where applicable)
THEFT / STEALING (individual or school property)	-3 days OSS -Parent conference w./ administration -Counselor Notification -Restitution for loss -Municipal Complaint may be filed	-4 days OSS -Parent conference w./ administration -Immediate PRIDE program placement -Counselor Notification -Restitution for loss -Municipal Complaint will be filed	-10 day OSS -Parent conference w./ administration -PRIDE placement for remainder of school year -Counselor Notification -Restitution for loss -Municipal Complaint will be filed -Possible Superintendent Hearing
VANDALISM / DESTRUCTION OF PROPERTY (per NJSA 18A:37-3)	-3 days OSS -Parent conference w./ administration -Counselor Notification -Restitution for loss by parent (if student is a minor) or student -Municipal Complaint may be filed	-4 days OSS -Parent conference w./ administration -Immediate PRIDE program placement -Counselor Notification -Restitution for loss by parent (if student is a minor) or student -Municipal Complaint will be filed	-10 day OSS -Parent conference w./ administration -PRIDE placement for remainder of school year -Counselor Notification -Restitution for loss by parent (if student is a minor) or student -Municipal Complaint will be filed -Possible Superintendent Hearing
TRESPASSING	Depending on the severity of the offense, the following consequences may result from trespassing on school property: -Up to 10 day OSS -Parent conference w./ administration -Municipal Complaint may be filed -Possible PRIDE program placement		
GAMBLING	-1 day ISS -Confiscation of paraphernalia -Parent Notification -Counselor Notification -SRO Notification	-3 days ISS -Confiscation of paraphernalia -Parent Notification -Counselor Notification -SRO Notification	-3 days OSS -Confiscation of paraphernalia -Parent conference w./ administration -Counselor Notification -SRO Notification -Immediate PRIDE program placement

INAPPROPRIATE CONDUCT DURING EMERGENCY (OR DRILL)	-1 day ISS -Saturday Detention -Parent Notification	-3 days ISS -Parent Notification	-3 days OSS -Parent conference w./ administration -Immediate PRIDE program placement
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LEVEL FOUR INFRACTIONS – Engaging in egregious conduct and/or criminal activity in the school that could result in harm to an individual or the school community:

INFRACTION	1ST OFFENSE	2ND OFFENSE (and subsequent where applicable)	3RD OFFENSE (and subsequent where applicable)
AGGRAVATED ASSAULT	-Minimum 10 day OSS -PRIDE program placement -Counselor Notification -Parent Conference w./ Administration and possible Superintendent hearing -Municipal Complaint filed -Possible BOE expulsion hearing		
ASSAULT BY STUDENT ON GCSOE EMPLOYEE (PER NJ S.2C:12-1 & 18.A:37-2.1)	-Immediate suspension consistent w./ procedural due process pending BOE expulsion hearing (no later than 30 days after suspension) -Conflict resolution sessions -PRIDE program placement pending outcome of BOE hearing		
THREAT TO SAFETY OF OTHERS	<i>Based on the seriousness of the incident, administration may take one or more of the following actions:</i> -OSS for a length to be determined by administration -Parent Conference -Possible CST referral -Possible PRIDE program placement -Municipal Complaint may be filed -Possible Superintendent hearing -Possible BOE expulsion hearing		
TAMPERING WITH OR PULLING FIRE ALARM	-4 day OSS -Parent Conference w./ administration -Immediate PRIDE program placement -Municipal Complaint will be filed	-10 day OSS -Parent Conference w./ administration -PRIDE program placement for remainder of the school year -Municipal Complaint will be filed	-30 day OSS -Parent Conference w./ administration -Superintendent Hearing -Municipal Complaint will be filed
ARSON	All offenses will result in the following: -Police Notification -Municipal Complaint will be filed -Parent conference w./ administration -External suspension pending Superintendent hearing -Referral to BOE for possible expulsion hearing -PRIDE placement for duration of the school year pending outcomes of BOE proceedings		
POSSESSION OF DEVICES EMITTING A LASER BEAM	Depending on the nature of the offense (disruption, infliction of injury, etc.) caused by the device, consequences may include one or more of the following: -Confiscation of device -Parent Notification -Saturday Detention and/or ISS and/or OSS -SRO Notification and possible Municipal Complaint -Possible PRIDE program placement		
POSSESSION OF WEAPONS, WEAPON-RELATED PARAPHERNALIA, OR DANGEROUS	The Gloucester City BOE prohibits anyone from bringing onto school district property those weapons or dangerous instruments that are generally associated with intimidation, violence, or criminal intent. "Weapon" means anything readily capable of lethal use or of inflicting serious bodily injury. The term includes, but is not limited to, all (1) firearms, even though not loaded or lacking a clip or other component to render them immediately operable; (2) components which		

INSTRUMENTS (per NJSA 2C:39)	<p>can be readily assembled into a weapon; (3) gravity knives, switchblade knives, daggers, dirks, stilettos, or other dangerous knives, billies, blackjacks, bludgeons, metal knuckles, sandclubs, slingshots, cesti or similar leather bands studded with metal filings or razor blades imbedded in wood; and (4) stun guns; and any weapon or other device which projects, releases, or emits tear gas or any other substance intended to produce temporary physical discomfort or permanent injury through being vaporized or otherwise dispensed in the air.</p> <p>The Administration has the right to determine the nature and seriousness of any weapon-related incident. Upon review, one or more of the following actions will be taken:</p> <ul style="list-style-type: none"> -External suspension of a length to be determined by administration until a Superintendent hearing, which may result in a BOE expulsion hearing. -Immediate PRIDE program placement -Parent conference w./ administration -Child Study Team referral -SRO Notification -Municipal Complaint will be filed <p>NOTE: This code also refers to imitation, toy, or decoy weapons (including, but not limited to, "splat" guns, paintball guns, etc.).</p> <p>In compliance with the federal Improving America's Schools Act of 1994, the Gloucester City BOE will prohibit from school attendance for a period of not less than one year any student who has been determined, in accordance with the procedures set forth in this article, to have possessed a firearm, a firearm or destructive device, a firearm muffler or firearm silencer, or a pneumatic gun on school property or at a school-sponsored activity.</p>
ASSAULT WITH WEAPON OR INFLICTION OF BODILY HARM (per NJSA 2C:12-1)	<p>All offenses will result in the following:</p> <ul style="list-style-type: none"> -External suspension until Superintendent Hearing which may result in BOE expulsion hearing -PRIDE placement for duration of school year pending outcomes of BOE proceedings -Parent conference w./ administration -Child Study Team referral -Police Notification -Municipal Complaint will be filed
POSSESSION OF DRUG PARAPHERNALIA (not containing any controlled dangerous substance otherwise identified in N.J.A.C. 6:29-9.3(a))	<p>1st OFFENSE</p> <ul style="list-style-type: none"> -Parent Notification -4 days OSS -SRO Notification -Municipal Complaint may be filed -Student Required to attend counseling sessions -Ongoing random urine monitoring for one calendar year <p>2nd OFFENSE will include ALL OF THE ABOVE, PLUS:</p> <ul style="list-style-type: none"> -External suspension until Superintendent Hearing which may result in a BOE disciplinary hearing -Immediate PRIDE program placement pending BOE proceedings
POSSESSION OF ALCOHOL, DRUGS, STEROIDS, OR ILLICIT SUBSTANCES (identified in N.J.A.C. 6:29-9.3(a) and N.J.A.C. 6:36-1 et seq)	<p>1st OFFENSE</p> <ul style="list-style-type: none"> -Parent Notification -4 days OSS and 6 days ISS -Physician's medical clearance required to return to school -Drug test required (NOTE: If refused, test results will be assumed positive) -SRO Notification -Municipal Complaint may be filed -Student and parent/guardian referral to counselor for treatment, after-care, and re-entry plan. -Student Required to attend drug counseling sessions -Ongoing random urine monitoring for one calendar year -Superintendent Hearing which may result in a BOE disciplinary hearing -Immediate PRIDE program placement pending BOE proceedings <p>2nd OFFENSE will include ALL OF THE ABOVE, PLUS:</p> <ul style="list-style-type: none"> -PRIDE program placement for the remainder of the school year pending BOE proceedings

UNDER THE INFLUENCE OF ALCOHOL, DRUGS, STEROIDS, OR OTHER ILLICIT SUBSTANCES (identified in N.J.A.C. 6:29-9.3(a) and N.J.A.C. 6:36-1 et seq)	<p>1ST OFFENSE</p> <ul style="list-style-type: none"> -Parent notification -Immediate medical examination including drug test to verify use and determine extent of use (NOTE: If refused, test results will be assumed positive) -SRO notified (if drug test is positive) <p><u>UPON POSITIVE VERIFICATION:</u></p> <ul style="list-style-type: none"> -4 days OSS and 6 days ISS. - Physician's medical clearance required to return to school -Student and parent/guardian referral to counselor for treatment, after-care, and re-entry plan. -Student will be required to attend drug counseling sessions. -Ongoing random urine monitoring for one calendar year -30 school day hall pass restriction will be in effect -30 school day athletic and extracurricular ineligibility -Possible PRIDE Program placement and loss of athletic/extracurricular eligibility until the end of placement <p>2ND AND SUBSEQUENT OFFENSES</p> <p>All of the above <i>PLUS</i>:</p> <ul style="list-style-type: none"> -Immediate PRIDE Program placement -Loss of Athletic and Extracurricular participation eligibility until end of PRIDE placement -Superintendent hearing which may result in a BOE disciplinary hearing 		
DISTRIBUTION, TRANSFER, OR SELLING OF CONTROLLED OR DANGEROUS SUBSTANCE (or possession of an amount large enough to indicate intent to distribute, transfer, or sell)	<p>ALL OFFENSES</p> <ul style="list-style-type: none"> -Parent Notification -SRO informed and Municipal Complaint filed -10-day OSS -Physician's medical clearance required to return to school -Drug test required (NOTE: If refused, test results will be assumed positive) -Student will be required to attend drug counseling sessions. -Immediate PRIDE Program placement -Superintendent hearing which may result in a BOE disciplinary hearing 		
CONVICTION FOR SUBSTANCE VIOLATION OFF SCHOOL PROPERTY	<p>ALL OFFENSES</p> <p>The school district will take whatever action it believes is appropriate to protect the rights and well-being of the entire student body, including but not limited to:</p> <ul style="list-style-type: none"> -Parent Notification -External suspension pending Superintendent Hearing with referral to BOE for disciplinary action -Possible PRIDE program placement -Drug test and physician's medical clearance 		
POSSESSION OR CONSUMPTION OF OVER-THE-COUNTER MEDICATIONS	<ul style="list-style-type: none"> -Up to 4 days OSS and 6 days ISS -Parent Notification -Possible PRIDE program placement -SRO Notification -Municipal Complaint may be filed <p>In addition to all consequences associated with 1st offense:</p> <ul style="list-style-type: none"> -External suspension pending a Superintendent hearing -Immediate PRIDE program placement 		
DISTRIBUTION OF OVER-THE-COUNTER MEDICATIONS	<ul style="list-style-type: none"> -Up to 4 days OSS and 6 days ISS -Parent Notification -Possible PRIDE program placement -SRO Notification -Municipal Complaint may be filed 	<p>In addition to all consequences associated with 1st offense:</p> <ul style="list-style-type: none"> -External suspension pending a Superintendent hearing -Immediate PRIDE program placement 	
SMOKING <i>Smoking on school grounds or in vehicles on</i>	<ul style="list-style-type: none"> -2 days OSS -Parent Notification -Referral to counselor for smoking cessation program -Municipal Complaint filed 	<ul style="list-style-type: none"> -4 days OSS -Parent conference w./ administration -Referral to counselor for smoking cessation program 	

<i>school grounds is prohibited by law!</i>	<ul style="list-style-type: none"> -30 school day hall pass restriction -30 school day athletic ineligibility -Possible PRIDE Program placement and loss of athletic/extracurricular eligibility until the end of placement 	<ul style="list-style-type: none"> -Municipal Complaint filed -Immediate PRIDE Program placement and loss of athletic/extracurricular eligibility until the end of placement 	
USE OF ELECTRONIC CIGARETTE / VAPE <i>A drug screen or test yielding a positive result will lead to additional consequences per the discipline code.</i>	<ul style="list-style-type: none"> -2 days OSS -Parent Notification -Immediate medical examination including drug test to verify use and determine extent of use (NOTE: If refused, test results will be assumed positive) -Referral to counselor for smoking cessation program -Municipal Complaint filed -30 school day hall pass restriction -30 school day athletic ineligibility -Possible PRIDE Program placement and loss of athletic/extracurricular eligibility until the end of placement 	<ul style="list-style-type: none"> -4 days OSS -Parent conference w./ administration -Immediate medical examination including drug test to verify use and determine extent of use (NOTE: If refused, test results will be assumed positive) -Referral to counselor for smoking cessation program -Municipal Complaint filed -Immediate PRIDE Program placement and loss of athletic/extracurricular eligibility until the end of placement 	
POSSESSION OF TOBACCO PRODUCTS OR ELECTRONIC CIGARETTE / VAPE AND ASSOCIATED MATERIALS	<ul style="list-style-type: none"> -1 day ISS -Confiscation and disposal of materials -Parent Notification -Referral to counselor for smoking cessation program 	<ul style="list-style-type: none"> -1 day OSS -Confiscation and disposal of materials -Parent Notification -Referral to counselor for smoking cessation program -Possible PRIDE program placement and loss of athletic/extracurricular eligibility until the end of placement 	



Cold Springs Elementary School Discipline Flow Chart



LION'S PRIDE

Practice self control
Respect people and property
Identify safe choices
Demonstrate responsibility
Expect to be the best everyday

School Wide expectations taught and reinforced
Class Treatment Agreements developed and reviewed regularly

↓
Observe and identify problem behavior

Is the behavior
teacher or
administration
managed?

Teacher Managed

Administration Managed

Verbal Warning/Redirection
to expectations

↓
Problem Behavior Persists:
Reteach expectation/rule

↓
Problem Behavior Persists:
Private conference with student
on inappropriate behavior/
Continue to reteach/Sign PRIDE
folder/Student Think Sheet

↓
Problem Behavior Persists:
Parent contact (phone call)
Continue to reteach expectations/
rules, complete classroom
referral in OnCourse. Start
intervention

Did the
behavior
change?

Yes

Notice and reward
correct behaviors

No

Submit office referral in OnCourse. Contact
administration for next action steps

Teacher
Managed

vs.

Administration
Managed

- Inappropriate language (not directed toward teacher/student)
- Minor teasing
- Lying/dishonesty
- Minor disruption
- Minor aggression (grabbing items, etc)
- Rough Play
- Misusing property
- Loud or disrespectful tone of voice
- Not completing classwork
- Inappropriate use of technology-minor

- Directed inappropriate language/cursing
- Aggressive physical contact
- Bullying
- Harassment
- Property destruction
- Weapons
- Leaving school property
- Elopement from class
- Pattern of aggressive/profane language
- Credible threats
- Major/chronic destruction
- Major/chronic class disruptions
- Theft
- Inappropriate use of technology-major

Referring teacher/staff
member completes OnCourse
referral and contacts parent

Administration follows up
with teacher/staff member

Administrative
action/consequence is
provided, parent is
contacted

Crisis Incident

is when a student is in
immediate danger of
harming self/others

Call office for
immediate
assistance.

COLD SPRINGS ROAR BEHAVIORS INTERVENTION PROGRAM

Cold Springs recognizes that certain learners may require more direct instruction and guidance regarding behavioral and social norms. Best practices suggest that while classroom removal may be necessary at times, it may not always be in the best interest of the child to remove them from an academic setting. With these factors in mind, the ROAR program is designed to provide students with an alternative setting for instruction with the express goal of reforming behavior and restoring them to their normal classroom environment.

The ROAR Program is established on the foundation of 4 Core Tenets: Respect, Openness, Acclimation, and Restoration. These pillars undergird the entirety of the program and serve to answer the foundational question, “How do we treat children?” Students requiring serious behavior intervention can be placed in ROAR for short or long-term placements. These placements are designed to help the student reflect on their behavioral choices and give them new strategies for when they rejoin their peers.