



Cold Spring School

at Marian University

Student/Parent Handbook

2023-2024

3650 Cold Spring Road, Indianapolis, IN 46222
Office/Attendance (317)226-4155
Fax (317)226-4157

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Welcome

The Cold Spring School Board, Administrative Team and Staff would like to welcome you to Cold Spring School. We are excited to have you as part of our learning community. At Cold Spring, we believe that education is a partnership that thrives only with the support of every staff member, the involvement of every parent and the commitment of every student. To help provide a safe and productive learning environment for students, staff, parents, and visitors, this Student/Parent Handbook outlines students' rights, responsibilities, and consequences for misbehavior, as well as important policies and practices required by the State of Indiana. Parents are encouraged to review the information in the handbook and discuss it with their children. Teachers will also review this handbook with students at the beginning of the school year.

Cody Stipes, Chief Operating Officer
Austin Barcome, Interim Principal
JR Renbarger, Board Chairman

Mission Statement

The mission of Cold Spring School is to create a learning environment that develops student's natural curiosity in Science, Technology, Engineering, and Mathematics. Students will acquire 21st century skills to become global citizens and stewards of the environment.

Vision Statement

Students will use inquiry-based methods to become socially, scientifically, mathematically and environmentally literate.

Section 1.....Policies and Procedures

General Information

School Address: 3650 Cold Spring Road, Indianapolis, In 46222
Phone Number: (317) 226-4155 Fax Number: (317) 226-4157
Front Office Hours: 8:00am-4:30pm

Students are allowed into the school building at 8:35am. Breakfast is served from 8:35am-9:00am. The student day is from 9:00am-4:00pm. Car rider dismissal begins at 3:30pm. Bus dismissal begins at 3:50pm. The school will assume responsibility for students between the hours of 8:35am-4:15pm. Any student arriving after 9:00 will be counted as Tardy.

Arrival Procedures for Bus Riders

- ✓ Buses will park in the bus parking lot.
- ✓ Buses will be unloaded by a staff member at 8:40am.
- ✓ Students will enter the building through Door 8.
- ✓ Students will go directly to their classroom upon entering the building.

Arrival Procedures for Car Riders

- ✓ Car riders will enter through Gate 1 and line up along the south side of the building by Door 2.
- ✓ A staff member will be there to welcome the students starting at 8:35am.
- ✓ Car riders will enter through Door 4. If weather is a factor, students will enter through Door 2.
- ✓ Students will go directly to their classroom upon entering the building.
- ✓ If arrival is after 9:00, families will need to bring their child to the front doors to enter the building.

Announcements and Communication

Morning Announcements will begin at 9:00am each morning and will be led by students. Afternoon announcements and dismissal procedures will begin at 3:30pm each afternoon.

Communication is essential for creating a positive learning environment. Information from the school will be communicated through the following channels: school website, school/classroom newsletters, School Messenger automated phone calls, individual phone calls from staff members, progress reports, email, Twitter and written notes. It is the expectation that parents will communicate in a timely manner with teachers. This means that parents must provide the school with a working telephone number. When a parent or teacher wishes to have a conference, it is necessary to make an appointment in advance. Please be sensitive to morning, lunch and dismissal duties when scheduling appointments. Parents wishing to conference with school administration need to make an appointment in advance. All students will be required to carry their green school folder with them each day. This will be coming home each night and serves as a communication tool between home and school.

Field Trips Experiences

Field trips are a great addition to, or a culmination of, projects and units of study within the classroom. While we try to seek out excursions that are free, there may be a minimal student cost at various times. Students have the opportunity to participate in field trips at all grade levels. Each child must have a signed permission slip in order to be able to participate in the learning excursion. Phone calls on the day of the trip will not be

allowed to grant permission for the student. Field trips are a privilege that students earn the right to attend. If a student has not been following school rules, they may be excluded from the trip unless a parent is willing to attend with the child. Staff members are responsible for the safety of all students in their care and if a student's behavior would hinder the staff member's ability to supervise the other students, that particular student will not be allowed to attend the field trip.

Volunteers/Chaperones

In order for a parent or guardian to accompany their child on a school field trip, a background check MUST be completed at least 4 weeks in advance. This can be completed free of charge at <https://www.myips.org/get-involved/volunteer/>. These background checks can take up to 4 weeks to complete. Cold Spring School receives reports of the background checks each week; therefore it is encouraged that all parents wishing to participate in field trips or other classroom activities, submit a volunteer form at the beginning of the school year.

Lost and Found

A box of articles is kept in the hallway outside of the gym. If your child has lost articles of clothing, jewelry, keys, etc., ask him/her to check to see if the item has been placed in the Lost and Found boxes. Putting your student's name on personal items is a good policy to practice. Valuables, or unnecessary money should not be brought to school. The school is not responsible for lost or stolen money or personal electronic devices including cell phones. Articles in the Lost and Found box that are not claimed by the end of the school year will be donated to charity.

Food Services

All students, regardless of their economic status, receive free breakfast and lunch at school each day. Students, who bring their lunch to school, may purchase milk for \$0.40. Students do not have access to a refrigerator or microwave during lunchtime. No soda, chips or candy may be brought to school. Staff members have been instructed to remove these items from the cafeteria and send them home with the student at the end of the day. Students who have food allergies or dietary restrictions need to have a form placed on file with food services in order for any dietary changes to be made to the food that student is provided. Students with peanut allergies will sit in a peanut free zone of the cafeteria.

Visitations to Classes

At Cold Spring, we value parent involvement and love having visitors in the building. Parents are welcome to visit class as long as it is scheduled in advance with the teacher. Parent meetings with teachers or staff need to be scheduled in advance. School administration reserves the right to deny visitors access to classrooms and the school.

Special Occasions

At Cold Spring, we value special occasions and celebrations of students at school. Parents are welcome to bring items for students at school, but these must be approved by the teacher or staff member in advance. Due to food allergies, any items brought in for students to consume must be individually wrapped, pre-packaged, and sealed. Please contact the front office before bringing in any food items for celebrations to ensure they are acceptable. We cannot accept deliveries on behalf of students and balloons or other gifts cannot be brought to school.

Telephones and Wireless Communication Devices

Students may not use the school telephones without permission from a staff member. In order to avoid the educational environment and protect students' right to privacy, students are prohibited from possessing/using wireless communications devices (including camera phones) on school property, at school-sponsored events, and on school buses. Using a wireless communication device to take or transmit audio and/or pictures/ video of an individual without his/her consent may be considered an invasion of privacy and students doing this may have their device confiscated or held. Students are not allowed to use their cell phones during the school day for any reason. Cellphones and other personal wireless devices may be kept on the student as long as they are turned off and not out of the student's pocket. **The school is not responsible for the loss, theft, damage, or vandalism to any student cell phone or other wireless device.** Students and parents are strongly encouraged to take appropriate precautions if the cell phone is needed for emergency purposes only. Any communication that takes place using a wireless device both during and outside of school hours that would constitute bullying, harassment, fraud, or threats is subject to school disciplinary measures that will involve the authorities and possible expulsion proceedings. Any device that is turned on or out of the student's pocket during the school day will be confiscated and will be kept by administration until a parent/guardian can come to retrieve the phone and have a student/parent/administration conference on acceptable cellphone usage. The device will not be given back to the student until an in-person conference has taken place with the student, family, and administration. There will be no exceptions to this policy as parents must pick up their child's device from the school.

Dress Code

All students at Cold Spring School will adhere to the IPS District Dress Code. This includes khaki, navy blue or black pants, shorts or skirts (no more than 2' above the knee) and any solid color shirt. Solid colored sweatshirts, sweater vests, sweaters, or jackets without hoods may be worn. Belts must be worn for all students in 3rd-8th grade. The full dress code can be found here: <https://myips.org/students-families/uniforms/>

Class Configurations and Special Areas

Kindergarten-3rd grade students will have traditional homerooms with one classroom teacher. 4th and 5th grade students will have a homeroom teacher and switch classes by content area. Students will have music, gym, computer science, environmental science, and art/project based learning as related arts classes one day per week for the entire school year.

6th-8th grade students will rotate between each content area including Math, English Language Arts, Science, and Social Studies and their elective courses. Students will rotate through each middle school elective on a semester basis.

Student Technology

Cold Spring School will be deploying a device to all students K-8th grade. These devices will be issued to each student in order to maximize student learning both in person as well as remote learning. These devices will be used for educational purposes by Cold Spring School students. It will be the responsibility of each student and their family to protect the device from any damage. Additional information will be given to students and families after the devices are deployed to students.

General Office Behavior and Protocol

Everyone has the right to be treated with dignity and respect. Families will be treated in a respectful manner by the school staff. In turn, families will treat the school staff in a respectful manner. The school will maintain a calm atmosphere throughout the school building, especially in the front office area. Any persons unwilling to help maintain the respectful atmosphere in the building will be asked to leave and school police will be notified. In severe cases of offensive behavior, bullying of the staff, or causing interference in the learning environment, the school reserves the right to ban parents from the school building.

Outdoor Activity Policy

1. Students are to be taken outside for recess every day, except when:
 - a. The temperature at the time of activity is below 25 degrees Fahrenheit (including wind chill)
 - b. The temperature at the time of activity is above 95 degrees Fahrenheit (including heat index)
 - c. Steady rain is present
 - d. Active thunderstorm or lightning present
 - e. It is the responsibility of all staff members to ensure the safety of all children and to adhere to the outdoor activity policy outlined above.
2. If a student or group of students from a particular grade does not have appropriate clothing to go outside, teachers may:
 - a. Attempt to obtain appropriate attire for student(s) from mud room (must contact school social worker or an administrator)
 - b. Select an adult to stay inside with students that do not have appropriate clothing to go outside
 - c. Teachers may not keep an entire class inside for recess due to a student or group of students not having appropriate clothing to go outside

Attendance

Indiana state law requires children to attend school on a regular basis. For a child’s absence to be legally excused, it must be for one of the following reasons:

- Illness of the child (with doctor’s note)
- Death in the student’s immediate family (a note from the funeral home is required)
- Making a court appearance (written note from the County Clerk’s office required)
- Medical or dental appointment*
- Serving as a Page in the State Legislature
- Hospitalization of the student*
- Observance of recognized religious holiday
- Illness (only 5 allowed without doctor’s note, parent must provide written note to excuse absence)
 - Medical excuses are needed from these offices covering the date the pupil was seen as well as the date they may return to school.

If a student is absent from school, the parent/guardian must call the school at 317-226-4155 AND send in the mandatory documentation which states the reasons for absences. All documentation must be received within 5 school days of the absence. This includes parent notes, doctor’s excuses, etc. Failure to turn in any excuse notes will result in an unexcused absence or tardy. Please note that parent phone calls do not excuse absences, documentation **MUST** be provided. If a student has a recurring health concern (asthma, allergies, etc.) a treatment plan must be submitted to the school nurse. These health concerns, unless noted by a doctor, will not be considered as excused absences if you keep your child at home.

Any absence that is not an excused absence shall be marked as an unexcused absence. Vacations, missing the bus, etc. are not excused absences and will be counted as an unexcused absence. All days missed due to suspension are unexcused. Teachers and staff have the right to consider retention due to excessive student absences. If a bus does not arrive to pick up a student in the morning, families are asked to call (317)226-4000 to request a bus come back and pick up the student. **For any student who lives outside of the IPS district, the student will be withdrawn from Cold Spring on their 10th unexcused absence (per Indiana State Law).**

Excessive Absences - 5 or more Days

When a student has been absent for 5 or more unexcused days in one school year, the social worker will contact the parent with a phone call and/or formal warning letter. At the 5th day absence mark, a physician’s note will be required for all future absences deemed for medical and/or illness reasons. Additional unexcused absences may result in a parent conference with the social worker, school counselor, and principal or assistant principal.

Excessive Absences - 10 or More Days

When a student has been absent for 10 unexcused days in one school year and there are no extenuating circumstances, a second warning phone call or letter is initiated and the case is referred to the Department of Child Services. Absences exceeding 10 unexcused days will result in a final notice. After a total of 11 unexcused absences, the social worker or school counselor will sign a petition with the Court charging the parent/guardian and/or student with failure to ensure or habitual truancy. **For any student who lives outside of the IPS district, the student will be withdrawn from Cold Spring on their 10th unexcused absence (per Indiana State Law).**

Make Up Work

Students are expected to make up assignments that are given during their absences from any class. Teachers are expected to provide make-up assignments by allowing one day to make up for each day missed. Teachers are not expected to pre-plan assignments for vacation absences or pre-arranged absences unless extenuating circumstances make it appropriate.

Early Dismissal

A note is required for students to be dismissed early. Students must be picked up in the office and signed out of school by the parent, guardians or others designated by the parent in our school information system (PowerSchool). Photo identification is required of all persons signing a student out of school. Parents should avoid checking out students before regular dismissal. **After 3:15pm, students will not be released early for their safety during our dismissal process. Early pick-up for doctor appointments needs to happen prior to this time. We do not accept transportation changes after 3:15pm.**

On days with inclement weather, school may be dismissed early. This information will be communicated to parents through School Messenger automated messages. On days with inclement weather, buses may run very late. The number for IPS Transportation is 226-4000.

Section 3.....Student Health and Well Being

Student Illness or Injury

Accidents, injuries and illnesses occur periodically at school. **In order for the staff to most effectively help students during one of these times, it is crucial that all emergency forms be completely filled out each year and that current phone numbers are listed on the form.** Students who become ill or who are injured are to report the condition immediately and ask for permission to come to the office. Students who are ill will be assessed by our school nurse or other support staff to determine if they should return to class, rest, or go home. Parents will be notified if their child is vomiting, has a fever over 100 degrees, has diarrhea, or has a significant illness or injury that is in need of emergency treatment. Students that exhibit these symptoms must be picked up and need to stay home until their symptoms have improved and they are 24 hours fever free without fever reducing medication.

All injuries must be reported to a teacher or the office. If minor, the student will be treated and may return to class. If the injury requires immediate medical attention, the office staff will call 911 first and then call the parents. A written report is filed with the district office for each accident or injury on school grounds.

Administration of Medication to Students

If a student needs to take medication during the day or needs to have medications stored in the office, the parent or guardian must complete a medical form that MUST be signed by the prescribing physician. All medication must be transported to and from the school by a parent or guardian. All medications must be brought to the office in their original container, must be clearly marked with the student's full name, the name of the medication, and dosage instructions. Any medicine brought to the school without complete medication forms will not be allowed. Medications will be stored in the clinic area and only the school nurse or office personnel will administer medication to the student. A log of the administration of all medication dispensed is kept on file. Students may carry inhalers and epi-pens with a physician note on file in the office.

Health Screenings

Students in 1st grade and 3rd grade will have their vision checked during the school year. Hearing screenings are given to students in Kindergarten, 1st grade and any new students to the district. Students in other grades may have their hearing or vision checked if requested by the teacher or parent. Notification of dates and times for these screenings will be sent out by the office.

Immunizations

The Indiana State Board of Health requires students attending school to provide documentation that all immunizations are current within twenty days of their enrollment. **No child will be permitted to attend school for more than twenty days beyond the date of his/her enrollment without such documentation of immunization or authorized exemption.** Required immunizations for the 2023-2024 school year can be found online by visiting www.myips.org.

Returning to School From Illness

In order to reduce the spread of infection, **please do not send your student to school when they are ill or are contagious.** The following guidelines may help you determine when it is safe to return your child to school:

- A. Temperature below 100 degrees for 24 hours without fever reducing medication
- B. No vomiting for 24 hours and able to eat
- C. No diarrhea for 24 hours
- D. Lessening of symptoms such as persistent cough, or runny nose.

LICE: If a student is found to have live head lice at school, the student will be sent home and can return the next day provided he/she has been treated with a special lice shampoo. If nits are found, the student will not be sent home, but parents will be contacted so that treatment can be given at home.

Allergies

There are many students in our school community who have severe allergies. Parents must relay allergy information to the office, the student's teacher and to the Cafeteria Manager. This information must also be noted on the student's emergency card and kept on file at all times.

Section 4.....Student Academic Information

Textbooks

All textbooks are the property of the school and are provided on a rental basis. Students are expected to take proper care of all textbooks. Parents will be held responsible for any lost or damaged book. Failure to pay the rental fee or seek appropriate assistance could result in legal action. You should have received the list of rental fees for the various grade levels at the beginning of the school year. If you need the amount for your child's rental, call the main office at 317.226.4155.

Grading Scale (1st-8th Grade)

A+	97%-100%	C	73%-76%
A	94%-96%	C-	70%-73%
A-	90%-93%	D+	67%-69%
B+	87%-89%	D	64%-66%
B	84%-86%	D-	60%-63%
B-	80%-83%	F	0%-59%
C+	77%-79%		

Grading Scale (Kindergarten)

O – Outstanding
S – Satisfactory
I – Improving
NI – Needs Improvement
U - Unsatisfactory

Make-Up Work Policy

All teachers will accept missing work from students. Any missing work can be completed up until 7 days prior to the end of the grading period. All make-up work will be graded, but the highest possible grade entered into the grade book will be 80%.

All teachers will allow students to retake assessments if a student scores less than 80%. Any retake assessments can be completed up until 7 days prior to the end of the grading period. All retake assessments will be graded, but the highest possible grade entered into the grade book will be 80%.

Parent Conferences

Parents in Touch (P.I.T) Day have been scheduled for October 20, 2023. This will be an asynchronous e-learning day for students. Attending your student's parent/teacher conference is a responsibility of the parent. Parents will be surveyed for a convenient time slot and will receive notification of the determined conference time.

Promotion and Retention Policy

Promotion and retention decisions are at the discretion of the school principal. The following is a framework used when determining promotion and retention decisions:

- A. Kindergarten students must meet the minimum Kindergarten Indiana Academic Standards in Language arts and Mathematics by receiving a grade of Outstanding or Satisfactory.
- B. Grades 1-8 students must receive a passing, overall, grade of "D" or higher in Reading, Math, English, Social Studies, and Science.

Progress Reports, Report Cards, Assessments and Awards Assemblies

Students will receive a progress report multiple times per grading period and will receive a report card at the end of each 9 weeks grading period. Below is a list of key dates for progress reports, report cards, awards ceremonies, school assessment calendar and more:

Quarter 1 (July 31, 2023 – October 6, 2023)

Progress Reports	August 18, September 1, September 15
Grading Window	September 18 – September 29
Missing Work/Retake Assessment Deadline	Friday, September 22
Grades Due	Thursday, September 28 by 11:59 PM
Report Cards Sent	Friday, October 6

Quarter 2 (October 16, 2023 – December 15, 2023)

Progress Reports	November 3, November 17, December 1
Grading Window	November 27 – December 15
Missing Work/Retake Assessment Deadline	Friday, December 8
Grades Due	Thursday, December 14 by 11:59 PM
Report Cards Sent	Tuesday, December 19

Quarter 3 (December 18, 2024 – March 8, 2024)

Progress Reports	January 19, February 2, February 16
Grading Window	February 26 – March 8
Missing Work/Retake Assessment Deadline	Friday, March 1
Grades Due	Thursday, March 7 by 11:59 PM
Report Cards Sent	Friday, March 15

Quarter 4 (March 11, 2024 – May 23, 2024)

Progress Reports	March 22, April 19, May 3
Grading Window	May 6 – May 17
Missing Work/Retake Assessment Deadline	Friday, May 10
Grades Due	Thursday, May 16 by 11:59 PM
Report Cards Sent	Wednesday, May 22

School Assessment Calendar

Assessment	Window Begins	Window Ends
NWEA BOY Assessment (K-8 th)	August 14, 2023	August 25, 2023
NWEA MOY Assessment (K-8 th)	December 4, 2023	December 19, 2023
WIDA ACCESS Annual Assessment	January 16, 2024	March 1, 2024
IREAD 3 – Spring (3 rd Grade)	March 4, 2024	March 15, 2024
ILEARN (3 rd – 8 th)	April 15, 2024	May 10, 2024
NWEA EOY Assessment (K-8 th)	May 6, 2024	May 17, 2024
IREAD 3 – Summer (3 rd Grade)	May 13, 2024	June 28, 2024

Emergency Safety Procedures and Notifications

A Crisis Intervention Team, as well as a school wide safety plan has been established and is updated each year. These plans outline procedures to be followed in the event of a crisis or emergency situation.

Emergency Announcements

When an emergency announcement is necessary, Cold Spring utilizes School Messenger, an automated telephone system to notify all parents. Information about school delays and closing are also located on the school website and Twitter.

Fire/Tornado/Lockdown Drills

Indiana requires all schools to do fire drills, tornado drills, lock down drills, and other man-made hazard drills throughout the school year. Each room has exit information posted by the door. Each staff member and students are trained on and practices action for each drill to be better prepared in the event of an actual emergency. Staff members will adhere to the school safety plan and IPS’s Guide to Emergency Procedures.

Bus Safety

Riding the school bus is a privilege that can be revoked for a short period of time to the remainder of the school year. Students are to behave in a safe, respectful manner while waiting at the bus stop and riding the bus. Students are expected to display appropriate behavior whenever they ride the bus, whether during their daily commute, traveling to sporting events or on field trips. Please review the following basic bus riding rules and expectations with your student:

- A. Obey the driver
- B. Walk safely approaching or leaving bus stops
- C. Do not play in the roadway or at the bus stop
- D. Respect all property
- E. Be at the bus stop on time
- F. Leave the bus when directed by the driver and only when the bus has come to a complete stop
- G. Sit in your seat at all times
- H. Food and drinks are prohibited on the bus
- I. Cell phones are prohibited on the bus
- J. Respect all students riding the bus
- K. Disrespect or violation of proper conduct on the bus may result in the loss of bus service or privileges

Expected Behaviors/Code of Conduct

Maintaining the classroom environment is the responsibility of the administrator, staff, and students. Students are expected to follow the Cold Spring School Code of Conduct. Violations of the Code of Conduct will result in informal and formal consequences. Informal discipline takes place within the school (writing assignments, change of seating or location, time out in buddy classroom, in-school restrictions, removal from class, etc.) If a student is posing a threat to a safe or orderly educational environment, they may be removed from the classroom for the activity or the entire day. In-School Suspensions (ISS), Out of School Suspensions (OSS), Alternative Educational Programs and Expulsion are formal types of discipline. All students are entitled to due process.

Students are expected to exhibit appropriate behavior at all times. Actions that will not be tolerated include but not limited to:

1. Possession or use of tobacco products, alcoholic beverages, or drugs, guns knives or any other type of weapon.
2. Fighting on school property, on the bus, or bus stop.
3. Disrespect towards any adult or peer.
4. Use of bad language.
5. Leaving a classroom without permission.
6. Misconduct in the hallways, lunchroom, restrooms, or on the playground.
7. Vandalizing, destroying, or misusing any school property.
8. Disrupting classroom instruction.
9. Threats to any adult or student.

As an Innovation Network School, Cold Spring is able to hold students to an additional level of student behavior. As outlined in the Cold Spring School Code of Conduct students attending Cold Spring School will accumulate points for discipline incidents that involve In-School Suspensions and Out of School Suspensions. Once a student has reached 15 points, they will be put on a 'probationary' status. A meeting will be held with the student, the parents and members of the administration team to outline the terms of their behavior probation. This meeting will be mandatory for a parent/guardian to attend. Once a student has reached 30 points, a meeting will take place and further disciplinary actions may be taken, which include but are not limited to (continued suspension and/or expulsion). Manifests conferences will be used for Special Education students and students with 504 plans. Points are accumulated at follows:

- **3 points** for each day of In-School Suspension
- **5 points** for each day of Out-of-School Suspension

Physical Aggression

Cold Spring School is committed to a safe, non-violent educational environment for all students. As such, any form of physical aggression will not be tolerated. A student who engages in any form of physical aggression will follow the physical aggression discipline structure below. With each incident, additional support will be put into place in addition to disciplinary actions.

- Incident 1: Referral to School Social Worker/School Counselor
- Incident 2: Referral to MTSS Team for additional supports and referral to Community Behavior and Mental Health
- Incident 3: Expulsion Proceedings Initiated

Bullying

Cold Spring School is committed to a safe and civil educational environment for all students, employees, volunteers and patrons free from bullying. Bullying can take many forms including: slurs, rumors, jokes, innuendos, demeaning comments and actions, drawing cartoons, pranks, gestures, physical attacks, threats, or written, oral, cyber, and physical actions.

Bullying, as defined in this handbook, are acts that are intentional, repeated, and substantially disrupt the learning environment where an imbalance of a power dynamic is present. For purposes of this policy and per state law, bullying means overt repeated acts or gestures including but limited to:

1. Verbal or written communication
2. Physical acts committed; or
3. Any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student.

Bullying is prohibited:

1. On school grounds immediately before, or during school hours, immediately after school hours, or at any other time when the school is being used by a school group
2. Off school grounds at a school activity, function, bus stop, or event
3. On social media where the act impacts the educational environment
4. Traveling to or from school or a school activity, function, or event

School personnel will investigate reports of bullying. Internal remedies include:

1. An opportunity for the complainant to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face-to-face.
2. A statement from the staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
3. Intervention by the administrator;
4. Repeated or several offenses may result in suspension or expulsion from school

Corrective discipline, referral to law enforcement, and/or referral to counseling will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate interventions, restoration of a positive climate, and support for victims and others impacted by the violation. False reporting, or retaliation for bullying, also constitutes a violation of this policy.

COLD SPRING STUDENT CODE OF CONDUCT

INTRODUCTION

In order to maximize the learning of all students, classrooms and schools must provide an environment that promotes appropriate behavior and minimizes disruptions. All students should have clear, consistent and obtainable expectations for behavior at school. This Student Code of Conduct (SCC) includes both standards of conduct designed to maintain a productive educational environment and a student support system designed to address individual needs and promote social, emotional and behavioral growth. This balanced approach is most effective when school staff and parents/family work collaboratively to guide and support students to function appropriately in the school environment and as citizens in the greater community.

To assist students, parents/guardians/families, administrators, and school personnel in maintaining a safe and supportive learning environment, this *Student Code of Conduct* will:

- describe rights and responsibilities of all students and parents/families;
- identify positive behavior supports and intervention strategies;
- describe potential disciplinary consequences involving suspension or expulsion for serious or dangerous incidents; and
- standardize procedures for administering disciplinary actions to students, including students with disabilities.

PBIS (Positive Behavior Supports and Interventions)

Positive Behavioral Interventions and Supports (PBIS) is an approach to teaching and supporting positive behaviors and meeting the needs of all students. This school-wide approach to discipline focuses on building a safe and positive environment in which all students can learn. The foundation of PBIS at Cold Spring School are the four building-wide expectations:

R.A.R.E:

- Be Respectful
- Be Accountable
- Be Responsible
- Be Excellent

In addition to our behavior expectations, PBIS has four other essential components:

1. Visual Expectation charts which explain behavior expectations in each school setting
 - a. Visual Behavior expectation charts is a detailed description of expected behavior in each setting of the school. For example, in the cafeteria, it is respectful to say “please” and “thank you.” It is responsible to clean your space. These expectations will be posted in the cafeteria for the whole school community.
2. Direct teaching of the expectations
 - a. Throughout the school year, students will be taught how to behave according to the four pillars of Cold Spring PBIS (R.A.R.E) Teachers will help students learn what the expectations “look” and “sound” like in every setting during the school day. These lessons will be re-taught and reinforced throughout the school year, and become a regular part of our instructional program.
3. Behavior tracking sheets to record and address inappropriate behaviors.
 - a. Even with clear expectations and positive reinforcement, sometimes children will misbehave.

To address inappropriate behavior, a Minor Behavior Tracking Sheet has been implemented when behaviors become repeated. Discipline issues are divided into major and minor infractions. A minor/major description chart is available.

- i. Major infractions are issues that result in office time. Parents/guardians will always be notified by school administration and teachers about major infractions.
 - ii. Minor infractions are behaviors that are disruptive to the learning environment, but are handled by the supervising staff member. If a child receives three minor infractions., it becomes a major infraction and school administration will address the behaviors and parents/guardians will be notified.
 - iii. When a child repeatedly receives minors or majors, parents/guardians, teachers, support staff and school administration will meet to build an effective behavior intervention plan for that child.
4. To be successful, our behavior program needs to be a partnership between the home and school. Throughout the school year the PBIS team will send updates and information. We invite your comments, concerns and ideas to make PBIS work at our school. Please support PBIS at Cold Spring by:
- a. Reviewing behavior expectations with your child in the student handbook.
 - b. Using the four expectations at home
 - c. Providing positive reinforcement (rewarding good choices with compliments or quality time) at home
 - d. Sharing comments with or asking questions of PBIS team members

PARENTS AS PARTNERS

Students, parents, and school staff all have a role in making schools safe and must cooperate with one another to achieve this goal. When school staff and parents work together as partners, they create important opportunities for children to develop social, emotional, and academic competencies. As role models, parents and school staff should exhibit the behaviors they would like to see students emulate and thus be successful in school and in society. Parents are encouraged to discuss with their child’s teacher(s) and other school staff issues that may affect student behavior. Likewise, school staff should keep parents informed of their child’s behavior and enlist parents as partners in addressing concerns. Meetings between parents and school staff are encouraged as a means to solve problems, prevent behavior problems and support behavior change and skill development. Parents who want to discuss behavioral support and interventions for their child should contact their child’s teacher or school administrator.

In this document the terms “parent,” “guardian,” and “family” are used interchangeably and refer to any adult caretaker or group of caretakers who play a primary role in a child’s cognitive, social and emotional development, including guardians, grandparents, foster parents, and extended family members.

WHO SHOULD READ THE STUDENT CODE OF CONDUCT

The Student Code of Conduct (SCC) is important for all members of the school community to read and understand. When all partners know, understand and follow the SCC, they will help schools be safe, respectful and productive places for all to learn and thrive.

Students: The SCC is your guide for behavior at school. Your principal, teachers, and other staff members will help you learn and understand the behaviors that are expected of you at school. The SCC describes behaviors that are allowed at school and explains the consequences if you behave inappropriately. If you follow the SCC, you will be helping your school be a safe, respectful, and productive place for you and your classmates to learn.

Parents/Families: The SCC is your guide for understanding the behaviors that are expected of your student at school and the steps that will be taken if your child behaves inappropriately at school. Please read the SCC with your student and discuss any questions with the school principal. If you have concerns about your student's safety or behavior, please talk with your school principal so that you and the school staff can cooperate to help your child succeed.

School Staff: The SCC is your guide for supporting positive student behavior at school and understanding the steps that may be taken if a student demonstrates inappropriate behavior. If you have concerns about safety or the school's climate, please talk to your school principal so that you and your administrator can work to maintain a safe and orderly learning and work environment.

School Administrators: The SCC is your guide for supporting positive student behavior at school and an outline of the steps you should take to address inappropriate student behavior. As the school year begins and as students enroll in school during the school year, distribute a copy of the SCC to students and parent /families and discuss the policy with them. If students behave inappropriately, use this policy to properly address the situation so that your school can maintain a safe learning environment and positive climate.

RIGHTS AND RESPONSIBILITIES

Students have the right to:

1. A public education unhindered because of race, religion, national origin, gender, sexual orientation, disability, parenthood, pregnancy, marital status, economic status, and other personal characteristics or any reason not related to their individual capabilities.
2. An orderly, safe school and classroom environment that will promote learning for all students.
3. Be treated fairly, courteously, and respectfully.
4. Express themselves in speech, writing, or symbolism within boundaries of the law and policies of the school system.
5. Peaceful assembly.
6. Protection from unlawful search and seizure of their personal possession(s) or their person without reasonable suspicion.
7. Safe and orderly transportation to and from school or a school activity when such transportation is provided within the transportation guidelines of the school system.
8. Tell his/her side of the story before receiving a consequence and document, both verbally and/or in writing, the reason(s) for any disciplinary action.

Students have the responsibility to:

1. Read and become familiar with the Student Code of Conduct.
2. Be accountable for the decisions they make in the classroom and school-related activities.
3. Attend school daily, prepare for class, and complete classwork and homework assignments to the best of their ability.
4. Avoid actions or activities that may be unsafe and interfere with the right of any other person to a public education.
5. Know and obey school expectations and instructions given by the school principal, teachers and other staff.
6. Ensure that communications do not disrupt the educational process, present health or safety hazards, damage public property, infringe on the rights of others or violate the law or Board policy.

7. Respect school property, community property and the property of others.
8. Ensure that their conduct contributes to a safe environment while being transported to and from school.
9. Tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community.

Parents/Families have the right to:

1. Be actively involved in your child's education.
2. Be treated courteously, fairly and respectfully by all school staff and principal(s).
3. Receive information about the policies of the Board and procedures related to the SCC and their children's education.
4. Get regular reports, written or oral, from school staff regarding your child's academic progress and behavior.
5. Be notified promptly of behavior violations by your child and any disciplinary actions taken by principal(s) or school staff.
6. Receive information about due process procedures for disciplinary matters concerning your child.
7. Receive information from school staff about ways to improve your child's academic or behavioral progress.

Parents/Families have the responsibility to:

1. Read and become familiar with this Student Code of Conduct.
2. Make sure your child attends school regularly and on time, and when absent, let the school know why.
3. Inform school officials about any concerns in a respectful and timely manner.
4. Work with principals and school staff to collaboratively address academic and behavioral problems their child may exhibit.
5. Talk with your child about the behaviors expected at school.
6. Be respectful and courteous to staff, other parents, families and students while on school premises.
7. Support your child's learning and school activities at home.
8. Give the school accurate and current contact information.

School staff has the right to:

1. Be treated courteously, fairly and respectfully by students, families and other school staff.
2. Receive timely notification of appointments, meetings, and/or conferences with parents/community members.
3. Not be interrupted by parents/community members during instructional time.
4. Work in a safe and orderly environment.
5. Professional development to support understanding of the SCC and the implementation of positive behavior supports and other interventions to maintain a positive school climate.

School staff has the responsibility to:

1. Demonstrate respect and courtesy for all persons in the community – students, parents, and all other staff.
2. Begin school/class every day on time, prepared with well-planned, effective, culturally responsive, and engaging instruction.
3. Actively supervise students at all times.

4. Set clear and high expectations for student achievement and behavior.
5. Teach what students are expected to know and do.
6. Be knowledgeable about Student Code of Conduct and policies/procedures.
7. Model and teach behavioral expectations and procedures to students and articulate them to parents.
8. Keep parents/family informed of a student's academic progress and behavior status.
9. Communicate with parents in a timely manner using their preferred language.
10. Create meaningful opportunities for family participation.
11. Provide make-up work for students with absences and suspensions.

School administrators have the right to:

1. Be treated courteously, fairly and respectfully by students, parents/families and other school staff.
2. Receive timely notification of appointments, meetings, and/or conferences with parents/community members.
3. Work in a safe and orderly environment.
4. Professional development to support understanding of the SCC and implementation of positive behavior supports and interventions to maintain a positive school climate.

School administrators have the responsibility to:

1. Define, teach, model, reinforce, and support appropriate student behaviors to create positive school environments.
2. Monitor, support and sustain the effective implementation, including data analysis, and maintenance of Multi-Tiered Systems of Support.
3. Expand and support the adoption and implementation of alternatives to suspension.
4. Distribute the Student Code of Conduct to students, parents and all school personnel.
5. Ensure English Language Learners (ELL) and their parents are provided the opportunity to fully understand behavior expectations and consequences in a language that they understand.
6. Practice an awareness and sensitivity to cultural differences a student or groups of students may exhibit.
7. Implement the Student Code of Conduct in an equitable, fair and consistent manner.
8. Review each discipline referral and ensure that appropriate interventions and/or corrective strategies/consequences are developed and implemented in accordance with the Student Code of Conduct.
9. Ensure an equitable, just discipline system and prevent minor behavioral incidents from becoming major challenges.
10. Identify appropriate training and resources needed to implement Multi-Tiered Systems of Support and interventions.
11. Maintain accurate, disaggregated discipline data.

WHERE AND WHEN THE STUDENT CODE OF CONDUCT APPLIES

The SCC applies to students at all times during the school day, while on school property (including during before and after school programs), while traveling to and from school, at any school-related event, at bus stops, on any school transportation vehicles, or at any time or place which may affect an educational function, including when accessing the district's electronic network services.

A student may approach a school staff member and voluntarily surrender an object prohibited by the SCC without being subject to discipline so long as the object is one that the student could lawfully possess off school grounds. This rule does not apply to firearms or destructive devices.

If a student discovers an illegal item or other contraband on school property or at a school function, the student may approach a school official and report the discovery. A student shall not be in violation of the SCC solely for making this report. School officials shall make a determination after an investigation of the report.

DISCIPLINE-RELATED POLICIES

ANTI-BULLYING

Cold Spring is committed to providing all students a learning environment free from bullying and harassment based upon race, color, religion, national origin, disability/handicap, sexual orientation, ancestry or gender (including gender identity) expression, and appearance. Bullying is defined as overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted students and create for the targeted student an objectively hostile environment.

Students may not engage in bullying on school grounds, or while traveling to or from a school or a school activity, function or event. Further, bullying is prohibited off school grounds while using property or equipment provided by the school or while attending a school activity, function, or event.

Parents or students who suspect that bullying is taking place should report the matter to the principal. Upon receiving the report, school administration will investigate the matter at the building level and consequences will be assessed as appropriate.

ANTI-DISCRIMINATION AND HARASSMENT

Cold Spring School has adopted policies forbidding harassment and discrimination. No student will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any education program or activity on the basis of gender. A student may not, on the basis of gender, be limited in the enjoyment of any right, privilege, advantage, or opportunity, including courses, extracurricular activities, benefits, and facilities. Gender discrimination includes a prohibition against sexual harassment. Sexual harassment consists of sexual advances, sexual gestures, requests for sexual favors, or other verbal or physical conduct of a sexual nature that is unwelcome.

Parents and students are encouraged promptly to submit a complaint or provide information about suspected gender discrimination or sexual harassment so that appropriate action to resolve the situation can be taken. A parent or student should make the complaint or report orally or in writing to the building administrator, school counselor, or school social worker.

ILLEGAL SUBSTANCES

Cold Spring School supports universal drug prevention education for all students. It is a violation of Indiana discipline code to possess, use and/or distribute controlled substances, alcohol, marijuana, stimulants, depressants, hallucinogens, inhalants, look-alike drugs, or to possess or provide to any person items for storage, processes, delivery or consumption. Examples include but are not limited to: pipes, rolling papers, clips, e-cigarettes, or any other inhaling device.

The penalties of suspension, expulsion, and/or referral and notification of law enforcement will be applied at school, within 1000 feet of the school property, as per Indiana Code 35-48.4-4 and at school-related functions and activities.

When students have violated the drug policy for use or possession, they will be subject to the following corrective and disciplinary action:

1. IPS Police will be notified in compliance with ICC 35-48-4-4 for possible legal action.
2. School administration will meet with the student and parent/guardian.
3. Appropriate recommendations will be made for corrective consequence and the student will be immediately referred to the school's social service team for assessment and development of a support plan.

INTERNET SAFETY AND ACCEPTABLE USE OF TECHNOLOGY

Technology greatly increases students' educational opportunities. Technology, especially the Internet, allows students to move beyond the walls of the school to experience new places and obtain information that expands their understanding of the world around them. Use of the Internet also involves understanding the issues of security, privileges, and responsibilities associated with access. IPS is committed to providing Internet access to all students and staff in an equitable, meaningful and safe manner. Thus, it is essential that staff and students be trained and aware of the rights, privileges and responsibilities connected with Internet access. Additionally, parents must be informed of their shared responsibility for their children's safe use of the Internet.

As an educational tool, the internet is a part of educational activities that promote and foster student learning. However, the internet can be dangerous and place students in contact with inappropriate and potentially dangerous material and people. It is the students' responsibility to be accountable for their own words and actions regarding the internet and other technical resources.

The following are standards for safe and appropriate use of technology:

- Technical resources are for instructional use and activities necessary to support the education and instruction of students.
- Internet traffic, non-educational content, chat rooms and non-authorized email or other forms of direct electronic communications shall be restricted, blocked or filtered.
- Internet and IPS technical resources shall not be used to transmit, send, receive, copy, upload, download, and/or distribute, jokes, comments, texts, images or messages containing content that may be considered discriminatory, bullying, cyberbullying, harassing, threatening, defamatory, offensive, or disruptive to any staff, student, parent or third party.
- Technical resources shall not be used to gain unauthorized access, by hacking and/or through any other means, to the electronic documents, files or email of others.
- Internet and IPS technical resources shall not be used to transmit, send, receive, copy, upload, download, distribute, and/or access acts of violence, pornographic, obscene, and/or sexually explicit content - text and/or images.

PERSONAL TECHNOLOGY DEVICES

A personal technology device (PTD) is a portable Internet-accessing device that is not the property of the district that can be used to transmit communications by voice, written characters, words or images, share information, record sounds, process words, and/or capture images, such as a laptop computer, tablet,

smartphone, cellphone, personal digital assistant or E-Reader. A student may possess and use a PTD on school property, after-school activities, and at school related-related functions, provided that during school hours and on a school bus the PTD remains off and put away. The principal may permit students to possess and use PTDs during the school day for educational purposes. "Educational purposes" include student education, research, and career development. Possession of a PTD by a student is a privilege, which may be revoked for violations of the SCC. Violations may result in confiscation of the PTD (to be returned only to the family) and/or other disciplinary actions determined by the school administrator.

A student may not record, possess, view, send, or share pictures or text having acts of violence, sexual content or sexual material while the student is on school grounds, at school-sponsored events or on school buses and other vehicles provided by IPS. If a student does any of the aforementioned activities off of school property, but the act is determined to impact the safety and well being of students at Cold Spring or impacts the learning environment, the student is subject to school disciplinary actions as outlined in the Student Code of Conduct.

Cold Spring School is not responsible for theft, loss or damage to PTDs or other electronic devices brought onto Indianapolis Public School property. Students permitted to use PDTs during the school day must sign the Student Internet Use Agreement.

SECLUSION AND RESTRAINT

Cold Spring believes that all students have the right to be treated with dignity and respect. All students have the right to be free from physical or mental abuse, aversive behavioral interventions that compromise health and safety, and any physical seclusion or restraint imposed solely for purposes of discipline or convenience.

As part of the emergency procedures in place in our schools, no student will be restrained and/or placed in seclusion by school staff unless the student's behavior poses an imminent risk of injury to him/herself or others. Seclusion or restraint shall not be used as a strategy to address instructional problems or inappropriate behavior (e.g., disrespect, noncompliance, insubordination, out of seat). However, significant violations of the law including assaults on students and staff will be reported to the police. As soon as possible after the use of restraint and/or seclusion, the parents or guardian will be informed and provided with a detailed account of the incident including the circumstances that led to the use of restraint and or seclusion.

STUDENT SEARCHES

When there is reasonable suspicion to believe that a particular student or group of students is in possession of an illegal or unauthorized metal-containing object or weapon, the student(s) may be required to submit to a metal detector check. If a metal detector check results in activation, or if reasonable suspicion otherwise exists, a principal or law enforcement officer may conduct a "pat down" or, if necessary, a search of the students person and/or personal possessions. Any such "pat down" or search shall be conducted in a manner that preserves the student's privacy and dignity to the extent feasible.

TRANSPORTATION

It is the responsibility of IPS to provide students a safe environment while being transported to and from school. Students who cannot comply with the school bus regulations may be denied the privilege of riding school buses. When this happens, school attendance is still required and parents must make other arrangements for their children to get to school. Students may be suspended and/or recommended for expulsion by school administration due to violations of bus policies.

Parent Responsibilities

- Parents are responsible for reviewing the “School Bus Rules and Regulations” with their children.
- Parents are responsible for instructing their children to cross in front of the bus after being discharged, if the locations of their residences require them to cross the road at bus stops.
- Parents are responsible for the safety and supervision of their children from the time the children leave home in the morning until they board the bus, and at the end of the day from the time the school bus departs the unloading area until the children reach their home.
- Parents are liable for damage caused by their children to the property of others, including the school bus. When children walk to and from the bus stop or school, while they wait at the school bus stop, and when they walk home from the school bus stop at the end of the school day, they must show consideration and respect for the property of citizens whose homes and places of business are located along their routes.
- Parents should have their children ready to board the bus ten (10) minutes before the scheduled arrival time of the bus.
- Parents of children who walk to bus stops should develop specific routes that minimize the exposure of their children to vehicular traffic when walking to and from the bus stops.
- Parents should talk to their children about obeying school crossing guards and traffic control signals.
- Parents should walk to and from the bus stops with their younger children, using this opportunity to teach their children proper pedestrian practices. If parents cannot accompany their children, arrangements should be made, if possible, for older children (sister, brother, or neighbor) to do so.
- Parents with special needs children should be home to receive their children from the school bus at the end of the school day. If parents cannot be home to receive their children from the school bus, arrangements should be made, if possible, for older children (sister, brother, or neighbor) to receive the children from the school bus.
- Parents are responsible for completing the “Student School Bus Information” form. The bus personnel or transportation staff may need to contact parents about emergencies or discipline matters.
- Parents should notify their children’s schools a week before they move to another residence.

Riding the school bus is a privilege. This privilege may be temporarily denied or permanently revoked if the misconduct of the child jeopardizes the safe operation of the school bus or the safety of the children riding the bus.

PROGRESSIVE LEVELS OF CORRECTIVE RESPONSES

Corrective responses provide a profound emphasis on what we want students “to do and learn”. Corrective responses include a focus on instruction in appropriate behavior, culturally responsive support strategies and social emotional learning opportunities. The goals of assigning corrective responses and consequences are to maintain a safe environment, maximize all students’ learning, and improve students’ behavior and problem solving skills. Appropriate interventions and consequences for students place an emphasis on correcting student behavior through classroom and school-based resources at the lowest possible level of intrusion and exclusion. All interventions should balance needs of the student, needs of those affected by the behavior and the needs of the overall school community. When teachers and/or administrators consider corrective responses, restorative practices, or instructive consequences, the following factors should be considered:

- Student’s age, developmental level, and grade
- Student’s prior behavior patterns and responses to interventions
- Student’s willingness to acknowledge his/her behavior,

- Student’s willingness to make restitution,
- Impact of the incident on the overall school community,
- Student’s intent and the severity of harm caused, and
- Parent/family’s level of involvement.

LEVELS OF CORRECTIVE AND RESTORATIVE RESPONSES

Level 1: Classroom and Building Based Corrective Responses

Level 1 corrective responses are appropriate for inappropriate behavior that should be managed by the teacher in the classroom and usually does not warrant a discipline referral to the administrator. These behaviors are of low level intensity, can be passive in nature, and are non-threatening. Level 1 corrective responses will NOT include removal from instruction, and the classroom teacher determines consequences.

Level 2: Support Staff, Social Worker, Culture/Climate Specialist Corrective Responses

Level 2 corrective responses are appropriate for inappropriate behavior that should be managed by the teacher, with possible assistance from an administrator or member of the school’s student services team, if needed for access to support. These infractions will be addressed with corrective responses that will NOT include removal from school, but may include in-school suspension.

Level 3: Intensive Personalized Corrective Responses (Administration)

Level 3 corrective responses are appropriate for inappropriate behaviors that are chronic in nature, significantly interfere with others’ safety or learning, are of a threatening or harmful nature and warrant administrative involvement. Level 3 responses to behavioral incidents may include in-school or out-of-school suspension. These behaviors include but are not limited to physical and/or verbal aggression towards any student or Cold Spring Staff.

Level 4: Corrective Responses for Serious Violations

Level 4 corrective responses are appropriate for inappropriate behavior that seriously affects the learning environment or the safety of the student and/or others in the school or is a legal violation. Corrective responses at this level could include extended suspension, expulsion and/or referral to law enforcement.

In-School Suspension

In-school suspension is the exclusion of a student within the school building from his or her regular education program for up to, but not more than three (3) days per incident. In-school suspension programs are designed to teach and support appropriate behaviors and allow student instructional time to complete academic assignments. Teachers must supply all classwork related to the student’s curriculum for the student to complete. Work must be turned in daily in order to receive full credit. Students with disabilities should receive the identified support services designated in their IEPs when they are referred to in-school suspension. These absences from class will be coded as in-school suspensions.

Out-Of-School Suspension

Out-of-school suspension is the removal from school. If an out-of-school suspension is necessary, the student will have an opportunity to hear the charges against him/her and to present his/her side of the situation. The reason(s) for the suspension and conditions for suspension will be provided in writing to the parents and

student. A school administration/parent/student conference will be held in person before the student can return from an out-of-school suspension. If the intent of the administrator is to file written charges for an expulsion, parents will be notified in writing within two (2) school days. Administrators may suspend a student for a total of up to five (5) consecutive school days for an offense.

Students with disabilities identified under Article 7 or Section 504 of the Rehabilitation Act of 1973 or are in the process of being identified, located, evaluated and possibly receiving special education services may be suspended. Administrators may suspend students with disabilities and cease educational services for a total of up to five (5) consecutive school days or ten (10) cumulative school days in one year without providing special education procedural safeguards. Any removal from school, even if the necessary paperwork for a formal suspension is not initiated or completed, counts toward the ten (10) day rule. Prior to considering suspension, the school must have made and documented reasonable attempts to use less restrictive alternatives and/or interventions to decrease the inappropriate behavior.

Students are permitted to make-up, for full credit, any academic work missed while on suspension. Missed assignments, homework, quizzes, tests, and exams will be made up in a timely manner for the student to receive full credit. Teachers have the responsibility to provide necessary assignments. However, absences will be coded as a suspension.

Factors to Review when Considering Out-of-School Suspension

In determining the appropriateness of out-of-school suspension, the following factors should be considered. The factors are not a rubric, but rather a decision-making tool to be used when considering whether an alternative or out-of-school suspension is warranted. Efforts shall be made to eliminate any racial disparities in school discipline, especially suspensions. School staff are charged with monitoring the impact of their actions on students from racial and ethnic groups or other protected classes that have been over-represented among those students who are suspended, expelled, or referred to law enforcement.

- Age, grade level, and developmental stage of student
- Severity of the infraction or disruption, the student's disciplinary history and any patterns or identified behavioral antecedents
- Student's intent and expressed reasons for engaging in the problem behavior
- Special learning, behavioral, or emotional needs of the student and whether these needs have been addressed through referral to a school-based problem solving team or case conference committee, if the student has an IEP
- Student's prior response to disciplinary interventions, including positive behavior support strategies
- Student's academic progress and relative risk of lost instruction, disengagement from school and increasing the likelihood of dropping out of school
- Degree of involvement of parent support in efforts to improve student's behavior in school
- How student's culture has been considered in disciplinary and corrective responses

Upon the student's return from suspension, it is the responsibility of the administrator or designee to meet with the student and parent to develop a written corrective action plan that will include methods for changing behavior and the necessary supports to remedy the problem behavior. The plan may include services of school social worker, counselor, mental health provider (may require referral), student services team, and/or MTSS team. In addition, the plan will include a date for review and, if needed, modification of the plan.

Referral to Alternative Education Program

Cold Spring can make recommendations to an Alternative Education Program as a corrective response. Alternative programs help students improve academic skills, become more responsible, and develop self-control. For a student to be eligible for Alternative Educational Program there must be a documented record of frequent disruptions of the learning environment despite repeated attempts by the school staff to modify the student's behavior through interventions and collaboration with parent/family.

Expulsion Process

Any incident outlined as a Level 4 corrective action, can include the expulsion process. These types of incidents are violations that seriously affect the learning environment or the safety of the student and/or others in the school and/or are legal violations. This level could include extended suspension, expulsion and/or referral to law enforcement. Behavior incidents at this level can require school police involvement because the behavior violates the criminal code of Indiana. Prosecution and adjudication of criminal violations occur separately from the administration of school procedures.

A student can be suspended while waiting on the hearing to determine expulsion. The superintendent or the person designated by the superintendent may continue suspension of a student for more than ten (10) school days of the principal's suspension and until the time of the expulsion decision if it is determined that the student's continued suspension will prevent or substantially reduce risk. Risk includes (1) interference with an educational function or (2) a physical injury to the student, other students, or school employees. However, a student may not be suspended until the proposed expulsion is heard if the school administrator and the district hearing officer agree that the educational process would not be at risk if the student returned to school before the hearing.

If an expulsion is recommended for a non-disabled student, parents will receive notice by certified mail of the date, time and location of the expulsion meeting. This documentation will notify the parent if the student's suspension has been continued pending the outcome of the expulsion meeting. In the expulsion meeting, a representative from the school presents evidence to support the request for an expulsion. The student and parent will have an opportunity to respond to the evidence. Following the meeting, the expulsion examiner will make a decision about expulsion.

Before an expulsion hearing for a student with disabilities (having IEP or 504 plan) can be held, a Manifest Determination Case Conference must be held. At that conference it is determined whether there is a relationship between the student's disability and the Code of Conduct violation(s). If it is determined that a relationship exists, educational services will continue to be provided in a setting agreed upon by the Case Conference Committee. If a relationship is not found, the request for expulsion will continue to the expulsion hearing.

The results of an expulsion meeting could be one of the following:

- Student may be returned to the school with no further consequences;
- Student may be returned to the school on probation with stipulations;
- Student may be offered an alternative placement with a waiver being signed prior to placement; or
- Student may not be offered educational options.

Appeal of Expulsion Determination

The parent and/or the student have the right to appeal the result of action taken at the expulsion meeting to the Board of School Commissioners. A request for an appeal must be: (1) in writing; (2) delivered in person or by mail; and (3) received by the Secretary of the Board of School Commissioners within 10 calendar days of

the date the notice of expulsion was received. The parent will be notified in writing of the outcome of the appeal request.

DUE PROCESS AND APPEAL

Whenever a student is accused of committing a violation of the Student Code of Conduct, he or she has the right to due process. This means that he or she must: (1) be informed of the charges and evidence, (2) be provided with an opportunity to present his or her side of the case; and (3) be provided with an opportunity to appeal the decision.

A student or parent may request that the student stay in school during the appeal of a suspension. A student determined by the principal to be a danger to himself or herself and others or is likely to be disruptive or destructive shall not be allowed to attend school during the appeal process unless he or she is placed in an alternative school or program.

Appeals are to be made in writing and mailed/delivered to the appropriate administrator. If a parent/student needs help writing a letter of appeal, he or she may contact the Secretary of the Cold Spring School, Inc. Board for guidance. The letter should explain the reasons for appealing the suspension or disciplinary action. The letter should be received at the student's school within three days after the suspension or disciplinary action. If the appeal is denied by the school principal, the second level of appeal can be made to the Cold Spring School Board Chairman for review. The Board Chairman will investigate, consult with appropriate District administrators, and prepare a written recommendation that will be sent to the parents within ten (10) days.

Index of Level of Responses

The following is a breakdown of each section of the Code of Conduct and the Level of Responses:

- Section 1: Attendance – Page 29
- Section 2: Student Dress – Page 30
- Section 3: Academic Dishonesty – Page 30
- Section 4: Improper Use of School Technology – Page 31
- Section 5: Disrespectful Behavior – Page 32
- Section 6: Possession or Misuse of Personal Property – Page 33
- Section 7: Failure to Comply – Page 34
- Section 8: Disruptive Behavior – Page 35
- Section 9: Intimidation/Threats/Bullying – Page 36
- Section 10: Possession or Use of Fireworks and/or Ammunition – Page 37
- Section 11: Gambling – Page 37
- Section 12: Reckless Vehicle Use – Page 37
- Section 13: Theft/Stolen Property – Page 38
- Section 14: Arson – Page 38
- Section 15: Threat of Illegal Conduct – Page 38
- Section 16: Illegal Conduct – Page 38
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- Section 18: Weapons – Page 39
- Section 19: Injury to Others – Page 40
- Section 20: Repeated Rule Violations – Page 40
- Section 21: Transportation – Page 40

LEVELS OF RESPONSE

KEY: A VARIETY OF CORRECTIVE AND RESTORATIVE RESPONSES MAY BE USED PROGRESSIVELY, BEGINNING WITH THE LOWEST LEVEL

Level 1: Classroom and Building Based Corrective Responses		Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses		Level 3: Intensive Personalized Corrective Responses		Level 4: Corrective Responses for Serious Violations		
<p>May be appropriate for behavior that should be managed by the teacher in the classroom and usually do not warrant a discipline referral to the administrator. May be appropriate when a student has no prior incidents and interventions have not been put in place.</p>		<p>May be appropriate for inappropriate behavior that should be supported by the teacher and collaborative team, including parent/family. Also appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others. Corrective responses will NOT include removal from school, but may include in-school suspension.</p>		<p>May be appropriate when interventions and supports have been put in place and/or the behavior <u>significantly</u> affects the student and/or the learning and safety of others. Level 3 responses to behavioral incidents may include in-school or out-of-school suspension.</p>		<p>May be appropriate when a student's behavior <u>seriously</u> affects the learning environment or the safety of the student and/or others in the school. Response to the offense(s) at this level could include extended suspension, expulsion and/or referral to law enforcement.</p>		
Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation		Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
Section 1: Attendance								
Be Responsible	Arrive to school and class on time	<p>Tardiness: A student who comes to school late but within the first half of the day is considered tardy. A student who comes to school any time after the first half of the day is considered absent one-half of the day.</p>		■				
Be Responsible	Attend school daily	<p>Excessive Absence: Frequent or prolonged absences that are believed to adversely affect the student's education.</p>		■				
Be Responsible	Provide parent approval for absences	<p>Unexcused Absence: Failure to report to school without an approved excuse or parent call.</p>		■				
Be Responsible	Attend all classes on time	<p>Cutting Class: Failure to report to class/school and without an approved excuse. Students are to follow their schedule unless permission is granted by the Administration.</p>		■	■			

Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
Section 2: Student Dress							
Be Responsible	Dress in clothing that follows the school dress code	See School Handbook for Dress Code Policy	■	■			
Section 3: Academic Dishonesty							
Be Responsible	Keep official papers in original form	Altering Report Cards or Notes: Tampering with report cards, official passes, school forms and notes in any manner, including changing grades or forging names to excuses.	■	■			
Be Responsible	Do/turn in your own work	Cheating: Violating rules of honesty such as copying another student's test, assignment, etc. This includes the use of unapproved technological devices for academic gain.	■	■			
Be Responsible	Do/turn in your own work	Plagiarism: Using the work of others or published work.	■	■			

Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
Section 4: Improper Use of School Technology							
Be Responsible	Follow copyright rules	Violating Copyright Provisions	■	■			
Be Responsible	Use computers carefully in approved ways	Damaging Computer Hardware or Software					
		K to 2		■	■	■	■ If damage exceeds \$250
		Grades 3 to 8		■	■	■	■ If damage exceeds \$250
Be Responsible	Access/use only approved computer files or cloud storage	Entering or Retrieving Pornographic Material, Inappropriate Text/Files: Including files that may contain Derogatory or Inflammatory Racial, Ethnic or Religious Slogans or Symbols or files that carry viruses or any other type of Malware.					
		K to 2		■	■	■	
		Grades 3 to 5		■	■	■	
		Grades 6 to 8		■	■	■	
Be Responsible	Access/use only approved computer files or cloud storage	Accessing School Records or Another Person's Information or Files without Permission					
		K to 2	■	■	■	■	
		Grades 3 to 8		■	■	■	
Be Responsible	Use computers and cloud storage in approved ways	Bypassing IPS Security Policies/Filtering					
		Pre-K to 2		■	■	■	
		Grades 3 to 5		■	■	■	
		Grades 6 to 8		■	■	■	

Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
Section 5: Disrespectful Behavior							
Be Respectful	Stay in place, listen and focus when adults are talking to you	Walking Away: Leaving while a staff member or adult in authority is talking to the student.	■	■	■		
Be Respectful	Listen and focus when adults are talking to you and be silent, or respond positively	Talking Back: Using verbal insults or put downs or responding orally in a rude manner to a staff member or adult in authority.	■	■	■		
Be Respectful	Tell the truth when speaking and writing	False Information:					
		Providing false or misleading information, written or oral (not including bullying).	■	■	■		
		Providing false or misleading information, written or oral regarding bullying.	■	■	■		
Be Respectful	Use positive school language	Swearing/Profanity: Using language that is offensive or obscene.		■			
Be Respectful	Use positive school language	Swearing/Profanity directed at a staff member or adult in authority.		■	■		
Be Respectful	Use gestures and body language appropriate for school settings	Gestures: Making any sign that conveys an offensive/obscene message.	■	■			
		Gestures directed at staff members or adult in authority that conveys an offensive/obscene message.		■	■		
Be Respectful	Have and share only approved material and pictures	Derogatory Written Materials: Having any written or electronically generated material or pictures that convey an offensive/obscene message.	■	■	■		
		Pornographic Material: Possession and/or distribution of pornographic material that would reasonably be considered offensive by IPS and legal standards.		■	■		■
Be Respectful	Act/interact in ways appropriate for school settings	Sexual Behavior: Participating in inappropriate sexual behavior including but not limited to sexual harassment, sexual acts or public indecency on school property, at school activities, going to or from school events, or at any time where the behavior may interfere with school purposes.					
		K to 2	■	■	■ Referral to Counseling		
		Grades 3 to 8		■	■ Referral to Counseling	■	■

Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
Section 6: Possession or Misuse of Personal Property							
Be Responsible	Use toys only in approved ways	Toys: Use of any toys, games, etc. without permission of the administration (toy weapons may result in more severe consequences).	■	■			
Be Responsible	Use devices only in approved ways	Listening, Recording and Electronic Devices: Use of digital media players or electronic devices without permission of the administration. See Policy: Personal Technology Device	■	■			
Be Responsible	Use cell phones only in approved ways	Cellular Telephones: Use of a cell phone during school hours without permission and on the school bus. See Policy – Personal Technology Device.	■	■			
Be Responsible	Use of cell phones only in approved ways	Cellular Telephones: Use of cell phones to record a violent act or fight and/or post a violent act or fight on social networking pages during school hours or at school activity. See Policy – Personal Technology Device			■	■	■
Be Responsible	Use objects only in approved ways	Other: Use of any object that could disrupt the normal order of school including, but not limited to, personal security alarms, digital cameras, laser lights or other electronic devices/toys. See Policy – Personal Technology Device	■	■	■		

Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
Section 7: Failure to Comply							
Be Respectful	Work in class and complete homework	Refusal to Work in Class: Failing to do assigned work in class or complete homework.	■	■			
Be Respectful	Serve assigned detentions	Refusal to Serve Detention: Failure to serve detention as directed.					
		Grades K to 2	■				
		Grades 3 to 5	■	■			
	Grades 6 to 8		■	■			
Be Respectful	Tell who you are when asked	Refusal or Failure to Identify Oneself: Failure to identify oneself when requested by a staff member or adult in charge.	■	■			
Be Respectful	Report to the appropriate location when directed by staff	Refusal to Participate in In-School Alternatives or Programs: Failure to report to in-school alternatives or programs as directed by staff members.		■	■		
		Refusal to Report to Office: Failure to report to the administrative office as directed by a staff member.		■	■		
Be Respectful	Follow directions from adults	Failure to Comply with Direction or Instruction of a Staff Member or Adult in Authority: Failure to follow any reasonable direction given by a staff member or adult in authority.	■	■	■		
Be Responsible	Get approval before leaving assigned area	Leaving Without Permission: Leaving the classroom, building or assigned area without obtaining approval of the teacher and/or administrator.		■	■	■	

Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
Section 8: Disruptive Behavior							
Be Respectful	Talk in the classroom per classroom guidelines	Chronic Talking: Repeated talking in the classroom without permission.	■	■			
Be Respectful	Act/interact in ways that allow yourself and others to learn	Rude Noises: Making any unnecessary noise.	■	■			
Be Respectful	Remain in your seat per classroom guidelines	Refusing to Remain in Seat: Getting out of a seat or moving seat without permission of a staff member.	■	■			
Be Respectful	Act/interact in ways that allow yourself and others to learn and that promote a safe, positive school climate	Horseplay: Rough or noisy play or pranks.	■	■	■		
Be Respectful	Act/interact in ways that allow yourself and others to learn and that promote a safe, positive school climate	Disruptive behavior: Any other personal action that disrupts or interferes with student engagement, educational activities or school environment.	■	■	■		
Be Responsible	Use fire alarms or make emergency calls only in emergencies	False Alarms: False fire alarm or false emergency calls.					
		K to 2			■	■	■
		Grades 3 to 8			■	■	■
Be Respectful	Solve problems without fighting and act in a way that maintains safe, peaceful, productive school settings	Serious Disruption: Conduct which (results in or likely to result in serious bodily injury or substantial property damage) and/or making unreasonable noise that disrupts the educational atmosphere and refusing to cease the disruption when requested. Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption and may place others at risk of injury. Using a personal communication device to attract others to initiate a disturbance.			■	■	■

Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer		
Section 9: Intimidation/Threats/Bullying									
Be Respectful	Treat others with kindness and consideration	Harassing/Teasing/Instigating: Unwelcome behavior that is intended to disturb, provoke, or upset another; characteristically is repetitive.	■	■	■				
Be Respectful	Treat others in ways that promote feelings of safety and security	Threatening (Including Social Media): A threat to strike, attack or harm another student in written, verbal, or electronic form.		■	■	■			
		K to 2		■	■	■			
		Grades 3 to 8				■	■		
		Threatening Behavior Directed at Staff Member or Adult in Authority: A threat to strike, attack or harm a staff or adult in authority in written, verbal form or electronic form.							
		K to 2		■	■	■	■		
		Grades 3 to 8				■	■		
		Bullying, including Cyber bullying: Overt, repeated acts or gestures, including verbal or written communications or images transmitted in any manner including digitally or electronically, text messaging; physical acts committed; or any other behaviors that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment. Examples include: Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, Including Cyber harassment, Against Members of the School Community.							
		K to 2		■	■	■	■		
		Grades 3 to 8			■	■	■		
		Disability Harassment: Disability harassment towards a student based on disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior such as a graphic or written statement or conduct that is physically threatening, harmful or humiliating.							
		K to 2		■	■	■	■		
		Grades 3 to 8			■	■	■		
		Racial Harassment: Racial harassment or bullying towards a student based on the basis of race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior such as a graphic or written statement or conduct that is physically threatening, harmful or humiliating.				■	■	■	
		Harassment Based on Sex: Harassment or bullying towards a student on the basis of sex is unwelcome conduct or a sexual nature, such as unwelcome sexual advances, requests for sexual factors and other verbal, nonverbal or physical conduct of a sexual nature. Harassing or bullying on the basis of sex also includes gender-based, nonsexual harassing conduct such as harassment based on gender stereotyping.				■	■	■	

Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
Section 9: Intimidation/Threats/Bullying (Continued)							
Be Respectful	Treat others in ways that promote feelings of safety and security	Harassment or bullying towards faculty, employees and other non-IPS students on IPS property or at IPS events.		■	■	■	
Be Safe	Act/Interact with friends/peers in ways that promote safe, positive school settings and promote feelings of safety and security for others	Group or Gang Involvement: Group or gang involvement includes, but is not limited to, group or gang-related coercion; intimidation; display of group or gang colors and paraphernalia; use of recognized group or gang signs, graffiti, related paraphernalia; and/or involvement in activity which incites any racial or ethnic group.			■	■	■
Be Safe	Treat others in ways that promote feelings of safety and security	Intimidation (Law Violation): A person who communicates a serious threat to another person with the intent that the other person engages in conduct against his/her will, or the other person is placed in fear of retaliation for a prior lawful act.				■	■
Section 10: Possession or Use of Fireworks and/or Ammunition							
Be Responsible	Possess and use only approved items	Using or possessing any explosive device.			■	■	■
Section 11: Gambling							
Be Responsible	Engage only in approved activities	Playing a game of skill or chance for money or anything of value.		■	■	■	
Section 12: Reckless Vehicle Use							
Be Safe	Use any motorized or self-propelled vehicle in safe, non- disruptive ways	Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner or as a threat to health and safety or as a disruption to the educational process.			■	■	■
Be Respectful	Enter school property only with approval	Entering any school property or into school facilities without proper authority. Includes any entry into school buildings, school grounds or school activities during a period of suspension or expulsion.			■	■	■

Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
Section 13: Theft/Stolen Property							
Be Responsible	Have others' property only with owners' permission	Possession/Minor Theft: Taking or having in one's possession property obtained without permission of the owner, generally valued at less than \$250.		■	■	■	
Be Responsible	Use others' property or school property with care so it is not damaged	Taking or having in one's possession property obtained without permission of the owner, generally valued over \$250.			■	■	■
Be Responsible	Use others' property or school property with care so it is not damaged	Causing Major Damage, Vandalizing School Property or the Property of Others That May Cause Potential Disruption to the School Environment.			■	■	■
Section 14: Arson							
Be Safe	Handle fire in approved ways/ settings and report anyone who intends to handle fire dangerously or cause damage to property	Setting fire to or damaging any school building or property, or having knowledge of another person's intent to violate or violate this rule and failing to report the information to a school administrator or teacher.				■	■
Section 15: Threat of Illegal Conduct							
Be Safe	Engage/plan to engage in activities that follow local, state and federal laws	Threat of engaging in a law violation of any kind that constitutes a danger to the safety of others. This must be supported by reasonable belief or student history.				■	■
Section 16: Illegal Conduct							
Be Safe	Engage in activities that follow local, state and federal laws	Involvement in any conduct on school premises during a school function or event, or on the way to and from school premises during a school function or event, or on the way to and from school or at a sponsored school event, or at any time or place which violates local, state, or federal law where such conduct poses a danger to the health, welfare or safety of students, staff, visitors or interferes with school purposes.				■	■

Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer	
Section 17: Prohibited Substances								
Be Safe	Do not use tobacco products because it is not lawful to do so based on age.	Tobacco Products: Possession and/or use of any tobacco product. Tobacco products and matches/lighters will also be confiscated. Including e-cigarettes.			■	■	■	
		Possession of Alcohol/Narcotics/Drugs: Possession of alcohol/narcotics/drugs on the way to and from school, at a school sponsored event, or at school.				■ Mandatory Expulsion	■	
Be Safe	Do not use or possess alcohol, drugs, narcotics, or paraphernalia because it is not lawful to do so based on age.	Alcohol/Narcotics/Drugs – Under the Influence: Under the influence on the way to and from school, at a school sponsored event, or at school.				■ Mandatory Expulsion	■	
		Alcohol/Narcotics/Drugs including over the counter drugs or related paraphernalia			■	■ Referral to Counseling	■	
		Possession: Possession of alcohol/narcotics/drugs on the way to and from school, at a school sponsored event, or at school.						
		Alcohol/Narcotics/Drugs including over the counter drugs or related paraphernalia				■ Mandatory Expulsion	■	
		Distributing or Selling: Evidence of giving or selling to others on the way to and from school, at a school event, or at school.				■ Mandatory Expulsion	■	
Section 18: Weapons								
If weapons are confiscated, they will not be returned. They will be given to the proper authorities for disposal.								
Be Responsible	Do not use or possess firearms, knives, explosives, chemical agent dispensers, destructive devices, deadly weapons, or other objects that can reasonably be considered weapons because it is not lawful to do so based on age.	Knife, Explosive, Chemical Agent Dispenser, Destructive Device or Other Object That Can Reasonably Be Considered a Weapon: Possession of devices that could be considered a weapon and cause injury.			■	■	■	
		Firearms Projectile by the Action of an Explosive: Possession of a loaded or unloaded firearm, taser gun, electronic stun gun or any weapon or device that expels a projectile by the action of an explosive, or having knowledge of another person's intent to violate or violation of this rule and failing to report the information to a school administrator or teacher.				■ Mandatory Expulsion	■	
		Firearms Expels Projectile by Air: Possession of any item represented to be a firearm or any weapon or device that expels a projectile by air, e.g., pellet gun.				■ Mandatory Expulsion	■	
		Possession of Deadly Weapon: A weapon, taser or electronic stun weapon, equipment, chemical substance, or other material that in the manner it is used, or could ordinarily be used, or is intended to be used, is readily capable of causing serious bodily injury.				■ Mandatory Expulsion	■	

Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
Section 19: Injury to Others							
Be Respectful	Act/interact with friends/peers or an adult in ways that promote safe, positive school settings and do not lead to possible injuries	Physical Aggression: Physical contact by pushing, shoving, biting, spitting, kicking or hitting or other conduct that causes or may cause injury.		■	■	■	
		Grades K to 2					
		Grades 3 to 8					
		Fighting: Physical aggression between two or more people, physical blows.					
		K to 2		■	■		
		Grades 3 to 8				■	
		Throwing Objects: Throwing any object that may cause injury in any part of the school on school grounds, at school events or at school vehicles.					
		K to 2		■	■		
Grades 3 to 8				■			
Be Respectful	Act/interact with friends/peers or an adult in ways that promote safe, positive school settings and do not lead to possible injuries	Battery: More than fighting, battery involves causing or attempting to cause serious bodily injury to students, staff or others. It includes continuing to engage in a fight after being asked to stop, rape, molestation or criminal recklessness.				■ Mandatory Expulsion	■
Section 20: Repeated Rule Violations							
Be Responsible	Follow all IPS rules	Suspension may only be in combination with request for Expulsion and documentation of MTSS process.		■	■	■	
Section 21: Transportation							
Be Safe	Act/Interact with the bus driver and peers in ways that allow yourself and others to ride on the bus safely by following all bus safety rules	Unsafe Acts: Standing or moving about, head or hands outside of the bus, opening doors or windows. Eating or drinking on the bus.	■	■			
		Disruptive Behavior: Uncooperative with the driver, loud and boisterous. Not in the assigned seat or riding an inappropriate bus. Throwing objects.	■	■			
		Violating the Safety and Rights of Others: Interfering with the safety of others, distracting drivers or vandalizing buses, includes disrespectful behavior, injury to others and bullying/harassment.		■	■	■	

Cold Spring School – Student & Family Handbook Signoff

Student Name _____ Grade Level _____ Homeroom Teacher _____

The following page needs to be signed by both the student and parent/guardian and returned to Cold Spring School. The Student/Family Handbook is available at our website (<http://www.myips.org/coldspringindy>).

Student & Family Handbook

I understand that it is my responsibility as the parent/guardian to read the Cold Spring Student & Family Handbook with my child and all parties abide to the policies contained within.

Student's Name _____ Student Signature _____

Parent/Guardian Name _____ Parent/Guardian Signature _____

Student Behavior School Guidelines

My child and I have read and reviewed the Cold Spring School Code of Student Conduct and the Cold Spring School Discipline Procedures. We understand the content of the handbook and agree to abide by it.

Student's Name _____ Student Signature _____

Parent/Guardian Name _____ Parent/Guardian Signature _____

School Bus Safety Rules

I understand and agree to uphold the School Bus Safety Rules. (These rules also apply to field or other school or district trips).

Student's Name _____ Student Signature _____

I understand that riding the bus is a privilege and may be revoked if my child does not follow expectations of appropriate behavior.

Parent/Guardian Name _____ Parent/Guardian Signature _____

Digital Citizenship Acknowledgement

I understand and agree to uphold the the digital citizenship and technology expectations as outlined in this handbook

Student's Name _____ Student Signature _____

I understand and have read the digital citizenship expectations and will help ensure and communicate safe practices to my student(s)

Parent/Guardian Name _____ Parent/Guardian Signature _____