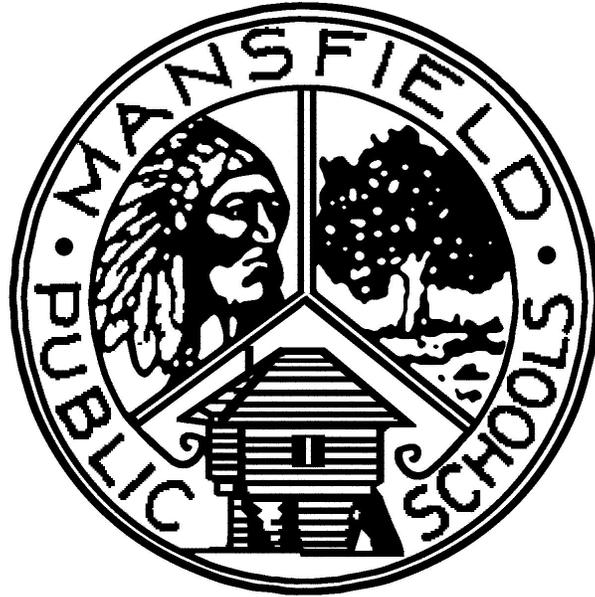


# Mansfield City Schools Student Code of Conduct



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**When I make positive behavior choices, I will be  
acknowledged and experience success.**

**When I make behavioral errors, I will receive instruction and  
interventions to help me make better choices.**

## District Learning Compact

The Mansfield City Schools, and the parents of students participating in activities, services, and programs agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement. This compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve Ohio's high standards.

As a school, we will:

- provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet Ohio's student academic achievement standards
- hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement
- provide parents with frequent reports on their children's progress
- provide parents reasonable access to staff
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities

As a parent/guardian, I will support my child's learning in the following ways:

- help my child attend regularly, arrive on time, and ready to learn
- provide a quiet area for my child to do homework and make sure it is completed
- communicate with teachers and staff, attend all parent/teacher conferences, read reports from school, and discuss them with my child
- encourage a positive attitude toward school and place a priority on school events
- monitor and limit my child's use of electronic devices
- help my child learn to resolve conflicts in positive ways
- support and help the school in its efforts to maintain safe and orderly environment
- provide a healthy environment and ensure my child is rested, fed, and dressed according to the Mansfield City Schools' guidelines
- encourage my child to read by reading with and to my child
- participate in decisions regarding my child's education
- volunteer in my child's classroom when possible
- serve, to the extent possible, on policy/advisory groups for the Mansfield City Schools

As a student, I will:

- attend school regularly and on time
- do my schoolwork and homework every day
- give my parent/guardian all notices from my school every day
- practice healthy habits such as eating properly, exercising, and getting enough rest
- be willing to work hard and do my best
- listen carefully and ask questions when I do not understand something
- bring needed supplies (pencils, scissors, glue, books, etc.) to class
- meet behavioral expectations in the school and classroom allowing all students to learn
- respect and cooperate with other students and adults
- read outside of school every day

## Expected Behaviors

*We believe everyone has a role in creating effective learning environments which are safe, consistent, predictable, positive, and orderly.*

*We encourage appropriate behaviors by supporting the teaching, guiding, directing, and providing opportunities for new learning to occur.*

*We create opportunities for students to practice and succeed in making responsible and effective choices in order to reach their academic potential and contribute to the school community.*

I will show <b>Tyger Pride</b> for...			
<b>Myself</b> by:	<b>Others</b> by:	<b>Learning</b> by:	<b>Property</b> by:
<ul style="list-style-type: none"> <li>• attending school regularly and being on time.</li> <li>• following the expectations and directions of adults.</li> <li>• doing my schoolwork and homework neatly and completely.</li> <li>• practicing positive behavior choices.</li> <li>• remaining on school grounds unless I have permission to leave school.</li> <li>• learning to make positive choices as a result of interventions.</li> <li>• dressing in a way that is appropriate for the learning environment in accordance with school expectations.</li> <li>• recognizing the impact of my actions on other people.</li> </ul>	<ul style="list-style-type: none"> <li>• being understanding of others' feelings.</li> <li>• using positive words with others.</li> <li>• treating others like I want to be treated.</li> <li>• being honest by telling the truth, and admitting to things I have done.</li> <li>• working with others in positive ways and keeping my hands to myself.</li> <li>• working together and/or with adults to manage negative behaviors and emotions.</li> <li>• using a respectful, positive, and considerate tone of voice and body language when I am speaking to others.</li> <li>• listening when others are speaking to me.</li> <li>• apologizing for my actions that negatively impacted others.</li> </ul>	<ul style="list-style-type: none"> <li>• following school expectations and school staff directions.</li> <li>• keeping focused on my work.</li> <li>• coming to school prepared to work.</li> <li>• participating in class activities and discussions.</li> <li>• completing my own schoolwork and homework.</li> <li>• keeping my eyes on my own paper when taking quizzes and tests.</li> </ul>	<ul style="list-style-type: none"> <li>• taking care of things in my school and on school grounds.</li> <li>• using school materials or a classmate's materials for their intended purpose.               <ul style="list-style-type: none"> <li>–using technology devices as directed by adults.</li> </ul> </li> <li>• following expectations about safety:               <ul style="list-style-type: none"> <li>–using playground equipment in a safe manner.</li> <li>–using property and materials in a safe manner.</li> </ul> </li> <li>• following the school's expectations regarding personal electronic devices.</li> </ul>

## Levels of Interventions/Consequences<sup>1</sup>

**The Student Code of Conduct shall apply to all students at all times on all Board of Education property, including:**

- in school buildings
- on school grounds
- in all school vehicles
- at all school-related, or Board-sponsored activities, (whether such activities are held on school property or at locations off school property, including private business or commercial establishments).

### **Levels of Interventions And Consequences for Violations of the Student Code of Conduct**

As with any incident of student behavior, school administrators must exercise informed judgment as to whether a student's actions constitute a violation of Board policy and/or regulation. The levels, shown on the following pages, guide administrators to use progressive interventions to change student behaviors.

Interventions are a continuum of proven activities, supports, and programs to promote students' social, emotional, and behavioral health. Interventions are employed by school staff or administrators and are intended to reduce continued and/or escalation of inappropriate behaviors or violations of the Code of Conduct.

Consequences are actions taken by school staff or administrators in response to a violation of the Code of Conduct. Interventions and Consequences may be used simultaneously.

The administrator always has the option to use an intervention or consequence from a lower level as long as one from the prescribed level is also employed. Moreover, if a behavior is deemed a criminal offense by local authorities, and such offense is not identified in this Code of Conduct, the consequence may be expulsion from the Mansfield City Schools. Restitution for loss or damage may be required, in addition to any other prescribed consequences.

Levels of consequences and options for progressive interventions follow. Repeated chronic or cumulative offenses may require higher levels of Interventions/Consequences. For serious violations, Interventions/Consequences may begin at a higher level. For chronic/repetitive (3 or more) violations, Interventions/Consequences may be considered a higher level offense. The determination of raising the consequence on the above criteria is at the discretion of the administrator.

A higher level offense may be assigned lower level consequences depending on the developmental age of the student in conjunction with the intent of the act. The determination of lowering the consequence on the above criteria is at the discretion of the administrator.

<sup>1</sup> Adapted from Anne Arundel County Public Schools (Maryland)

The list of interventions is not exhaustive. Any combination of interventions from a prior level may be used in a higher level offense as long as an intervention from that level is also employed.

Level 1	Level 2	Level 3	Level 4	Level 5
<b>Classroom/ Bus Level Interventions (Teacher/Driver Managed)</b>	<b>Appropriate when Level 1 has been ineffective</b>	<b>Appropriate when Level 2 has been ineffective</b>	<b>Appropriate when Level 3 has been ineffective</b>	<b>Appropriate when Level 4 has been ineffective</b>
If these interventions are successful, referral to the administrator may not be necessary.	Office referral required	Office referral required	Office referral required	Office referral required
<p><i>Select appropriate intervention(s) for the student/situation:</i></p> <ul style="list-style-type: none"> <li>• Parent/ Guardian outreach</li> <li>• Reteaching expected behavior with Teacher/Driver</li> <li>• Written reflection about incident</li> <li>• Mentoring</li> <li>• Teacher/Driver conference with student</li> <li>• Referral to Counselor</li> <li>• Modeling expected behavior</li> </ul>	<p><i>Select appropriate intervention(s) for the student/situation:</i></p> <ul style="list-style-type: none"> <li>• Reteaching expected behavior with Administrator or Counselor</li> <li>• Parent/ Guardian notification by Administrator or Counselor</li> <li>• Behavior Contract</li> <li>• Mediation</li> <li>• Administrator or Counselor conference with student</li> </ul>	<p><i>Select appropriate intervention(s) for the student/situation:</i></p> <ul style="list-style-type: none"> <li>• Parent/ Guardian conference with Administrator</li> <li>• Referral to the Multi-tiered Systems of Support</li> <li>• Review of behavior data/trends</li> </ul>	<p><i>Select appropriate intervention(s) for the student/situation:</i></p> <ul style="list-style-type: none"> <li>• Parent/ Guardian notification required by Administrator</li> <li>• Referral for Functional Behavior Assessment</li> <li>• Modified school day/schedule</li> </ul>	<p><i>Select appropriate intervention(s) for the student/situation:</i></p> <ul style="list-style-type: none"> <li>• Student Re-entry or Success Plan</li> <li>• Alternative learning placement</li> </ul>

S-Z-O-N-E-T-E-R-V-E-N-T-S

The list of consequences is not exhaustive. Any combination of consequence from a prior level may be used in a higher level offense as long as a consequence from that level is also employed. A higher level consequence may not be used in a lower level offense.

	Level 1	Level 2	Level 3	Level 4	Level 5
	<b>Classroom/Bus Level Consequences (Teacher/Driver Managed)</b>	<b>Administrator Assigned Consequences</b>	<b>Administrator Assigned Consequences</b>	<b>Administrator Assigned Consequences</b>	<b>Administrator Assigned Consequences</b>
	Referral to the administrator may not be necessary.	Office referral required	Office referral required	Office referral required	Office referral required
<b>CONSEQUENCES</b>	<ul style="list-style-type: none"> <li>• Parent conference with Teacher/Driver</li> <li>• Restitution</li> <li>• Supervised Time Out</li> <li>• Warning from the Teacher/Driver</li> <li>• Teacher assigned detention served with the Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Warning from the Administrator</li> <li>• Detention</li> <li>• Temporary loss of privilege</li> <li>• Temporary removal from class</li> <li>• In-School Suspension (1 day)</li> </ul>	<ul style="list-style-type: none"> <li>• Complete loss of privilege</li> <li>• In-School Suspension (2+ days)</li> <li>• Extended Detention (2+ hours)</li> <li>• Emergency Removal</li> <li>• Out of School Suspension (1-3 days)</li> </ul>	<ul style="list-style-type: none"> <li>• Out of School Suspension (1-10 days)</li> <li>• Notification to the School Resource Officer</li> <li>• Convene a team with Parents/ Guardians to explore supports and services including alternative educational placement</li> </ul>	<ul style="list-style-type: none"> <li>• Out of School Suspension (5-10 days)</li> <li>• Expulsion</li> <li>• Convene a team with Parents/ Guardians to explore supports and services including alternative educational placement</li> </ul>

Definition of Offenses	Level of Consequences /Interventions				
	1	2	3	4	5
<b>Abusive Language/Profanity</b>  Verbal interaction or gesture intended to intimidate another student(s) <b>Level 1-2</b> adult(s)- <b>Level 2-4</b>	●	●	●	●	
<b>Alcohol/Drug/Tobacco/Vaping</b>  Student is under the influence of, in possession of or is using alcohol/tobacco/electronic nicotine device/illegal drugs/substances/or unauthorized prescribed or over-the-counter medications or imitations/or paraphernalia				●	●
<b>Assault</b>  Intentional and/or unprovoked physical contact intended to cause permanent or immediate harm					●
<b>Bus Violation</b>  Actions that jeopardize the safe operation of the bus or the safety of the occupants		●	●	●	
<b>Combustibles/Bomb/Arson</b>  Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (firecrackers, gasoline, lighter) with the intent to intimidate others and/or cause harm					●
<b>Defiance/Insubordination</b>  Refusal to follow directions, talking back and/or socially rude interactions		●	●		
<b>Disrespect</b>  Student intentionally delivers socially rude or dismissive messages to student(s) <b>Level 1-2</b> or adult(s) <b>Level 2-3</b>	●	●	●		
<b>Disruption</b>  Behavior causing an intentional interruption in a class or activity. Disruption may include sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior	●	●	●		
<b>Dress Code</b>  Campus Wear Violation/Violation of the Dress Code	●	●			

Definition of Offenses (Continued)	Level of Interventions/Consequences				
	1	2	3	4	5
<p><b>False Reporting</b></p> <p>Student knowingly provides inaccurate information or purposely withholds known information needed as part of an investigation</p>		●	●	●	
<p><b>Fighting</b></p> <p>Student is involved in mutual participation in an incident involving/mimicking physical violence</p>			●	●	●
<p><b>Forgery/Plagiarism</b></p> <p>Student has signed a person's name without that person's permission, or claims someone else's work as their own</p>			●	●	●
<p><b>Gambling</b></p> <p>Betting or playing games of chance to gain property, favor, or money from others</p>			●	●	●
<p><b>Harassment/Bullying</b></p> <p>Any intentional written, verbal, graphic, electronic, or physical act that a student or group of students exhibited toward another particular student more than once and the behavior both:</p> <p>A. causes mental or physical harm to the other student; and</p> <p>B. is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student</p>			●	●	●
<p><b>Inappropriate Display of Affection</b></p> <p>Student engages in inappropriate, consensual verbal and/or physical gestures/contact, of a sexual nature to another student</p>	●	●	●		
<p><b>Inappropriate Physical Aggression</b></p> <p>Physical posturing intended to intimidate and/or taunt another student(s) <b>Level 2-4</b>, adult(s) <b>Level 3-5</b></p>		●	●	●	●
<p><b>Inappropriate Verbal Language</b></p> <p>Student engages in low intensity instance of inappropriate language or gesture</p>	●	●			

Definition of Offenses (Continued)	Level of Interventions/Consequences				
	1	2	3	4	5
<p><b>Non-compliance</b></p> <p>Student engages in brief or low-intensity failure to respond to adult requests and/or student engages in low-intensity, but inappropriate disruption</p>	●				
<p><b>Out of Assigned Area</b></p> <p>Student is intentionally not physically present at the assigned time to their prescribed area</p>	●	●	●		
<p><b>Sexual Harassment</b></p> <p>Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature</p>			●	●	●
<p><b>Sexual Misconduct</b></p> <p>Student engages intentional inappropriate, consensual sexual acts</p>				●	●
<p><b>Technology Violation</b></p> <p>Using technology to capture, record, and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. If the violation involves potentially illegal activity, the confiscated technology may be turned over to law enforcement</p>		●	●	●	●
<p><b>Theft</b></p> <p>Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property</p>			●	●	●
<p><b>Threat Against School Community</b></p> <p>Statement of intention to inflict harm, pain, injury, or other hostility towards The school community, school property and/or any of its members (staff/students)</p>					●
<p><b>Unwelcome Physical Contact</b></p> <p>Any physical contact that is unwanted by the other person (i.e. poking, hugging, petting, etc.)</p>	●	●	●	●	

Definition of Offenses (Continued)	Level of Interventions/Consequences				
	1	2	3	4	5
<b>Vandalism/Property Damage</b>  Student participates in an activity that results in destruction or disfigurement of personal or school property			●	●	●
<b>Violation of the Acceptable Use Policy</b>  Any act that violates the District's Acceptable Use Policy			●	●	
<b>Weapons</b>  Student is in possession of knives, guns (real or look alike), and/or other objects readily capable of causing bodily harm with the intent to intimidate others and/or cause harm					●



## Bus Behavior Expectations & Safety Requirements for All Students

**Riding the school bus is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. School suspension is a possible consequence.**

Students are expected to observe the following rules for safety and courtesy on the bus. Parents are responsible for the supervision and safety of students from home until they board the bus, and from the bus stop to home.

At the Bus Stop	When the Bus Arrives
<ul style="list-style-type: none"> <li>● Exercise safe pedestrian practices while on the way to the waiting area for the bus stop.</li> <li>● Students need to be in line ready to board the bus 5 minutes before the scheduled pickup. Do not sit in vehicles until the bus arrives.</li> <li>● Wait in a quiet and orderly manner and respect private property.</li> <li>● Stay on your side of the roadway controlled by the bus warning lights.</li> <li>● Where same side service is provided, you should not cross the roadway for any reason. Please remain at the designated school bus stop on the same side of the road where you live.</li> <li>● Be aware, cautious, and respectful of traffic.</li> <li>● Wait in a safe place, clear of traffic, and away from where the bus stops.</li> </ul>	<ul style="list-style-type: none"> <li>● Remain at the waiting area until the bus comes to a complete stop.</li> <li>● Check traffic from all directions, then check again.</li> <li>● Before walking from the waiting area to the entrance of the bus, be certain that the bus warning lights are activated and that all traffic in all directions has stopped.</li> <li>● When safe to board, do so promptly.</li> <li>● When boarding, be aware of and avoid the “danger zone,” the twelve foot area immediately surrounding the stopped school bus.</li> <li>● Be sure that you can see the bus driver’s eyes when in the vicinity of the school bus.</li> <li>● If crossing a street controlled by bus warning lights is necessary, cross promptly after checking that all traffic in all directions has stopped. Cross only in front of the bus.</li> <li>● Upon entering the bus proceed directly to an available or assigned seat.</li> </ul>
On the Bus	Exiting the Bus
<ul style="list-style-type: none"> <li>● Follow instructions of bus personnel.</li> <li>● Be respectful of all people, including all bus personnel.</li> <li>● Use language appropriate for the school setting.</li> <li>● Keep the bus neat and clean.</li> <li>● Do not eat or drink.</li> <li>● Talk quietly and politely.</li> <li>● Students must sit in their assigned seat.</li> <li>● Stay seated while the bus is in motion; keep aisles and exits clear.</li> <li>● Carry-on items are limited to those that can be held in your lap only (including some musical instruments).</li> <li>● No hazardous materials, nuisance items, or animals are permitted on the bus.</li> <li>● Be respectful of the rights and safety of others.</li> <li>● Do not extend head, arms, or objects out of bus windows.</li> <li>● Appropriate use of electronic devices including, but not limited to, cell phones and tablets, that do not jeopardize the safe operation of the bus or the safety of the bus occupants is permitted.</li> </ul>	<ul style="list-style-type: none"> <li>● Remain seated until the bus comes to a complete stop.</li> <li>● Exit the bus at the bus stop area in an orderly manner.</li> <li>● Exit at your designated bus stop.</li> <li>● Check traffic from all directions, then check again.</li> <li>● Before exiting the bus, be certain that all traffic in all directions has stopped.</li> <li>● When safe to exit, do so promptly.</li> <li>● Be aware of and avoid the “danger zone,” the twelve foot area immediately surrounding the stopped school bus.</li> <li>● Be sure that you can see the bus driver’s eyes while in the vicinity of the school bus.</li> <li>● If crossing a street controlled by bus warning lights, cross promptly after checking that all traffic in all directions has stopped. Only cross in front of the bus.</li> <li>● Exercise safe pedestrian practices while on the way from the bus stop to your home.</li> </ul>