

Mansfield City Schools Student Code of Conduct

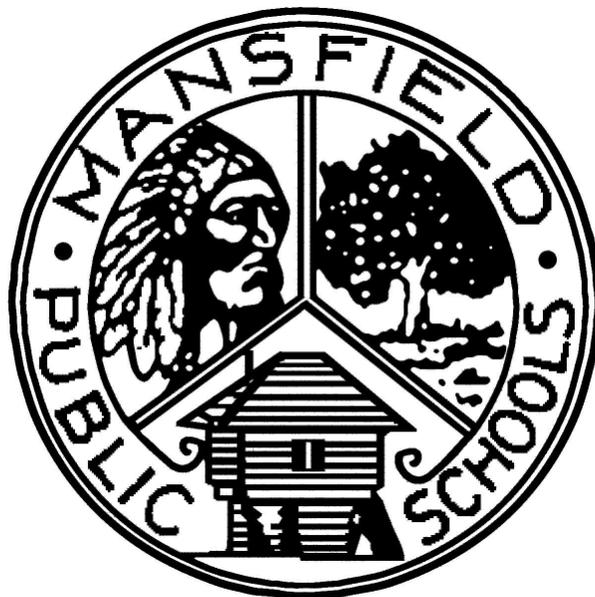


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Mission: With love and expertise, Mansfield City Schools prepares diverse leaders and builds positive relationships with students, staff, and educational allies.

Vision: Mansfield City Schools will be the premier learning destination of Richland County.

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 and social emotional growth. 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;
- provide parents with frequent reports on their children's progress;
- provide parents reasonable access to staff; and
- 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, by arriving to school on time, and preparing them to be 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 parent/teacher conferences, read reports from school, and discuss necessary information with my child;
- encourage a positive attitude toward school and place a priority on academic and social emotional growth;
- 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 a 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; and
- 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 to class;
- meet behavioral expectations in the school and classroom allowing all students to learn;
- respect and cooperate with other students and adults; and
- read outside of school every day.

Expected Behaviors

We believe everyone has a role in creating effective learning environments which are safe, consistent, positive, and support student growth academically and socially.

We encourage appropriate behaviors by explicitly teaching and reinforcing behavioral expectations across all settings.

We create opportunities for students to practice and succeed in making responsible and effective choices in order to reach their academic and social emotional potential; thus fostering positive contributions to the school and community.

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

Levels of Interventions/Consequences

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).

Students may also be subject to discipline for violation of the Student Code of Conduct even if that conduct occurs on property not owned or controlled by the Board but that is connected to activities or incidents that have occurred on property owned or controlled by the Board, or conduct that, regardless of where it occurs, is directed at a Board official or employee, or the property of such official or employee.

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 from the menu below, or other appropriate interventions at the administrator's discretion, may be used at any time and in combination with any appropriate consequence. Restitution for loss or damage may be required, in addition to any other intervention or consequence.

Each code of conduct violation is assigned a range of appropriate consequences. The administrator has discretion to select consequences within this range, after considering factors such as the seriousness of the violation, the age of the student, the student's intent, and whether the student has engaged in similar conduct before.

Students in grades pre-K through three shall not be suspended or expelled except in accordance with Board Policy 5610 (for possession of a firearm or knife capable of causing serious bodily injury; for commission of an act that if committed by an adult would be a crime and results in serious physical harm to a person or property; for making a bomb threat; or as necessary to protect the immediate health and safety of the student, the student's classmates, or school employees).

Additional considerations apply when disciplining students who have or are suspected to have special education needs. Administrators should consult Board Policy¹ or consult with the District's Pupil Services Department before issuing consequences to these students. Any recommendation for change of placement for a student with a disability (504 or IEP) must be determined by a team of credentialed individuals per applicable state and federal law.

¹ See Board Administrative Guidelines 5605, 5605A, and 5610A.

INTERVENTION MENU

The list of interventions is not exhaustive. Combinations of multiple interventions can be used. To the greatest extent possible, interventions should be utilized proactively.

- Explicitly Reteaching Expected Behaviors
- Restorative Practices
- Modeling and Practicing Expected Behaviors
- Differentiated Reinforcement
- Student Conference with Teacher, Driver, Administrator, and/or Counselor
- Parent Conference with Teacher, Driver, Administrator, and/or Counselor
- Referral to the MTSS (Multi-Tiered Systems of Supports) team(s)
- Structured Breaks
- Sharing Circles
- Visual Schedule
- Token Economy
- Parent Communication
- Behavior Report Card
- Purposeful Arrival and Dismissal
- Flexible Seating
- Brain Breaks
- Mindfulness Exercises
- Organizational Interventions
- Check-In/Check-Out
- Structured Choices
- Reflective Listening
- Schedule Modifications
- Social Skill Group
- Transitional Warnings
- Transitional Supports
- Consistent Routine
- Proximity Interventions
- Conflict Resolution
- Tiered AIM Curriculum Lessons
- Visual Timers
- Group Contingencies

CONSEQUENCES

The list of consequences is not exhaustive. The Level chosen shall reflect the seriousness of the offense. Repeated offenses shall be subject to higher Level Consequences.

	Level 1	Level 2	Level 3	Level 4	Level 5
	Classroom/Bus Level Consequences (Teacher/Driver Managed)	Administrator Assigned Consequences	Administrator Assigned Consequences	Administrator Assigned Consequences	Administrator Assigned Consequences
	Documentation Report Required	Office referral required	Office referral required	Office referral required	Office referral required
CONSEQUENCES	<ul style="list-style-type: none"> Interventions from the menu above Parent and Student conference with Teacher/Driver Restitution Warning from the Teacher/Driver Teacher assigned detention (served with the Teacher) 	<ul style="list-style-type: none"> Interventions from the menu above Parent and Student conference with the Administrator Restitution Detention (up to 1 hour) Temporary loss of privilege In-School Suspension (up to 1 day) Drug, Alcohol, Tobacco Counseling Services (if appropriate) 	<ul style="list-style-type: none"> Interventions from the menu above Parent and Student conference with the Administrator Restitution Loss of privilege Detention (up to 2 hours) In-School Suspension (up to 3 days) Emergency Removal Out of School Suspension up to (3 days) Notification to School Resource 	<ul style="list-style-type: none"> Interventions from the menu above Parent and Student conference with the Administrator Restitution Extended Detention (up to 4 hours) In-School Suspension (up to 5 days) Emergency Removal Out of School Suspension (up to 5 days) Notification to the School Resource Officer Convene a team meeting with Parents/ Guardians and the student to 	<ul style="list-style-type: none"> Interventions from the menu above Parent and Student conference with the Administrator Restitution In-School Suspension (up to 10 days) Emergency Removal Out of School Suspension (up to 10 days) Expulsion Convene a team meeting with Parents/ Guardians and the student to explore supports and services Temporary Alternative Educational Placement

			<p>Officer</p> <ul style="list-style-type: none">• Drug, Alcohol, Tobacco Counseling Services (if appropriate)	<p>explore supports and services</p> <ul style="list-style-type: none">• Temporary Alternative Educational Placement• Drug, Alcohol, Tobacco Counseling Services (if appropriate)	<ul style="list-style-type: none">• Notification to the School Resource Officer• Drug, Alcohol, Tobacco Counseling Services (if appropriate)
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<u>Definition of Offenses</u>	Level of Consequences:				
	1	2	3	4	5
<p>Abusive and/or Obscene Language/Profanity</p> <p>Any profane, obscene, insulting, or derogatory verbal interactions or gestures, includes, but is not limited to: swearing and/or cursing.</p>	●	●	●	●	●
<p>Academic Dishonesty/Plagiarism</p> <p>No student will copy the work of another without citation. This includes previously written work, or part thereof, on a test or assignment, or improperly consulting notes or other answer sources (e.g. Wikipedia).</p>	●	●	●	●	●
<p>Assault</p> <p>A physical attack (including, but not limited to: striking with any part of the body and/or use of a firearm, knife, weapon, object to attack another person) that results in bodily injury and that does not represent reasonable self-defense.</p>					●
<p>Bus Violation</p> <p>An action or actions or behavior, whether verbal or nonverbal, that jeopardize(s) the safe operation of the bus or the safety of the occupants. Examples include, but are not limited to: Eating, drinking, being out of seat, transporting of animals or glass containers, spitting, throwing of any objects, extending any body parts through a school bus/vehicle window, or using the emergency exit when there is no emergency. Additional consequences may include suspension of bus riding privileges.</p>	●	●	●	●	●
<p>Defiance/Insubordination</p> <p>Refusing to comply with a reasonable request from school personnel or disobeying any general rule of the school, including not following directions of teachers, school administrators, or other staff members (e.g., refusing to leave an area or stop engaging in aggressive/ disruptive behavior). Talking back and/or socially rude interactions.</p>	●	●	●	●	●
<p>Disruption</p> <p>Acts, behaviors, or conduct in the classroom, in the school, upon school grounds, to or from school or while engaged in school-related activities that cause minor disruptions to the educational process. This may include physical contact, such as hitting and/or horseplay, that does not rise to the level of fighting.</p>	●	●	●	●	●
<p>Dress Code</p> <p>Campus Wear Violation/Violation of the Dress Code</p>	●	●	●		

<u>Definition of Offenses</u>	Level of Consequences:				
	1	2	3	4	5
<p>Explosives and/or Combustibles/Incendiary Devices/Arson</p> <p>Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (including, but not limited to, firecrackers, gasoline, or other item not fitting the definition of "firearm"). Setting fire, or attempting to set fire to school property, any property belonging to, rented by, or on loan to the school district, or the property of persons employed by the school or in attendance at the school.</p>					●
<p>False Reporting</p> <p>Student knowingly provides inaccurate information or purposely withholds known information needed as part of an investigation.</p>	●	●	●	●	●
<p>Fighting</p> <p>A physical altercation between two or more students, in which a student's actions do not represent reasonable self-defense is considered to be fighting. This also includes the mutual participation in an incident involving physical violence.</p>			●	●	●
<p>Forgery</p> <p>Acts involving forgery and/or falsification, including but not limited to, falsifying school records, forging signatures, making or providing false statement(s), counterfeiting, bribery, and/or using an unauthorized computer user ID or passwords are considered to be forgery/falsification</p>	●	●	●	●	●
<p>Gambling</p> <p>Betting or playing games of chance to gain property, favor, or money from others.</p>			●	●	●
<p>Harassment, Intimidation or Bullying</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> <ul style="list-style-type: none"> A. causes mental or physical harm to the other student; and B. is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student 			●	●	●

<u>Definition of Offenses</u>	Level of Consequences:				
	1	2	3	4	5
<p>Inappropriate Consensual Physical or Verbal Contact</p> <p>Fondling, touching, kissing, or other inappropriate consensual physical or verbal contact, whether or not of a sexual nature, in school facilities, on school grounds, at school-related activities, or while on buses transporting students to and from school-related events is prohibited.</p>	●	●	●	●	●
<p>Inappropriate Use/Possession of Cell Phones/Electronic Devices</p> <p>Any use of an electronic device that violates the District's Acceptable Use Policy. This policy prohibits student use of cell phones, headphones (earbuds), handheld entertainment, radios, CD/mp3 players, etc. during school hours. All Personal Electronic Devices (including cell phones) are to be powered off and/or maintained in designated areas where appropriate.</p>	●	●	●	●	●
<p>Inciting Fights and/or Contributing to Disruption</p> <p>The intentional incitement to engage another student, staff member, or any other person, in physical conflict and/or continuous harassment, or the promotion of misconduct for any purpose. A student shall not cause or threaten to cause the material disruption or obstruction of any function or operation of the school, including curricular and extra-curricular activities. This shall include the promotion of misconduct for any purpose, including, but not limited to, promotion via social media.</p>	●	●	●	●	●
<p>Out of Assigned Area/Leaving School Without Permission</p> <p>Student is intentionally not physically present at the assigned time to their prescribed area. This includes leaving the school, or school grounds, during the designated school day without first obtaining the permission from the principal or principal's designee and/or not reporting or returning to class or school activities.</p>	●	●	●	●	●
<p>Possession/Intent to Sell/Sale/Distribution of Drug Paraphernalia/Look-a-Likes/Non-Controlled Substances</p> <p>Possessing, carrying, selling or attempting to sell, and/or concealing non-controlled drugs or items that may be considered as look-a-like drugs (controlled or non-controlled drugs) or substances represented to be drugs of the seller or distributor and/or thought to be drugs by the buyer or receiver or any drug-related paraphernalia. Attempting to sell or distribute any prescription and over-the-counter medicines, chemical substances, and all other legal substances. Drug-related paraphernalia includes, but is not limited to, pipes, clips, rolling papers, and other items used or related to drug use.</p>			●	●	●

<u>Definition of Offenses</u>	Level of Consequences:	1	2	3	4	5
<p>Possession/Intent to Sell/Sale/Distribution/Use of Controlled Drugs</p> <p>Possessing, carrying, selling or attempting to sell, distributing, or concealing any controlled drug other than prescription medication that has been administered in accordance with the district's policies. Consuming and/or showing evidence of having consumed drugs or other illegal substances and/or attending school while under the influence of drugs.</p>						●
<p>Possession/Under the Influence of Alcohol</p> <p>Possessing, carrying, concealing, consuming or showing evidence of having consumed alcoholic beverages.</p>			●	●	●	
<p>Possession/Use of Tobacco/Vaping</p> <p>Smoking or the use or possession of any tobacco products and/or electronic vaping device (vape) or associated paraphernalia, whether or not vaping device has nicotine solution in it.</p>			●	●	●	
<p>Possession/Use/Sale/Distribution of Unauthorized Items</p> <p>Possession, use, sale, or distribution of any other unauthorized item not otherwise referenced in this Code of Conduct is prohibited. This includes, but is not limited to, items that may cause bodily injury and items that have been previously banned by school personnel (lighter, "orbi gun," gel blaster, etc.).</p>	●	●	●	●	●	
<p>School Disturbance</p> <p>Acts which cause disruption of the school environment and/or threaten the safety or well-being of other students and/or staff, which may include, but is not limited to, walk-outs, sit-ins, rioting, picketing, trespassing, reckless or careless operation of a vehicle on or near school property or near a school bus, or inciting disturbances, threats to the school, pranks, or actual violence during a period of disruption, or actions resulting in a school lockdown. This includes opening outside doors clearly designated to stay closed.</p>				●	●	
<p>Sexual Harassment</p> <p>Unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when submission to such conduct is: made either explicitly or implicitly a term of condition of a person's educational development or program or such conduct has the purpose or effect of unreasonably interfering with a person's educational performance or creates an intimidating, hostile or offensive environment</p>			●	●	●	

<u>Definition of Offenses</u>	Level of Consequences:					1	2	3	4	5
<p>Sexual Misconduct/sexual assault</p> <p>Student engages in inappropriate verbal and/or physical gestures/contact/conduct of a sexual nature. Any sexual acts including, but not limited to, sexual assault, attempted sexual assault, vulgar/obscene words or gestures, indecent exposure, possession of profane/vulgar/obscene material, possession/distribution of derogatory/offensive poster(s), cards, pictures, cartoons, graffiti, or sexually inappropriate drawing on school property/buses or at school-sponsored activities.</p>	●	●	●	●	●					
<p>Technology Violation</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. A violation of the District's Acceptable Use Policy.</p>		●	●	●	●					
<p>Theft</p> <p>Taking, possessing, or transmitting someone else's property without their permission.</p>			●	●	●					
<p>Threat Against School Community</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.</p>				●	●					
<p>Vandalism/Property Damage</p> <p>Student participates in an activity that results in destruction or disfigurement of personal or school property.</p>			●	●	●					
<p>Weapons: Firearms (Possession/Use/Sale/Distribution)</p> <p>Possession, use, sale or distribution of a firearm is prohibited. Violation of this section shall result in an expulsion for one (1) year, which may be reduced on a case-by-case basis based on Board policy. A firearm is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A destructive device, includes, but is not limited to any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or other similar device.</p>					●					

<u>Definition of Offenses</u>	Level of Consequences:	1	2	3	4	5
<p>Weapons: Knife</p> <p>Possession of a knife is prohibited. Violation of this section shall result in an expulsion for one (1), which may be reduced on a case-by-case basis based on Board policy. A knife is defined as any weapon or cutting instrument consisting of a blade fastened to a handle, a razor blade, or any similar device with (a) sharp edge(s) that is capable of causing serious bodily injury.</p>						●
<p>Weapons: Possession of Look-a-Like</p> <p>Possession of any item which looks like a firearm or knife or other weapon is prohibited.</p>				●	●	

Suspension or Expulsion of Students in Grades Pre-Kindergarten through 3

Beginning with the 2019-2020 school year, except as permitted by law, suspension or expulsion proceedings shall not be initiated against a student in any of grades Pre-kindergarten through three unless the student has committed the following acts:

A. The student brings a firearm or knife capable of causing serious bodily injury to a school building or on to any other property (including a school vehicle) owned, controlled, or operated by the Board, to an interscholastic competition, an extra-curricular event, or to any other school program or activity that is not located in a school or on property that is owned or controlled by the Board, or possesses a firearm or knife capable of causing serious bodily injury at school or on any other property (including a school vehicle) owned, controlled, or operated by the Board, at interscholastic competition, an extra-curricular event, or at any other school program or activity that is not located in a school or on property that is owned or controlled by the Board.

B. The student commits an act at school, on other school property, at an interscholastic competition, extra-curricular event, or any other school program or activity, and the act: 1) would be a criminal offense if committed by an adult; and 2) results in serious physical harm to person(s) as defined in R.C. 2901.01(A)(5), or to property as defined in R.C. 2901.01(A)(6).

C. The student makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat.

D. The student engages in behavior of such a nature that suspension or expulsion is necessary to protect the immediate health and safety of the student, the student's fellow classmates, the classroom staff and teachers, or other school employees.

Prior to suspending or expelling a student in any of grades Pre-K through 3, the Principal shall, whenever possible, consult with a mental health professional under contract. If the events leading up to the student's suspension or expulsion from school indicate that the student is in need of additional mental health services, the student's Principal or the District's mental health professional shall assist the student's parent or guardian with locating providers or obtaining such services, including referral to an independent mental health professional, provided such assistance does not result in a financial burden to the District or the student's school.

If a student in any of grades Pre-K through 3 is suspended or expelled, the student shall be afforded the same notice and hearing, procedural, and educational opportunities as set forth in Board policy and the law. The suspension or expulsion of a student in any of grades Pre-K through 3 shall not limit the Board's responsibilities with respect to the provision of special education and related services to such student in accordance with Board policy and the law. Further, the Board shall not be limited in its authority to issue an in-school suspension to a student in any of grades Pre-K through 3, provided that the in-school suspension is served in a supervised learning environment.



Bus Behavior Expectations & Safety Requirements for All Students

Riding the school bus is a privilege. This-privilege may be temporarily denied or permanently removed from riding the bus 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"> • Exercise safe pedestrian practices while on the way to the waiting area for the bus stop. • 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. • Wait in a quiet and orderly manner and respect private property. • Stay on your side of the roadway controlled by the bus warning lights. • 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. • Be aware, cautious, and respectful of traffic. • Wait in a safe place, clear of traffic, and away from where the bus stops. 	<ul style="list-style-type: none"> • Remain at the waiting area until the bus comes to a complete stop. • Check traffic from all directions, then check again. • 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. • When safe to board, do so promptly. • When boarding, be aware of and avoid the "danger zone," the twelve foot area immediately surrounding the stopped school bus. • Be sure that you can see the bus driver's eyes when in the vicinity of the school bus. • 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. • Upon entering the bus proceed directly to an available or assigned seat.

On the Bus	Exiting the Bus
<ul style="list-style-type: none"> • Follow instructions of bus personnel. • Be respectful of all people, including all bus personnel. • Use language appropriate for the school setting. • Keep the bus neat and clean. • Do not eat or drink. • Talk quietly and politely. • Students must sit in their assigned seat. • Stay seated while the bus is in motion; keep aisles and exits clear. • Carry-on items are limited to those that can be held in your lap only (including some musical instruments). • No hazardous materials, nuisance items, or animals are permitted on the bus. • Be respectful of the rights and safety of others. • Do not extend head, arms, or objects out of bus windows. • 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. 	<ul style="list-style-type: none"> • Remain seated until the bus comes to a complete stop. • Exit the bus at the bus stop area in an orderly manner. • Exit at your designated bus stop. • Check traffic from all directions, then check again. • Before exiting the bus, be certain that all traffic in all directions has stopped. • When safe to exit, do so promptly. • Be aware of and avoid the "danger zone," the twelve foot area immediately surrounding the stopped school bus. • Be sure that you can see the bus driver's eyes while in the vicinity of the school bus. • 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. • Exercise safe pedestrian practices while on the way from the bus stop to your home.

Consequence Definitions Per Board Policy and ORC

"In-school suspension" means the pupil will serve all of the suspension in a supervised learning environment within a school setting.

"Emergency removal" shall be the exclusion of a student who poses a continuing danger to District property or persons in the District or whose behavior presents an on-going threat of disrupting the educational process provided by the District.

"Suspension" shall be the temporary exclusion of a student by the Superintendent, principal, assistant principal, or any other administrator from school for a period not to exceed ten (10) school days. If at the time an out-of-school suspension is imposed there are fewer than ten school days remaining in the year, the Superintendent shall not apply any remaining part of the period of suspension to the following year.

"Expulsion" shall be the exclusion of a student from school for a period not to exceed the greater of eighty (80) school days or the number of school days remaining in a semester or term in which the incident that gives rise to the expulsion takes place or for one (1) year as specifically provided in the Student Code of Conduct and Board Policy. If at the time an expulsion is imposed there are fewer than eighty school days remaining in the school year in which the incident that gives rise to the expulsion takes place, the Superintendent may apply any remaining part or all of the period of the expulsion to the following school year. Only the Superintendent may expel a student.