

Bucyrus Elementary

Student/Family Handbook

2021-2022



245 Woodlawn Ave. Bucyrus, OH 44820
419-562-6089

To provide a safe and effective learning environment for students, families, staff, and visitors, this Student/Family Handbook provides information for daily care of students, school procedures, and explains students' and/or families' responsibilities.

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Bucyrus Elementary School Student & Family Handbook

FOREWORD

Section 1 Intent of Handbook

Welcome to Bucyrus Elementary School. This handbook is intended to be used by students and parents to provide general information about Bucyrus Elementary School and to serve as a guide to the district and school policies. It contains many practices and pieces of information that are necessary for the day-to-day operation of Bucyrus Elementary School.

Each parent is responsible for becoming familiar with the handbook, familiarizing their children with the handbook, and knowing the information contained in it. Although the information found in this handbook is detailed and specific on certain topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the district.

Section 2 Members of the Board of Education

President	Randy Blankenship	rblankenship@bucyrusschools.org
Vice-President	Christa Graves	cgraves@bucyrusschools.org
Member	Deb Hoover	dhoover@bucyrusschools.org
Member	John Kime	jkime@bucyrusschools.org
Member	TBD	

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Section 4 Bucyrus Elementary Certified Staff

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Article 1 – SCHOOL CALENDAR AND SCHEDULES

Section 1 School Calendar

See school calendar as an attachment.

Section 2 Office Business Hours

8:00am to 4:00pm - Please contact the office during the above times. You may call the building and leave a message outside of these listed times. Often staff and administration are in the building prior and after these times but are meeting or providing service to issues of the day. Thank you for your understanding.

Section 3 Student Day

8:15am – Student Bus Drops Off

8:25am – Family/Student Drop-Off

Breakfast begins in classrooms

8:40am – Class Instruction Begins – Tardy Bell

3:25pm – Student Day Ends – Bus and Family/Student PickUp

Section 4 2 Hour Delay Schedule

10:15am – Student Bus Drops Off

10:25am – Family/Student Drop-Off

10:40am – Class Instruction Begins – Tardy Bell

3:25pm – Student Day Ends – Bus and Family/Student Pick Up

Article 2– COMING AND GOING

Section 1 School Arrival and Departure

Children are to arrive at school in the morning no sooner than 8:25 A.M., unless they ride a bus since supervision is not provided prior to this time. Students are to enter the building through their assigned grade-level entrance immediately upon their arrival at or after 8:25 A.M. and go to their homeroom.

Students that walk should be reminded to cross the streets in cross-walks only after looking several times in both directions. Bucyrus Elementary School has traffic monitors located at street crossings closest to the building to assist students. At dismissal, students are not permitted to linger on the playground and are to go directly home.

Designated drop-off areas in the morning are: Woodlawn Avenue and South East Street curbside areas, and the south alley. These “drop and go” areas provide quick exits after students leave their vehicles. If parents need to walk their child to a school door, they should park in the lot at

Bucyrus United Methodist Church, please. Unauthorized pets/animals are not permitted on school property.

Parents and older siblings/students picking up students after school should arrive no earlier than ten (10) minutes before dismissal and are asked to wait outside the building.

Section 2 Building Entry

VISITORS, VOLUNTEERS, MENTORS – Safety and Security

Visitors, particularly family members, are welcome at the School. Visitors request to enter the building using the outside intercom system, located on the post at the main entrance. Office staff will determine entry into the main office only. The building secretary, principal and/or Superintendent of Schools reserves the right to limit the entry of any person to the school if there is reason to believe that the presence of such person is detrimental to the safety and good order of the school. Students and staff are to never open and allow anyone in other doors of the building. Students and staff are expected to immediately report to a teacher or office administration any suspicious behavior or situation that makes them uncomfortable.

Any visitor needing access into student areas of the building must provide their driver's license and obtain a visitor badge. Anyone found in the building without a visitor badge shall be escorted back to the office. Staff are expected to question anyone they do not recognize, is not wearing a badge, or is outside the school building even if after school hours. If a person wishes to confer with a member of the staff, s/he should contact the school for an appointment prior to coming to the school, in order to schedule a mutually convenient meeting time. Interrupting instruction during the day is not acceptable.

Adult involvement is a vital part of the child's educational development. The collaboration of the school, home, and community partners, builds a successful support system for children. One way to get involved in learning is to become a volunteer or mentor during the school day and at school activities. Our volunteer and mentorship program would welcome your help during the school year. If you can assist the school as a volunteer or mentor, please contact the school office. Volunteers and mentors are required to have a BCI background check, at no cost, prior to being accepted in working with students.

Section 3 Early Dismissal

No student will be allowed to leave school prior to dismissal time without either: (a) a written request signed by the parent or guardian; or (b) the parent or guardian coming to the School office to request the release. No student will be released to a person other than a custodial parent(s) or guardian without written permission signed by the custodial parent(s) or guardian.

Section 4 Parking to Pick Up Students

Large traffic jams can be a problem, especially in poor weather. We encourage you to allow your student to walk to and from school, if feasible. If it is necessary to pick him/her up, please park in a space so that vehicles are not blocked from entering or exiting the school grounds. Also, do not block the street by double parking or waiting in the roadway to pick up the student and do not block the crosswalks. Those people doing so may be subject to fines by the Bucyrus Police

Department.

Section 5 Going Home with a Friend

If your child is to go home with someone other than you or by other means than they usually do, we ask that you send a note to school with your child indicating that they have permission to go with that person. Please be aware that students are not allowed to ride a different school bus, or exit the bus other than at their regular stop.

Section 6 Bicycles

Students (from grades 1 to 5) are permitted to ride bicycles to school provided they follow the following guidelines:

1. When reaching school property, bicycles should be dismounted and walked on to the school grounds.
2. After school, students should also walk their bikes to the edge of the school grounds prior to boarding them.
3. Bicycles are to be parked in bicycle racks provided at school. It is advisable for the students to have locks for their bicycles.
4. Roller blades/skates, scooters, “wheelie” shoes, and wheeled book bags are not permitted.

Section 7 Bus Transportation to School

The School District provides transportation for students who live 1.5 miles or more away from the elementary building and within the school district boundaries.

Students may only ride assigned buses and must board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the Principal or the Principal’s designee.

The principal or principal’s designee may approve a change in a student’s regular assigned bus stop to address a special need. Parents should send a note to the principal stating the reason for the request and the duration of the requested change.

Article 3 – BUS

Section 1 Bus Conduct

Students who are riding to and from school or special field trips on transportation provided by the School are required to follow all basic safety rules. This applies to school-owned buses as well as any contracted transportation. The driver may assign seating or direct students in any reasonable manner to maintain transportation safety. Students must comply with the following basic safety rules:

Section 1 Prior to Loading

Each student shall:

- be on time at the designated loading zone

- stay off the road at all times while walking to and waiting for school transportation;
- line up single file off the roadway to enter;
- wait until the school transportation is completely stopped before moving forward to enter;
- refrain from crossing a highway until the driver signals it is safe to cross;
- go immediately to a seat and be seated.

Section 2 During the Trip

Each student shall:

- remain seated while the school transportation is in motion; keep head, hands, arms, and legs inside the school transportation at all times;
- not litter in the school vehicle or throw anything from the vehicle;
- keep books, packages, coats, and all other objects out of the aisle;
- be courteous to the driver and to other riders;
- not eat or play games, cards, etc.;
- not tamper with the school vehicle or any of its equipment.

Section 3 Existing the School Vehicle

Each student shall:

remain seated until the vehicle has stopped; cross the road, when necessary, at least ten (10) feet in front of the vehicle, but only after the driver signals that it is safe; be alert to a possible danger signal from the driver.

Section 4 Penalties for Infractions

A student who misbehaves on the bus may be disciplined in accordance with the Student Discipline Code and may lose the privilege of riding on the bus.

Article 4 – BEGINNING OF THE SCHOOL YEAR

Section 1 School Forms to Complete

Certain information about each student must be completed and/or updated each school year. Please complete these forms as soon as they are brought home and return them to the school so that we can keep our files updated. Updated contact information is the most critical item. Be sure there are multiple contacts and multiple individuals listed with permission to drop off and pick up your child.

- a. Parent Authorization & Release Form
- b. Parent/Family Contacts
- c. Student Conduct and Attendance Form

Please inform the school of any changes in address, phone, other. We must have current information in case of emergencies.

Section 2 School Entrance Age

Preschool - A child is eligible for entrance into preschool if s/he attains the age of three (3) on or before August 1st of the year in which s/he applies for entrance and has not yet attained the age at which s/he will be admitted to kindergarten. If you are interested in our pre-school please stop in our office, contact us at 419-562-6089 or email our Pre School Director, Mrs. Robin Showers - rshowers@bucyrusschools.org.

Section 3 Kindergarten Entrance

A child is eligible for entrance into kindergarten if s/he attains the age of five (5) on or before August 1st of the year in which s/he applies for entrance. A child under age six (6) who is enrolled in kindergarten will be considered of compulsory school age.

The Board may admit to kindergarten such children as may be ineligible by reason of age but demonstrate the ability and need to undertake a program of education. The Board will designate the necessary standards and testing programs required for such early admission. The Board may admit to kindergarten any child who has not attained the entrance age requirement of this District, but who was properly enrolled in an approved public school kindergarten before transferring to this District.

Section 4 Assignment of Students to Classrooms

The PK-5 principal is delegated the responsibility of assigning students to classrooms. The principal shall equalize the number of students in each class to the extent possible. Factors considered in the formation of equal classes will be student learning styles, gender, learning abilities, behavior patterns, and special education needs. Teaching styles of teachers will also be considered. In summary, each child will be placed wherever the highest potential for learning exists.

Parental requests will be given consideration, but the final decision must be that of the school administration in consultation with the teachers. In order that parental requests have an opportunity to be considered, these written requests, with educational reasons listed, must be received before June 1st. Requests will be date/time-stamp recorded, filed, and considered when the class roster is made.

Teachers will be consulted for their recommendations for class roster composition for the next year. Using teacher recommendations and the criteria, the principal will develop class lists during or immediately after the end of the school year.

Section 5 Immunizations

ALL students entering the Bucyrus City School District **MUST** have proof of required vaccinations or a completed exemption form **PRIOR** to starting school as required by law. **Your child will NOT be allowed to attend school without this information.** The Crawford County Health Department will check students' records and inform those parents whose child does not have the necessary immunizations. Any questions about immunizations or waivers should be directed to the Principal.

The Crawford County Health Department will conduct vision, hearing, and other screenings at various grade levels. If concerns arise from the results of the screening, referral letters will be sent to the parents. Health department nurses are available as resources for health information for families. The phone number is 419-562-5871.

The district requires immunizations of students on the following basis:

1. Kindergarten children must have a complete immunization record.
2. Immunization records are requested for all students transferring into the district schools. If the previous school does not forward a record of it, or it is incomplete, it will be the parents' responsibility to comply with immunization requirements for students.

Article 5 – BREAKFAST AND LUNCH

Bucyrus Elementary participates in the National School Breakfast and Lunch Program.

Section 1 Breakfast

FREE for ALL Students - 8:25am – 8:40am, served in homerooms. A breakfast meal consists of 2 grains or 1 grain with 1 meat or meat alternative, fruit juice and milk. When 3 items are served, students must take the grain with a milk or juice. If there are 4 items served, students must take 3 items for the breakfast to be free.

Section 2 Lunch

FREE to ALL Students-A lunch consists of 5 components: grains, meat/meat alternatives, fruit, vegetable and milk. In order to be considered a student meal, the student must select three of the five components and one of the components must be a ½ cup of fruit or vegetable. If a student purchases a milk only, the cost is \$.50.

Section 3 Milk/Extra Food Payment

Each student has an account. Parents are encouraged to pay on a weekly basis. If paying by cash, exact change is recommended. If paying by check, make it payable to Bucyrus City Schools Food Service. Sending any form of money to school is best done in a sealed envelope with child's first and last name, grade, teacher's name, and amount enclosed for lunch account labeled on the outside of envelope. If money is for more than one child, please indicate amount for each child's account.

Section 4 On-line Milk/Extra Food Payment

Payment can also be made on-line toward your child's account on the Bucyrus City Schools web page. Parents may pay and monitor their child's account on-line through PAYSCHOOLSCENTRAL via the food service page. Please click on the "apple" or Food Service link at the left of our main webpage.

Section 5 NO Restaurant Food

Due to restrictions by law, commercial food is not permitted to be brought into the cafeteria by

families to eat during lunch. We are sorry for this inconvenience and appreciate your understanding in helping us to comply with this law.

ARTICLE 6 – ATTENDANCE

Section 1 Regular Attendance

Regular attendance is a significant student responsibility at all grade levels. Studies show consistent attendance equals success in school. Consistent attendance means that the academic learning process is not interrupted, less time is spent on make-up assignments, and students benefit from participation and interaction with others in class. Many important lessons are learned through active participation in classroom and other school activities that cannot be replaced by individual study.

Establishing a pattern of good attendance will benefit the student in school and in the workplace. Attendance is important in the development of a high quality work ethic, which will be a significant factor in a student's success with future employers. One of the most important work habits that employers look for in hiring and promoting a person is his/her dependability in coming to work every day on time. This is a habit the school wants to help students develop as early as possible.

Section 2 Notifying School of Absence

Parents must provide a written excuse for a student's absence. A parent/guardian must notify the school by 9:00 am providing an explanation for an absence of the day. **When the child returns to school they must bring a written explanation of the absence for our records. This can be a parental excuse or a doctor's excuse.** Without a parental excuse or doctor's excuse, the absence will be unexcused and the student will be identified as truant for that school day.

Section 3 Excused Absences

Students may be excused from school for one or more of the following reasons and will be provided an opportunity to make-up missed school work and/or tests:

- A. personal illness
- B. illness in the family
- C. doctor/dentist visit
- D. court appearances
- E. military related absence
- F. quarantine of the home
- G. death in the family
- H. necessary work at home due to absence or incapacity of parent/guardian
- I. observation or celebration of a bona fide religious holiday
- J. such good cause as may be acceptable to the Superintendent

Section 4 Unexcused Absences

Any student who is absent from school for all or any part of the day without a legitimate excuse shall be considered truant and the student and his/her parents shall be subject to the truancy laws of the State of Ohio.

Section 5 Over Ten Occurrence Status

Parents may excuse their students up to ten (10) occurrences (non-verified absence), less any occurrences of unexcused absence. A student reaching a total of ten occurrences of parental excuses is placed on OVER TEN OCCURENCE STATUS. When a student is on OVER TEN OCCURENCE STATUS, only verified documentation will be accepted to excuse the absence. Any other excuse must be approved by the Principal, Associate Principal or designee. Once on OVER TEN OCCURENCE STATUS, notes from parents/guardians will not excuse an absence.

Section 6 Suspension from School

Absence from school due to suspension shall be considered an unauthorized absence and will be counted toward calculations for determining truancy. A student who is suspended shall be permitted to complete any classroom assignments missed because of suspension. The number of days for completion of makeup work will be equivalent to the number of suspension days.

Section 7 Truancy

Unexcused absence from school (truancy) is not acceptable. A student will be considered habitually truant if the student is absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) month, or for seventy-two (72) or more hours in one (1) school year. If a student's parent/guardian fails to cause the student's attendance the school will act in compliance with State law and Board Policy 5200.

To guarantee every student the opportunity to succeed, Bucyrus City Schools has adopted the following procedures to notify students and parents or guardians of the student absences and possible court action:

- 2 unexcused absences- Letter to Parent/Guardian
- 5 unexcused absences- Notification of Truancy Officer
- 8 absences, excused or unexcused - Conference with Parent and Student
- 10 non-verified absences- Placement on Over Ten Occurrence Status
- 12 unexcused absences- Referral to Juvenile Court

Section 8 Vacations During the School Year

It is recommended that parents not take their child out of school for vacations. When a family vacation must be scheduled during the school year, the parents should discuss the matter with the Principal to make necessary arrangements. It may be possible for the student to receive certain assignments that may be completed during the trip.

ARTICLE 7 – CONDUCT

Section 1 Student Conduct Agreement

Please see attachment for Student Conduct Agreement. This document needs to be read in full. Acknowledgement of such will be indicated by signing the Conduct/Attendance Agreement Form.

Section 2 Code of Conduct

A major component of the educational program (at the school) is to prepare students to become responsible citizens by learning how to conduct themselves properly and in accordance with established standards. Students are expected to behave in accordance with Federal, State and local laws and rules and Board policies and Administrative Guidelines, and in a way that respects the rights and safety of others. Staff will take corrective action to discipline a student and/or to modify the student's behavior when a student's behavior does not fall within these parameters.

School staff may report suspected criminal misconduct by a student to law enforcement. Law enforcement officers will be permitted to carry out necessary law enforcement functions in the schools, including the removal of a student from school grounds in appropriate circumstances.

Section 3 House Bill 318

Gov. Kasich signed HB 318 in August 2018, with an effective date of Nov. 2, 2018. Broadly, this act:

- Specifies requirements for the implementation and training of Positive Behavioral Interventions and Supports and other social-emotional programs for students;
- Outlines parameters for the suspension and expulsion of students, particularly for students in grades prekindergarten through grade 3;
- Specifies details regarding the role and training of school resource officers; and
- Provides grant funding for school safety training and school climate

Section 4 Positive Behavior Intervention and Supports

In our efforts to establish Bucyrus Elementary School as a safe, welcoming, and purposeful learning environment, we have implemented a framework called Positive Behavior Interventions and Supports (PBIS). PBIS actively encourages students to achieve their academic potential while also showing good character through their behavior. At Bucyrus Elementary, the focus is on teaching and encouraging appropriate behavior in all areas of school, concentrating on being respectful, being responsible, being safe, and being kind. Students who show this Bucyrus Pride are able to maximize their learning opportunities and do not detract or interfere with the learning opportunities of their classmates.

PBIS schools emphasize a school-wide system of supports that include strategies for defining, teaching, and supporting appropriate behavior. The goal is to design the most effective learning community possible with the best outcomes for all students. Attention is focused on creating and sustaining school-wide, classroom, and individual systems of support. Unlike how schools have typically reacted in the past—discipline in response to student misbehavior—PBIS takes a proactive approach by teaching behavioral expectations and rewards students for following them. A successful PBIS school fosters a climate in which appropriate behavior is the norm.

Why PBIS?

Every student has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The school environment should be characterized by positive interpersonal relationships among students and between students and staff. To that end, Bucyrus Elementary School has

implemented the Positive Behavior Intervention and Support (PBIS) framework.

What is the main goal of PBIS?

The main goal of Positive Behavioral Interventions and Supports (PBIS) is to provide a **clear system for all expected behaviors** resulting in behavioral and academic progress at Bucyrus Elementary School. While many staff members and students may have assumptions about what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process.

But there are no consequences in PBIS, right?

Research has shown that the implementation of punishment, especially when used inconsistently and in the absence of other positive strategies, is ineffective. Absence of punishment is NOT the absence of consequence. Punishment is defined as “the infliction or imposition of a penalty as retribution for an offense.” A consequence is something that is “a result or effect of an action or condition.” Everything we do has consequences. Life is full of consequences. Some are positive, and some are negative.

The PBIS framework helps to create and maintain a positive, safe, and effective learning environment that will teach children to recognize the consequences of their actions thereby increasing positive behavior *and* academic achievement when implemented with fidelity. When students are given positive, immediate feedback, they are more likely to continue the behaviors that elicit praise.

Does PBIS only change student behavior?

Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm. Teacher behavior creates this climate. It is only with the understanding, collaboration, and cooperation of everyone who has a stake in the education of our youth that we can succeed in creating learning environments conducive to optimum behavioral and academic achievement for all students.

What are the components of PBIS?

The key components of an effective school-wide PBIS system involve:

- Clearly defining and teaching a set of behavioral expectations
- Consistently acknowledging and rewarding appropriate behavior
- Constructively addressing problematic behavior
- Effectively using behavioral data to assess progress

Teaching Expected Behavior

An important aspect of PBIS is the direct teaching of appropriate behavior and social skills. We cannot assume that students will learn social behavior automatically or pick it up as they go through life.

Behavior expectations are important because they reveal the value of the school and provide consistent, school-wide guidelines for student success. They are the basic building blocks of successful relationships and communities. When teaching expected behaviors, it is important to remember the following:

- If you want the students to know *it* and do *it*, teach *it* explicitly.
- State expectations in a positive manner to encourage the desired behavior rather than telling students what not to do.
- Be sure your classroom rules reflect and support school-wide PBIS expectations in the matrix.

Why Teach Behavior Expectations?

While it seems that students should already know how to behave, especially after they have been in school for a few years, these skills still need to be taught and practiced on a regular basis. Many students come to school without these important skills, or have limited or non-enforced behavior expectations at home.

Teaching behavior expectations can make a difference for students because at a school with clear and consistent behavior expectations:

- Students will know and understand what is expected of them, which gives them confidence.
- Students can monitor themselves and take more responsibility for their behavior and learning.
- Teachers can more easily recognize and motivate positive behaviors.
- Students will gain a sense of safety and security.
- The school climate is more positive overall.

Discipline and Consequences-Definitions of Common Terms

Discipline - Discipline means to instruct, to train in accordance with the rules, an activity or exercise to improve a skill. Equipping students for behavioral and social success is a school-wide responsibility, which requires the commitment and efforts of all adults — not just a select few are perceived as “disciplinarians.”

Punishment – To punish means to inflict something on someone in an effort cause distress.

Consequences - A consequence is the relation of a result to its cause. Every day thousands of consequences occur at school — a class is acknowledged for being ready to work when the bell rings, a student is injured because of a poor choice to not follow an expectation, a staff member corrects a student.

In order to effectively respond to human behavior — both staff and student — it is critical to possess a clear understand the differences between different kinds of consequences, how to apply them with intention, and how to evaluate their effectiveness.

These are two types of consequences:

1. **Natural consequences** are the inevitable result of a child's own actions. For example, despite Dad's urging him to put on his coat, Tommy goes outside when it's cold without wearing a coat. The natural result is that Tommy gets cold. This result is a consequence of a choice Tommy made. In this example, natural consequences are:
 - The responsibility of the child — Tommy decided not to wear his coat.
 - Not administered by the parent — Dad didn't send him outside without a coat on.
2. **Logical consequences** happen as a result of a child's action, but are imposed by the adult in charge. For example, 5-year-old Sandy rides her bike into the street after she was told not to. The logical consequence for Sandy's mother to impose on Sandy is to take her bike away for the rest of the morning. Logical consequences are most useful when a child's action could result in harm to the child. It is important to make sure that logical consequences are reasonable and related to the problem.

Natural and logical consequences result from choices children make about their behavior. In effect, they choose the consequence they experience. Sometimes the consequence which naturally or logically follows the child's behavior is unpleasant. By allowing children to

experience the pleasant or unpleasant consequence of their behavior, adults help children learn what happens because of the behavior choices they made. Using consequences can be an effective discipline tool with children three years old and older.

Logical consequences can act multiple ways, depending upon the situation. The different functions of logical consequences are listed below.

- Penalty – to LOSE something DESIRED
- Negative Reinforcement – to AVOID something DESIRED
- Positive Reinforcement – to GAIN something DESIRED
- Punishment – IMPOSITION of something UNDESIRED

Despite our best intentions, the true nature and effectiveness of a consequence can only be determined by evaluating the outcome. For example, a teacher who notices a student is off task may decide to implement the classic consequence known as the “evil eye.” One student responds with, “Oops teacher, I’m sorry” and gets back to work while another student laughs and says, “You look funny when you do that! Do it again!” Why did the same consequence produce an opposite effect? The first student perceived the consequence as a punishment while the second saw it as a positive reinforcement. That is why it is impossible to make statements such as a “suspension is a punishment.” Depending upon the student, a suspension may function as a penalty (losing the privilege of coming to school), a punishment (receiving the stigma of being sent home from school), a negative reinforcement (successfully avoiding having to go to school), or a positive reinforcement (gaining free time at home). It is critical that educators be adept at thoughtfully implementing and evaluating the effectiveness of the consequences they deliver.

Discouraging/Correcting Undesired Behavior

Our goal is to use positive feedback and acknowledgment when students follow the rules, and corrective feedback and natural or logical consequences when students are not following the expectations. We want to use displays of undesired behavior as an opportunity to teach correct behavior and increase students’ repertoire of possible appropriate responses.

Procedures for Correcting Undesired Behavior

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible (i.e. if a student breaks a window they work it off in restitution, etc.). In providing consequences we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed. In order to maximize student instructional time, staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan which requires the teaching of expectations and routines, providing incentives for positive behavior, and responding appropriately to problem behavior for their classrooms. **Teachers should design their discipline plan using the school wide behavior matrix and reward system as a guide thereby ensuring consistency throughout the building.** If teachers experience pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting team members, the PBIS coordinator, or the principal. It is essential that staff and administration agree on the following:

- What problem behaviors should be sent to the office?
- What problem behaviors are expected to be dealt with in the classroom?
- What is the sequence of disciplinary responses in the school, or what alternatives are there?

- What are the procedures for an office referral?

Please See PBIS Handbook for additional and specific information.

Section 5 Discipline

It is important to remember that the School's rules apply going to and from school, at school, on school property, at school-sponsored events, on school transportation, and 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. Furthermore, students may be disciplined for conduct that, regardless of where or when it occurs, is directed at a Board official or employee, or the property of such official or employee. In some cases, a student can be suspended from school transportation for infractions of school bus rules.

The School is committed, to providing prompt, reasonable discipline consistent with the severity of the incident. Two (2) types of discipline are possible, informal and formal.

Informal Discipline

Informal discipline takes place within the School. It includes: writing assignments; change of seating or location; pre-school, lunch-time, after-school detention; in-school discipline; Thursday school, Saturday school and/or School Service

Building administration may also refuse participation in extracurricular activities such as Prom, Homecoming, dances, athletic events, spirit or class activities, or non-academic field trips to any student who has been formally disciplined, is chronically or repeatedly absent or tardy, and/or is not meeting minimum academic standards.

Detentions

A student may be detained after school or asked to come to school early by a teacher, after giving the student and his/her parents one day's notice. The student or his/her parents are responsible for transportation.

Formal Discipline

Formal discipline removes the student from school. It includes emergency removal for up to three (3) school days, suspension for up to ten (10) school days, expulsion for up to eighty (80) school days, one (1) year in limited circumstances, and permanent exclusion. Suspensions and expulsions may carry over into the next school year. Any student who is expelled from school for more than twenty (20) days or for any period of time if the expulsion will extend into the following semester or school year will be provided with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitude and behavior that contributed to the incident that gave rise to the student's expulsion. The Superintendent at his/her discretion may require/allow a student to perform community service in conjunction with or in place of an expulsion. Removal for less than one (1) school day without the possibility of suspension or expulsion may not be appealed. Suspension, expulsion, and permanent exclusion may be appealed.

Students being considered for suspension or expulsion are entitled to an informal meeting with the building administrator prior to removal, at which time the student will be notified of the charges and given the opportunity to respond.

If a student commits a crime while under the School's jurisdiction, s/he may be subject to school disciplinary action as well as action through local law enforcement.

Alternative School

Alternative school is an alternative to out-of-school suspension that is assigned to a student by a building administrator. Students are removed from the building and will receive instruction in a separate location. Students will be assigned to alternative school when a student's behavior is not consistent with the educational process. Students are required to attend alternative school. Student absences will count against his/her attendance. Student work completed in alternative school will be counted toward his/her class grade. Students must complete all assigned days and must make-up all absences occurring during the placement.

Due Process Rights

Before a student may be suspended, expelled, or permanently excluded from school, there are specific procedures that must be followed. As long as the in-school discipline is served entirely in the school setting, it will not require any notice or meeting or be subject to appeal.

Suspension from School

When a student is being considered for a suspension, the administrator in charge will notify the student of the basis for the proposed suspension. The student, in writing, will be given an opportunity to explain his/her view of the underlying facts. After that informal meeting, the Principal [or assistant principal or other administrator] will determine whether or not to suspend the student. If the decision is made to suspend the student, s/he and his/her parents will be given written notification of the suspension within one (1) school day setting forth the reason for the suspension, the length of the suspension, and the process for appeal. The suspension may be appealed, within ten [10] days after receipt of the suspension notice. If the assistant principal issued the suspension, the appeal will be to the principal. If the principal issued the suspension, the appeal will be to the superintendent. Any appeal of the superintendent's decision will be made to the Court of Common Pleas. If the superintendent imposed the suspension the appeal will be to the Board of Education. The request for an appeal must be in writing.

During the appeal process, the student shall not be allowed to remain in school.

If the appeal is heard by the Board's designee, the appeal shall be conducted in a private meeting. If the appeal is heard by the Board of Education, the appeal shall be conducted in executive session unless the student or his/her representative requests otherwise. A verbatim transcript will be made and witnesses will be sworn in prior to giving testimony. If the appeal decision is to uphold the suspension, the next step in the appeal process is to the Court of Common Pleas.

Emergency Removal

If a student's presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process taking place either in a classroom or elsewhere on the school premises, the Superintendent, principal or assistant principal may remove the student from any curricular or extracurricular activity or from the school premises. A teacher may remove the student from any curricular or extracurricular activity under the teacher's supervision, but not from the premises.

If a teacher makes an emergency removal, the teacher will notify a building administrator of the circumstances surrounding the removal in writing within one (1) school day. No prior notice or

hearing is required for any removal under this procedure. In all cases of normal disciplinary procedures where a student is removed from curricular or extracurricular activity for less than one school day, and is not subject to further suspension for expulsion, the following due process requirements do not apply.

If the emergency removal exceeds one (1) school day, then a hearing will be held within three (3) school days after the removal is ordered. Written notice of the hearing and the reasons for removal and any intended disciplinary action will be provided to the student, as soon as practical prior to the hearing. If the student is subject to an out of school suspension, the student will have the opportunity to appear at an informal meeting before the principal, assistant principal, Superintendent or a designee, and may challenge the reasons for the removal or otherwise explain his/her actions.

Within one (1) school day of the decision to suspend, written notification will be given to the parent(s)/guardian(s) or custodian(s) of the student. This notice will include the reasons for the suspension, the right of the student or his/her parent(s)/guardian(s) or custodian(s) to appeal to the Board or its designee, and the student's right to be represented in all appeal proceedings. If it is likely that the student may be subject to expulsion, the hearing will take place within three (3) school days and will be held in accordance with the procedures outlined in the Student Expulsion Policy. The person who ordered or requested the removal will be present at the hearing. In an emergency removal, a student may be kept from class until the matter of the alleged misconduct is resolved either by reinstatement, suspension or expulsion.

Expulsion from School

When a student is being considered for expulsion, the student and parent will be provided with a formal notice of the proposed expulsion. This written notice will include the reasons for the intended expulsion, notification of the opportunity to appear in person before the Superintendent or the Superintendent's designee to challenge the reasons for the expulsion and/or explain the student's action, and notification of the time and place to appear. Students and parents may obtain representation for the expulsion hearing. Students being considered for expulsion may or may not be removed immediately. A meeting will be scheduled no earlier than three (3), nor no later than five (5) school days after the notice is given. Parents may request an extension of time for the meeting. The student may be represented by his/her parents, legal counsel, and/or by a person of his/her choice at the meeting.

In accordance with Board Policy 5610, the Superintendent shall initiate expulsion proceedings against a student who has committed an act that warrants expulsion under Board policy even if the student withdraws from school prior to the hearing or decision to impose the expulsion. The expulsion will be imposed for the same duration that it would have been had the student remained enrolled.

If a student is expelled, the student and the student's parents will be provided with written notice within one (1) school day of the imposed expulsion. The notice will include the reasons for the expulsion, the right of the student, or the student's parent(s)/guardian(s) or custodian(s) to appeal the expulsion to the Board or its designee, the right to be represented in all appeal proceedings, the right to be granted a hearing before the Board or its designee, and the right to request that the hearing be held in executive session.

Within fourteen [14] days after the Superintendent notifies the parents of the expulsion, the expulsion may be appealed, in writing, to the Board of Education or its designee. A hearing on the

requested appeal will be formal with an opportunity for sworn testimony. If the expulsion is upheld on appeal, a student's parents may pursue further appeal to the Court of Common Pleas.

Students serving expulsions will not be awarded grades or credit during the period of expulsion.

Permanent Exclusion

State law provides for the permanent exclusion of a student, sixteen (16) years of age or older who engages in certain criminal activity. Permanently excluded students may never be permitted to return to school anywhere in the State of Ohio. A permanent exclusion may be considered if the student is convicted or adjudicated delinquent for committing one (1) or more of the following crimes while on the property of any Ohio school:

- A. conveying deadly weapons onto school property or to a school function;
- B. possessing deadly weapons onto school property or at a school function;
- C. carrying a concealed weapon onto school property or at a school function;
- D. trafficking in drugs onto school property or at a school function;
- E. murder, aggravated murder on school property or at a school function;
- F. voluntary or involuntary manslaughter on school grounds or at a school function;
- G. assault or aggravated assault on school property or at a school function;
- H. rape, gross sexual imposition or felonious sexual penetration on school grounds, or at a school function, when the victim is a school employee;
- I. complicity in any of the above offenses, regardless of the location.

This process is formal and may follow an expulsion with the proper notification to the parents.

Discipline of Students with Disabilities

Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Act (I.D.E.A.), and, where applicable, the Americans with Disabilities Act (A.D.A.), and/or Section 504 of the Rehabilitation Act of 1973.

Suspension of Bus Riding/Transportation Privileges

When a student is being considered for suspension of bus riding/transportation privileges, the administrator in charge will notify the student of the reason. The student will be given an opportunity to address the basis for the proposed suspension at an informal meeting. After that informal meeting, the Principal [or assistant principal or other administrator] will decide whether or not to suspend his/her bus riding/transportation privileges for all or part of the school year.

If a student's bus riding/transportation privileges are suspended, s/he and his/her parents will be notified, in writing within one (1) day, of the reason for and the length of the suspension.

Surveillance Cameras and Student Privacy

The use of surveillance cameras is intended to increase our students' safety and welfare. Video surveillance cameras are placed throughout the common areas of the buildings, school grounds, and on buses. Actions recorded on these cameras may be used as evidence in a disciplinary action. Any attempt to damage or interfere (includes unpermitted viewing of live/recorded images) with the function of these devices will result in disciplinary action by the school and possible referral to local law enforcement agencies. When a tape (tape also refers to an digital information) becomes evidence of a student violating the Student Code of Conduct, in a disciplinary action, this tape is and will remain confidential, and may be viewed by designated school officials, or law enforcement agencies as deemed necessary. If the tape shows any students other than the student involved, the

other student's privacy must be protected. Therefore, the tape will be treated as any other student record, and the school has the obligation to protect the other students' identities. However, in the event of criminal prosecution, the tape may become evidence at a criminal hearing, and will probably become a public record. Under such circumstances, the tape is under the control of the courts (not the school).

Search and Seizure

School authorities are authorized to search a student or his/her property (including vehicles, purses, knapsacks, gym bags, etc.) with or without the student's consent, whenever the School authorities reasonably suspect that a search will lead to the discovery of evidence of a violation of law or school rules. The extent of the search will be governed by the seriousness of the alleged infraction and the student's age. General housekeeping inspection of school property may be conducted with reasonable notice. Student lockers are the property of the District and students have no reasonable expectation of privacy in their contents or in the contents of any other District property including desks or other containers. School authorities may conduct random searches of the lockers and their contents at any time without announcement. Unannounced and random canine searches may also be conducted.

Additionally, students have NO reasonable expectation of privacy in their actions in public areas including but not limited to, common areas, hallways, cafeterias, classrooms and gymnasiums. The District may use video cameras in such areas and on all school vehicles transporting students to and from regular and extracurricular activities.

Anything that is found in the course of a search that may be used as evidence of a violation of school rules or the law and may be taken, held or turned over to the police. The School reserves the right not to return items which have been confiscated.

Interrogation of Students

The School is committed to protecting students from harm that may be connected with the school environment and also recognizes its responsibility to cooperate with law enforcement and public child welfare agencies. While the School believes these agencies should conduct their investigations off school property if possible, investigations can take place at school in emergency situations or if the violation being investigated occurred on school property.

Before students are questioned as witnesses or suspects in an alleged criminal violation, the building administrator will attempt to contact a parent prior to questioning and shall remain in the room during questioning.

If a student is questioned as the subject of alleged child abuse or neglect, the building administrator will attempt to contact a parent prior to questioning, and s/he (or a designated guidance counselor) will remain in the room during questioning. If the agency investigating the alleged child abuse or neglect suspects the parent is the perpetrator, neither parent will be contacted prior to questioning, but the building administrator (or a designated guidance counselor) will remain in the room during questioning.

If law enforcement or children's services agency removes a student from school, the building administrator will notify a parent.

Student Rights of Expression

The School recognizes the right of students to express themselves. With the right of expression

comes the responsibility to do so appropriately. Students may distribute or display, at appropriate times, non-sponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet school guidelines.

- A. Material cannot be displayed if it:
1. is obscene to minors, libelous, is pervasively indecent or vulgar;
 2. advertises any product or service not permitted to minors by law;
 3. intends to be insulting or harassing;
 4. intends to incite fighting; or
 5. presents a clear and present likelihood that, either because of its content or manner of distribution or display, it will cause or is likely to cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.
- B. Material may not be displayed or distributed during class periods, or between classes. Permission may be granted for display or distribution during lunch periods, and/or before or after school in designated locations, as long as exits are not blocked and there is proper access and egress to the building.

Students who are unsure whether materials they wish to display meet school guidelines may present them to the Principal twenty-four (24) hours prior to display.

Harassment, Intimidation, or Bullying

Harassment, intimidation, or bullying behavior by any student/school personnel in the Bucyrus City School District is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. Harassment, intimidation, or bullying, in accordance with House Bill 276 and House Bill 116, means any intentional written, verbal, graphic or physical act including on-campus or off-campus cyberbullying (electronically transmitted acts i.e., Internet, cell phone, personal digital assistant, or wireless hand-held device), either overt or covert, by a student or group of students toward other students/school personnel with the intent to harass, intimidate, injure, threaten, ridicule, or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, via “Cyber-bullying”, at any school-sponsored activity, on school provided transportation, or at any official school bus stop that a reasonable person under the circumstances should know will have the effect of:

A: “Causing mental or physical harm to the other student/school personnel including placing an individual in reasonable fear of physical harm and/or damaging of students’ personal property; and,

B: Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student/school personnel.”

C: Violence within a dating relationship. “Dating violence” is defined as a pattern of behavior where a person uses or threatens physical, sexual, verbal or emotional abuse to control the person’s dating partner. A “dating partner” is “any person, regardless of gender, involved in an intimate relationship with another [person] primarily characterized by the expectation of affectionate involvement whether, casual serious or long term.”

Any student who believes that he or she is the victim of any of the above actions or has observed such action by another student, staff member, or other person associated with the District, or by third parties should contact the building principal or other administrator whom the student feels comfortable or fill out the written reporting form located in the middle school and high school offices. Anonymous reports may be submitted to the appropriate building administrator as well as

through an online reporting form found on the District website www.bucyrusschools.org. Administration, guidance staff and teaching staff will develop strategies with student victims, witnesses, and third party reporters to prevent retaliation for reporting incidents of bullying, harassment and intimidation. Such incidents of retaliation may result in disciplinary action, including suspension or expulsion from school, or legal action. Students who provide false reports of harassment, intimidation, or bullying, may face disciplinary action, including suspension or expulsion from school, or legal action.

ARTICLE 8 –SOCIAL RESOURCES

Section 1 Children and Youth in Foster Care

Students who meet the Federal definition of "in foster care", including those who are awaiting foster care placement, will be provided a free appropriate public education (FAPE) in the same manner as all other students of the District.

Section 2 Homeless Students

Homeless students will be provided with a free and appropriate public education in the same manner as other students served by the District. Homeless students are eligible to receive transportation services, participate in education programs for students with disabilities or limited English proficiency, participate in gifted and talented programs, and receive meals under school nutrition programs. Homeless students will not be denied enrollment based on lack of proof of residency. For additional information contact the liaison for Homeless Students at (419) 562-7721 or the school office for assistance.

Section 3 Counseling and Family Resources

Our elementary school is served by a School Counselor, Mrs. Deb Breidenbach, and a Family Advocate, Mrs. Marie Stuckman. These ladies may meet with students during the school day, when needed. Many times, they will make contacts with parents and provide assistance to make the school experience as positive as possible for our students. They often have additional resources and community connections available. Please contact them for student issues or family assistance.

Section 4 Reporting Child Abuse/Neglect

All employees of the school district that believe a child under 18 years of age has suffered abuse/neglect are required by law to report such information to appropriate authorities. Reports will be made promptly. A person who participates in making such reports is immune from any criminal liability provided the report is made in good faith.

ARTICLE 9 –MEDICAL NEEDS

Section 1 Emergency Medical Consent

A complete Parent Authorization must be on file with the School in order for a student to participate

in any activity off school grounds, including field trips, spectator trips, athletic and other extracurricular activities, and co-curricular activities. The Parent Authorization is provided at the time of enrollment and at the beginning of each school year.

Section 2 Use of Medications

Students who must take prescribed medication during the school day, must comply with the following guidelines:

- A. Parents should, determine with the counsel of their child's prescriber whether the medication schedule can be adjusted to avoid administering medication during school hours.

- B. The appropriate form must be filed with the respective building principal before the student will be allowed to begin taking any medication during school hours or to use an inhaler to self-administer asthma medication. Such forms must be filed annually and as necessary for any change in the medication.

- C. All medications must be registered with the Principal's Office and must be delivered to school in the original containers in which they were dispensed by the prescribing physician or licensed pharmacist, labeled with the date, the student's name, and the exact dosage to be administered.

- D. Medication that is brought to the office will be properly secured. Except as noted below, medication must be delivered to the Principal's Office by the student's parent or guardian or by another responsible adult at the parent or guardian's request. Except as noted below, students may not bring medication to school. Students may carry emergency medications for allergies and/or reactions, or asthma inhalers during school hours provided the student has written permission from a parent or physician and has submitted the proper forms. In the case of epinephrine auto injectors ("epi pens"), in addition to written permission and submission of proper forms, the parent or student must provide a back-up dose to the school nurse. Students are strictly prohibited from transferring emergency medication, epi pens, or inhalers to any other student for their use or possession.

- If, for supportable reasons, the Principal wishes to discontinue the privilege of a student self-administering a medication, except for the possession and use of asthma inhalers, the parent(s) shall be notified of the decision in sufficient time for an alternative means of administration to be established.

- E. Any unused medication unclaimed by the parent will be destroyed by school personnel when a prescription is no longer to be administered or at the end of a school year.

- F. The parents shall have sole responsibility to instruct their child to take the medication at the scheduled time.

- G. The principal will maintain a log noting the personnel designated to administer medication, as well as the date and the time of day that administration is required. This log will be maintained along with the prescriber's written request and the parent's written release.

Section 3 Non-prescribed (Over-the-Counter) Medications

No staff member will dispense nonprescribed, over-the-counter (OTC) medication to any student without prior parent authorization. Parents may authorize administration of a nonprescribed medication on forms that are available from the Principal's Office. Physician authorization is not required in such cases.

If a student is found using or possessing a nonprescribed medication without parent authorization, the student will be brought to the School office while the student's parents are contacted for authorization. The medication will be confiscated until written authorization is received.

Any student who distributes medication of any kind or who is found in possession of unauthorized medication is in violation of the School's Code of Conduct and will be disciplined in accordance with the drug-use provision of the Code.

A student may possess and use a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms or before exercise to prevent the onset of asthmatic symptoms, at school or at any activity, event, or program sponsored by or in which the student's school is a participant if the appropriate form is completed and on file in the Principal's Office.

A student who is authorized to possess and use a metered dose or dry powder inhaler may not transfer possession of any inhaler or other medication to any other student.

Section 4 Control of Casual Contact Communicable Disease

Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. The School's professional staff may remove or isolate a student who has been ill or has been exposed to a communicable disease.

Specific communicable diseases include diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, and other conditions indicated by the Local and State Health Departments. Any removal will be limited to the contagious period as specified in the School's administrative guidelines.

Section 5 Control of Non-Casual Contact Communicable Disease

The School District has an obligation to protect staff and students from noncasual-contact communicable diseases. When a noncasual-contact communicable disease is suspected, the student's health will be reviewed by a panel of resource people, including the County Health Department. The School will protect the privacy of the person affected and those in contact with the affected person. Students and staff will be permitted to remain in school unless there is definitive evidence to warrant exclusion.

Noncasual-contact communicable diseases include sexually transmitted diseases, AIDS, ARC-AIDS Related Complex, HIV, Hepatitis B, and other diseases that may be specified by the State Board of Health.

Section 6 Lice

To reduce the transmission of lice in the classroom, students may be randomly screened by school personnel who have been trained in the detection of lice.

Children identified with head lice will be sent home, if possible. Children who cannot be sent home will remain in school with restrictions on activities that require close contact. The parents/caregivers will be informed verbally of the proper treatment and will also be given a letter which contains information about lice and treatment instructions. For the child to be readmitted to school, parents will complete and return the Pediculosis (Head Lice) Treatment form, accompany the child on the day he/she returns to school, and wait until the child has been re-checked and cleared to return.

The head lice treatment process must be completed within 2 school days or the child will be considered unexcused which can result in the filing of truancy charges. If assistance is needed to secure lice treatment products, please contact the school office.

ARTICLE 10–COMMUNICATION

Section 1 Student Cell Phones

While students may possess cell phones on school property, students are prohibited from turning them on and/or allowing them to be visible during the school day. Cell phones are not allowed to be out or on while riding the school bus. Student cell phones that are not kept off and out-of-sight during school hours will be confiscated and the parent/guardian must pick it up at the office.

Section 2 Use of School Telephones/Cell Phones

Parents/guardians may call the elementary school office from 7:45 A.M. until 3:45 P.M.

Parents should communicate after-school/pick-up plans with students before coming to school. Please put in a written note to the teacher if different than normal practice. Only calls of necessity are permitted by students with permission obtained from school personnel. Office personnel will initiate all calls on behalf of a student.

Section 3 Emergency Closings and Delays

If the School must be closed or the opening delayed because of inclement weather or other conditions, the School will notify the following radio and television stations, as well as their web sites and our District Facebook page.

Radio

WQEL-92.7
WMRN-106.9
Y-105-105.3

TV

WMFD Ch. 10
WKYC Ch. 3
WTOL Ch. 11
FOX Ch. 8, 28

WCMH Ch. 4
WSYX Ch.6
WBNS Ch. 10
WEWS Ch. 5

Website

www.bucyrusschools.org
www.wmfd.com/closings
www.ohioradio.com
www.wbcowqel.com

The School will also directly contact families by phone and e-mail using the SchoolConnects

system. Parents and students are responsible for knowing about emergency closings and delays.

ARTICLE 11 –SAFETY

Section 1 Fire, Tornado, and Safety Drills

The School complies with all fire safety laws and will conduct fire drills in accordance with State law. The School conducts tornado drills during the tornado season following procedures prescribed by the State. Teachers will provide specific instructions on how to proceed in the case of fire or tornado and will oversee the safe, prompt, and orderly evacuation of the building in such cases.

Safety drills will be conducted once per school year. Teachers will provide specific instruction on the appropriate procedures to follow in situations where students must be secured in their building rather than evacuated. These situations can include a terrorist threat, a person in possession of a deadly weapon on school property, or other acts of violence.

ARTICLE 12 –STUDENT PERSONAL ITEMS

Section 1 Student Valuables

Students should not bring items of value to school. Items such as jewelry, expensive clothing, electronic equipment, and the like, are tempting targets for theft and extortion. The School is not liable for any loss or damage to personal valuables.

Section 2 Lost and Found

The lost and found area is located in the hall directly outside the PBIS office. Students who have lost items should check there and may retrieve their items if found. Unclaimed items will be given to charity at the close of the school year. Please label all items so they can be returned to your child.

ARTICLE 13 –ACADEMICS

Section 1 Academic Progress

Bucyrus Elementary School strives to keep families informed as to the academic progress and areas of improvement for each student. In general, students are assessed based upon classwork being completed, test results, homework, projects, and classroom participation. Each teacher may place a different emphasis on these areas and will so inform the students. All of our elementary grade levels are transitioning to a mastery focus upon the state academic standards for each area of learning such as reading, writing, math, science, social studies. These standards are listed upon the grade card instead of percentages or grades. If a student/parent is not sure how assessments are conducted, s/he should ask the teacher.

The School applies the following grading system:

- 90 to 100 = A Excellent Achievement
- 80 to 89 = B Good Achievement
- 70 to 79 = C Satisfactory Achievement

60 to 69 = D Minimum Acceptable Achievement
0 to 59 = F Unacceptable Achievement
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

Section 2 Reporting Periods

Students will receive a report card at the end of each 9-week period indicating their performance for each course of study for that portion of the academic term as listed on the district calendar. Grades can also be viewed on your child's Power School account.

Section 3 Student Assessment

State-mandated assessment tests are given to Grades 3, 4, 5 students to monitor progress and determine educational mastery levels. These tests help the staff determine instructional needs.

The Developmental Reading Assessment (DRA) is given multiple times per year in grades K-3 to help determine if students are on-track with reading progress.

NWEA/MAP tests are given grades K-5 three times per year to assess student progress in reading, math, and science. These assessments are also used to determine educational needs and on-track progress of students. Result reports are to go home after each administration.

Section 4 Field Trips

Field trips are academic activities that are held off school grounds. There are also other trips that are part of the School's co-curricular and extra-curricular program. No minor student may participate in any school-sponsored trip without parental consent and a current emergency medical form on file in the office. Medications normally administered at school will be administered while on field trips. The Student Code of Conduct applies to all field trips.

- Attendance rules apply to all field trips.
- While the District encourages students to participate in field trips, alternative assignments will be provided for any student whose parent does not give permission for the student to attend.
- Students who violate school rules may lose the privilege to go on field trips.

Section 5 Specialized Programs

Enrichment Education: All second grade students are administered the Terra Nova and InView tests in the spring to identify students who may be eligible for the enrichment education program. Teachers and/or parents may recommend students for enrichment education evaluation. The school district ensures equal opportunity for all district students identified as gifted to receive any services offered by the district.

Individuals with Disabilities (BOE Policy 2460): The Americans with Disabilities Act (A.D.A.) and Section 504 of the Rehabilitation Act provides that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the District's programs and facilities.

A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEA) and State law. Contact the school board office at 419-562-4045 to inquire about evaluation procedures and programs.

LEP (Limited English Proficient): The school district follows the guidelines from the U.S. Department of Education, Office for Civil Rights, regarding its legal obligation to language minority students. The school district identifies all students whose primary or home language is other than English. An assessment is administered to those students to determine if they are limited English proficient and need special language assistance to effectively participate in the district's instructional program. The district then decides and implements the instructional program that best meets the educational needs of the students.

Section 6 Promotions, Acceleration, and Retention

Promotion to the next grade (or level) is based on the following criteria:

- A. current level of achievement based on instructional objectives and mandated requirements for the current grade
- B. potential for success at the next level
- C. emotional, physical, and/or social maturity necessary for a successful learning experience in the next grade

A student may be accelerated (either by whole-grade or by subject area) when his/her performance and measured ability significantly exceeds that of his/her grade level peers. Students can be nominated for acceleration by teachers, administrators, parents, and the student him/herself. Decisions regarding acceleration are based on the following criteria:

- A. achievement of grade/course objective and any applicable State-mandated requirements for the grade/course in which the student is currently and any grade(s)/course(s) in the student will skip
- B. achievement of instructional objectives for the present grade/course as well as the succeeding one(s)
- C. potential for success in the accelerated placement based on sufficient proficiency at current level
- D. social, emotional, and physical maturation necessary for success in an accelerated placement

A student may be retained at his/her current grade level based on the following criteria:

- A. failure to demonstrate proficiency in the core academic subjects including English Language Arts, Mathematics, Science, and/or Social Science.
- B. failure to achieve the instructional objectives at the current grade level that are requisite for success at the next grade level
- C. scoring at the below basic level on any State-mandated assessment test

A student may be retained if s/he is truant (absent without excuse) for more than ten percent (10%) of the required attendance days of the current school year AND has failed two (2) or more of the

required curriculum subject areas in the current grade.

Even if s/he falls in the preceding category, a student may be promoted if the Principal and the teachers of the classes that the student failed agree that the student is academically prepared to be promoted.

ARTICLE 14 –SCHOOL EVENTS

Section 1 Student Attendance at School Events

The School encourages students to attend as many after school events as possible, without interfering with their school work and home activities. Enthusiastic spectators help to build school spirit and encourage those students participating in the event.

Students attending evening events as non-participants must be accompanied by a parent or adult chaperone. The Board is not responsible for supervising unaccompanied students nor will it be responsible for students who arrive without an adult chaperone.

Section 2 Each Spectator is Expected to:

- A. Remember that s/he is at a contest to support and cheer for the team and to enjoy the skill and competition; not to intimidate or ridicule the other team and its fans.
- B. Remember that school athletics are learning experiences for students and that mistakes are sometimes made. Praise student athletes in their attempt to improve themselves as students, as athletes, and as people as you would praise a student working in the classroom.
- C. Remember that a ticket to a school athletic event is a privilege to observe the contest, not a license to verbally assault others and be generally obnoxious.
- D. Learn the rules of the game so that s/he may understand and appreciate why certain situations take place.
- E. Show respect for the opposing players, coaches, spectators, and support groups.
- F. Refrain from taunting or making any kind of derogatory remarks to the opponents during the game, especially comments of ethnic, racial, or sexual nature.
- G. Respect the integrity and judgment of the game officials. Understand that they are doing their best to help promote the student-athlete, and admire their willingness to participate in the full view of the public.
- H. Recognize and show appreciation for an outstanding play by either team.
- I. Refrain from the use of controlled substances (alcohol, drugs, etc.) before and during games, and afterwards on or near the site of the event (i.e. tailgating).
- J. Use only those cheers that support and uplift the teams involved.
- K. Recognize and compliment the efforts of school and league administrators in emphasizing the benefits of educational athletics and the role of good sportsmanship. This includes communicating with spectators during the event what is acceptable and unacceptable behavior.
- L. Be a positive behavior role model through his/her own actions and by censuring those close by whose behavior is unbecoming.

ARTICLE 15 –RECESS & PHYSICAL EDUCATION

Section 1 Recess Policy/Excuses

Students in grades K-5 will have at least one recess. It will be ten to fifteen minutes in length. All students are expected to go outside at recess time unless the weather is inclement or the temperature and/or wind chill is below 20° F. Parents should see that students are dressed for playing outside. Recess is more than just a short break from academics. Recess provides social opportunities for students to develop friendships and to learn how to cooperate, get along, and give and take. Students may be excused from recess when recovering from a recent illness when they have a note from their parents, not to exceed five (5) days. Parents wishing students to be excused from recess for extended periods need to have a physician's statement indicating the reason.

Section 2 Physical Education

The Board endorses physical education as an important element in the overall development of students. Pupils will be excused from classes in physical education if they have a signed statement from a physician stating the reasons why the child cannot participate. The instructor may also excuse those who are obviously ill, or pupils who are still convalescing from an illness or injury. The physical education instructor should first check with the building principal before denying a parent's request to excuse a child from physical education class.

All students shall be required to wear rubber soled tennis shoes or soft soled shoes during the physical education period. This is for their safety and protection as well as to preserve the gym floor surface. Street shoes and stocking feet are not allowed on the floor.

ARTICLE 16 –PUBLIC SCHOOL CHOICE OPTIONS

The No Child Left Behind Act of 2001 provides that parents/guardians of students enrolled in a Title I school in the District the first year following the building's identification as being in "School Improvement" have the right to transfer their children to another school in the District, provided there is a school that provides instruction at the students' grade level(s) and such school has not been identified as being in the process of school improvement, corrective action, or restructuring. However, if there is not another school in the District offering instruction at the students' grade level(s) that has not been identified as needing improvement, the Superintendent will contact neighboring districts and request that they permit students to transfer to a school in one of those districts. Supplemental Education Services (SES) will also be offered to students in any school no later than the first year following the building's identification as being in "School Improvement", regardless of whether a transfer option is available.

Additionally, if a school within the District has been designated as "persistently dangerous" as defined by State law, students have the right to transfer to another "safe" school in the District. If there is not another "safe" school in the District providing instruction at the students' grade level(s), the Superintendent shall contact neighboring districts and request that they permit students to transfer to a school in one of those districts. Further, if a student is a victim of a violent crime on school property, s/he also has the right to transfer to another school in the District. If there is not another school in the District providing instruction at the student's grade level, the Superintendent shall contact neighboring districts and request that they permit that student to transfer to a school in

one of those districts providing instruction at the student's grade level.

ARTICLE 17 –STUDENTS WITH DISABILITIES

The American's with Disabilities Act (A.D.A.) and Section 504 of the Rehabilitation Act (Section 504) prohibit discrimination against persons with a disability in any program receiving Federal financial assistance. This protection applies not just to students, but to all individuals who have access to the District's programs and facilities.

The laws define a person with a disability as anyone who:

- A. Has a mental or physical impairment that substantially limits one or more major life activities;
- B. Has a record of such an impairment; or
- C. Is regarded as having such an impairment.

The District has specific responsibilities under these two laws, which include identifying, reviewing and, if the child is determined to be eligible, affording access to appropriate educational accommodation.

Additionally, in accordance with State and Federal mandates, the District seeks out, assesses and appropriately services students with disabilities. Staff members use a comprehensive child study process to systematically screen, assess and, if appropriate, place students in special education and related services. Students are entitled to a free appropriate public education in the "least restrictive environment."

A student can access special education and related services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEIA), A.D.A. Section 504) and State law. Contact Administration to inquire about evaluation procedures, programs, and services.

ARTICLE 18 –PROTECTION & PRIVACY OF STUDENT RECORDS

The School District maintains many student records including both directory information and confidential information.

Directory information includes:

A student's name; address; telephone number; date and place of birth; major field of study; participation in officially-recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; date of graduation; awards received; or honor rolls; and /or scholarships.

Directory information can be provided upon request to any individual, other than a for-profit organization, even without the written consent of a parent. Parents may refuse to allow the Board to disclose any or all "directory information" upon written notification to the Board. For further information about the items included within the category of directory information and instructions on how to prohibit its release you may consult the Board's annual *Family Education Rights and Privacy Act* (FERPA) notice which can be found on the district website.

Other than directory information, access to all other student records is protected by FERPA and Ohio law. See Form 8330 F13.

Confidential records include test scores, psychological reports, behavioral data, disciplinary records, and communications with family and outside service providers.

Students and parents have the right to review and receive copies of all educational records. Costs for copies of records may be charged to the parent. To review student records please provide a written notice identifying requested student records to school secretary. You will be given an appointment with the appropriate person to answer any questions and to review the requested student records.

Parents have the right to amend a student record when they believe that any of the information contained in the record is inaccurate, misleading or violates the student's privacy. A parent must request the amendment of a student record in writing and if the request is denied, the parent will be informed of his/her right to a hearing on the matter.

Consistent with the Protection of Pupil Rights Amendment (PPRA), no student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student's parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. political affiliations or beliefs of the student or the student's parents;
- B. mental or psychological problems of the student or the student's family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or his/her parents
- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Consistent with the PPRA and Board policy, parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation.

Further, parents have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the principal.

The Superintendent will notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- A. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose); and
- B. the administration of any survey by a third party that contains one or more of the items described in A through H above.

The Family Policy Compliance Office in the U.S. Department of Education administers both FERPA and PPRA. Parents and/or eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW 20202-4605
 Washington, D.C.
www.ed.gov/offices/OM/fpco

Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses:

FERPA@ED.Gov; and
PPRA@ED.Gov

ARTICLE 19 –COMPUTER TECHNOLOGY AND NETWORKS

The District provides Internet services to its students. The District's Internet system has a limited educational purpose, and has not been established as a public access service or a public forum. Student use of the District's computers, network and Internet services/connection ("Network") are governed by the following principles and guidelines, and the Student Code of Conduct. Users have a limited privacy expectation in the content of their personal files and records of their online activity while on the Network.

Parents and students are advised that the Board may not be able to technologically limit access through the Board's Internet connection to only those services that have been authorized for the purpose of instruction, study and research related to the curriculum. Because it serves as a gateway to any publicly available file server in the world, the Internet opens classrooms and students to electronic information resources that have not been screened by educators for use by students of various ages. The District utilizes a Technology Protection Measure, which is a specific technology that will protect against (e.g., filter or block) access to visual displays/depictions that are obscene, pornographic, and materials that are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the Superintendent, the Technology Protection Measure may be configured to protect against access to other material considered inappropriate for students to access.

The District further utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that are not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The District supports and respects each family's right to decide whether to apply for independent student access to the Internet.

Students are encouraged to use the "Network" for educational purposes. Use of the Network is a privilege, not a right. When using the Network, students must conduct themselves in a responsible,

efficient, ethical, and legal manner. Students are responsible for good behavior on the District's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. Unauthorized or inappropriate use of the Network, including any violation of these rules, may result in cancellation of the privilege, disciplinary action consistent with the Student Code of Conduct, and/or civil or criminal liability. Prior to accessing the Network, students must sign the Student Network and Internet Acceptable Use and Safety Agreement. Parent permission is required for minors. Parents are encouraged to discuss their values with their children so that students can make decisions regarding their use of the Network that is in accord with their personal and family values, in addition to the Board's standards.

Students must complete a mandatory agreement regarding the appropriate use of technology and online safety and security as specified in Policy 7540.03 – Student Network and Internet Acceptable Use and Safety before being permitted to access the Network and/or being assigned an e-mail address.

Smooth operation of the Network relies upon users adhering to the following guidelines. The guidelines outlined below are not exhaustive but are provided so that users are aware of their general responsibilities.

- A. Students are responsible for their behavior and communication on the Network.
- B. Students may only access the Network by using their assigned Network account. Use of another person's account/address/password is prohibited. Students may not allow other users to utilize their account/address/password. Students may not go beyond their authorized access.
- C. Students may not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging to other users, or misrepresent other users on the Network.
- D. Students may not use the Network to engage in "hacking" or other illegal activities (e.g., software pirating; intellectual property violations; engaging in slander, libel, or harassment; threatening the life or safety of another; stalking; transmission of obscene materials or child pornography; fraud; sale of illegal substances and goods).
- E. Transmission of any material in violation of any State or Federal law or regulation, or Board policy is prohibited.
- F. Any use of the Network for commercial purposes (e.g., purchasing or offering for sale personal products or services by students), advertising, or political lobbying is prohibited.
- G. Use of the Network to engage in cyberbullying is prohibited. "Cyberbullying" involves the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal Web sites or MySpace accounts, and defamatory online personal polling Web sites, to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others." For further information on cyberbullying, visit <http://www.cyberbullying.ca>

Cyberbullying includes, but is not limited to the following:

1. posting slurs or rumors or other disparaging remarks about a student or school staff member on a web site or on weblog;
2. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive up the victim's cell phone bill;
3. using a camera phone to take and send embarrassing photographs/recordings of students or school staff members or post these images on video sharing sites such as You Tube;
4. posting misleading or fake photographs of students or school staff members on web sites.

To the extent permitted by the First Amendment, instances of cyber-bullying off school grounds that disrupt the school environment or interfere with the learning process will be considered violations of the Student Code of Conduct.

H. Students are expected to abide by the following generally-accepted rules of network etiquette:

1. Be polite, courteous, and respectful in your messages to others. Use language appropriate to school situations in any communications made through the Network. Do not use obscene, profane, lewd, vulgar, rude, inflammatory, sexually explicit, defamatory, threatening, abusive or disrespectful language in communications through the Network (including, but not limited to, public messages, private messages, and material posted on web pages).
2. Do not engage in personal attacks, including prejudicial or discriminatory attacks.
3. Do not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a student is told by a person to stop sending him/her messages, the student must stop.
4. Do not post information that, if acted upon, could cause damage or a danger of disruption.
5. Never reveal names, addresses, phone numbers, or passwords of yourself or other students, family members, teachers, administrators, or other staff members while communicating on the Internet. This prohibition includes, but is not limited to, disclosing personal identification information on commercial web sites.
6. Do not transmit pictures or other information that could be used to establish your identity without prior approval of a teacher.
7. Never agree to get together with someone you "meet" on-line without parent approval and participation.
8. Students should promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable,

especially any e-mail that contains pornography. Students should not delete such messages until instructed to do so by a staff member.

- I. Malicious use of the Network to develop programs that harass other users or infiltrate a computer or computer system and/or damage the software components of a computer or computing system is prohibited. Students may not use the Network in such a way that would disrupt its use by others. Students must avoid intentionally wasting limited resources. Students may not bypass or attempt to bypass the District's Technology Protection Measure. Students must immediately notify the teacher, principal, or staff if they identify a possible security problem. Students should not go looking for security problems, because this may be construed as an unlawful attempt to gain access.
- J. All communications and information accessible via the Internet should be assumed to be private property (i.e. copyrighted and/or trademarked). All copyright issues regarding software, information, and attributions/acknowledgement of authorship must be respected. Rules against plagiarism will be enforced.
- K. Downloading of information onto the Board's servers is prohibited, without prior approval from District Technology Coordinator. If a student transfers files from information services and electronic bulletin board services, the student must check the file with a virus-detection program before opening the file for use. Only public domain software may be downloaded. If a student transfers a file or software program that infects the Network with a virus and causes damage, the student will be liable for any and all repair costs to make the Network once again fully operational.
- L. are prohibited from accessing or participating in online "chat rooms" or other forms of direct electronic communication (e.g., instant messaging) (other than e-mail) without prior approval from a teacher or a staff member. All such authorized communications must comply with these guidelines.
- M. Privacy in communication over the Internet and the Network is not guaranteed. In order to verify compliance with these guidelines, the Board reserves the right to monitor, review, and inspect any directories, files and/or message residing on or sent using the Network. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
- N. Use of the Internet and any information procured from the Internet is at the student's own risk. The Board makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the Network will be error-free or without defect. The Board is not responsible for any damage a user may suffer, including, but not limited to, loss of data, service interruptions, or exposure to inappropriate material or people. The Board is not responsible for the accuracy or quality of information obtained through the Internet. Information (including text, graphics, audio, video, etc.) from Internet sources used in student papers, reports, and projects should be cited the same as references to printed materials. The Board will not be responsible for financial obligations arising through the unauthorized use of the Network. Students or parents of students will indemnify and hold the Board harmless from any losses sustained as the result of misuse of the Network by the student. Use of the Network by students will be limited to those students whose parents have signed a release of claims for damages against the Board.

- O. File-sharing is strictly prohibited. Students are prohibited from downloading and/or installing file-sharing software or programs on the Network.
- P. Students may not establish or access web-based e-mail accounts on commercial services through the Network (e.g., Gmail, Hotmail, Yahoo mail, etc.).
- Q. Since there is no central authority on the Internet, each site is responsible for its own users. Complaints received from other sites regarding any of the District's users will be fully investigated and disciplinary action will be taken as appropriate.
- R. Preservation of Resources and Priorities of Use: Computer resources are limited. Because space on disk drives and bandwidth across the lines which connect the Network (both internally and externally) are limited, neither programs nor information may be stored on the system without the permission of the District Technology Coordinator. Each student is permitted reasonable space to store e-mail, web, and personal files. The Board reserves the right to require the purging of files in order to regain disk space. Students who require access to the Network for class-or instruction-related activities have priority over other users. Students not using the Network for class-related activities may be "bumped" by any student requiring access for class-or instruction-related purpose.
- S. Game playing is not permitted at any time.

ARTICLE 20 –EQUAL EDUCATION OPPORTUNITY

This District provides an equal educational opportunity for all students.

Any person who believes that that s/he has been discriminated against on the basis of his/her race, color, disability, religion, gender, or national origin while at school or a school activity should immediately contact the School District's Compliance Officer identified below.

Mr. Matthew Chrispin, Superintendent, 419-562-4045, mchrispin@bucyrusschools.org

Complaints will be investigated in accordance with the procedures described in this Handbook. Any student making a complaint or participating in a school investigation will be protected from retaliation. The Compliance Officer can provide additional information concerning equal access to educational opportunity.

This Student/Parent Handbook is based in significant part on policies adopted by the Board of Education and Administrative Guidelines developed by the Superintendent. Those Board Policies and Administrative

Guidelines are incorporated by reference into the provisions of this Handbook. The Policies and Administrative Guidelines are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this Handbook since it was previously released. This Handbook replaces all prior handbooks and other written material on the same subjects. This Handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies and the School's rules. If you have questions or would like more information about a specific issue or document, contact your school principal, or access the document on the District's website: bucyrusschools.org by clicking on "Board of Education Policies".

BUCYRUS CITY SCHOOLS

2021 - 2022 CALENDAR

MONTHS	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	STUDENT DAYS	TEACHER DAYS		
JULY				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	0	0		
AUGUST	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31	6	10					
SEPTEMBER			1	2	3	4	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	21	21			
OCTOBER				1		4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	19	21		
NOVEMBER	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	19	19					
DECEMBER			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	16	16		
JANUARY	3	4	5	6	7	10	11	12	13	14	15	18	19	20	21	24	25	26	27	28	31	19	20						
FEBRUARY		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	19	19						
MARCH		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	22	23.5			
APRIL				1		4	5	6	7	8	11	12	13	14	15	16	17	18	19	20	21	22	25	26	27	28	29	19	19
MAY	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	14	15.5						
JUNE		1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	0	0				
Students will be allotted 5 calamity days. Additional days will be made up. If 4 or more days are missed prior to February 4, the following days may be used to make up hours: February 21, April 15 and/or April 18.																													
																							174	184					

- = First and Last Days of Semesters
- = No School for Students
- = No School for Staff and Students
- = Parent/Teacher Conferences 4PM - 7:30PM
- = Two-hour Delay for Professional Development

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> 16-17 Aug No School for Students - Teacher Work Day 17-Aug Open House 4:30PM - 6:30PM 18-23 Aug No School for Students - Professional Growth Day 24-Aug First Grading Period Begins 6-Sep Labor Day - No classes 15-Sep Two-Hour Delay - Professional Growth Time 13-Oct Two-Hour Delay - Professional Growth Time 15-Oct Last Day - First Grading Period 18-Oct No School for Students - Teacher Work Day 21-26-Oct Parent/Teacher Conferences 29-Oct No School for Staff and Students 17-Nov Two-Hour Delay - Professional Growth Time 24-26-Nov No School for Staff and Students - Thanksgiving 20-22 Dec BHS Exams 22-Dec Second Grading Period Ends 23-Dec-2-Jan No School for Staff and Students - Winter Break 3-Jan No School for Students - Teacher Work Day 4-Jan Third Grading Period Begins | <ul style="list-style-type: none"> 13-Jan BSS Scheduling Night: 5PM - 8PM 17-Jan No School for Staff and Students - Martin Luther King Day 19-Jan Two-hour Delay for Professional Time 16-Feb Two-hour Delay for Professional Time 21-Feb No School for Staff and Students - President's Day 10-Mar Third Grading Period Ends 11-Mar No School for Students 14-Mar Fourth Grading Period Begins 16-Mar Two-hour Delay for Professional Time 17-Mar Parent/Teacher Conferences 15-18-Apr No School for Staff and Students - Spring Break 12-13-May Senior Exams 13-May Last Day - Seniors 17-19 May Underclassmen Exams 19-May Fourth Grading Period Ends 20-May Teacher Work Day - No Students 20-May Graduation @ 7PM in Bucyrus Stadium |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Friday, May 20 - Graduation @ 7:00PM in Bucyrus Stadium



BUCYRUS CITY SCHOOLS

2021 - 2022 CALENDAR

SEMESTER	STUDENTS		TEACHERS	
	DAYS	HOURS	DAYS	HOURS
FIRST	81	520.5	87	565.5
SECOND	93	598.5	97	630.5
TOTAL	174	1119	184	1196

SCHOOLS	EXCESS HOURS	EXCESS DAYS
BHS/BMS (1001)	118	17
BES (958)	161	23

2021 - 2022

STUDENT CONDUCT AGREEMENT SIGNATURE PAGE

Please tear off and return to the Bucyrus Elementary School Office within the first week of school.

This is to confirm that I have received a copy of the Bucyrus Elementary School Student Conduct Agreement. I understand that by signing this document, I am agreeing to abide by the Student Conduct Agreement. My child's signature indicates that I have reviewed the school policies contained in the Student Conduct Agreement with my child and that my child and I agree to follow these policies.

I understand that violations of the district and school's rules/policies or directions of Bucyrus Elementary School Staff Members may result in school disciplinary action being taken against me and/or my student.

Parent/Guardian's Name (PLEASE PRINT) _____

Parent/Guardian's Signature _____

Student's Name (PLEASE PRINT) _____

Student's Signature _____

Date

Grade

Bucyrus Elementary

Student Conduct Agreement



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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.

¹ Adapted from Mansfield City Schools

School-Family Agreement

Bucyrus Elementary School and the parents of students participating in activities, services, and programs agree that this document outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic and behavioral achievement. This document outlines how the school and parents will build and develop a partnership to help children achieve 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
- provide parents with frequent reports on their children's progress
- provide parents reasonable access to staff
- provide parents opportunities to help in the academic success of their children

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 Bucyrus Elementary Schools' guidelines
- encourage my child to read by reading with and to my child
- participate in decisions regarding my child's education

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 Bucyrus 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. • learning to make positive choices as a result of interventions. • 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, and admitting to things I have done. • working with others in positive ways and keeping my hands to myself. • working together and/or with adults to manage negative behaviors 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 paper 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 or a classmate's materials for their intended purpose. <ul style="list-style-type: none"> –using technology devices as directed by adults. • following expectations about safety: <ul style="list-style-type: none"> –using playground equipment in a safe manner during school hours. –using property and materials in a safe manner. • following the school's expectations regarding personal electronic devices

Levels of Interventions/Consequences²

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 and Board-sponsored activities (whether such activities are held on school property or at locations off school property)

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 than recommended on the Consequences/Intervention Matrix 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 Bucyrus 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.

¹ Adapted from Anne Arundel County Public Schools (Maryland) as cited by Mansfield City Schools

The list of **INTERVENTIONS** is not exhaustive. Any combination of interventions from a prior level may be used in a higher level offense. When appropriate, a higher level intervention may be used in a lower level offense.

	Level 1	Level 2	Level 3	Level 4	Level 5
	Classroom/ Bus Level Interventions (Teacher/Driver Managed)	Appropriate when Level 1 has been ineffective	Appropriate when Level 2 has been ineffective	Appropriate when Level 3 has been ineffective	Appropriate when Level 4 has been ineffective
	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
S O N - I N T E R V E N T I O N S	<i>Select appropriate intervention(s) for the student/situation:</i>	<i>Select appropriate intervention(s) for the student/situation:</i>	<i>Select appropriate intervention(s) for the student/situation:</i>	<i>Select appropriate intervention(s) for the student/situation:</i>	<i>Select appropriate intervention(s) for the student/situation:</i>
	<ul style="list-style-type: none"> • Parent/Guardian outreach • Re-teaching expected behavior with Teacher/Driver • Written reflection about incident • Mentoring • Teacher/Driver conference with student • Referral to Counselor • Modeling expected behavior 	<ul style="list-style-type: none"> • Re-teaching expected behavior with Administrator or Counselor • Think Sheet • Parent/Guardian notification by Administrator or Counselor • Behavior Contract • Mediation • Administrator or Counselor conference with student 	<ul style="list-style-type: none"> • Parent/Guardian conference with Administrator • Referral to the Multi-tiered Systems of Support • Review of behavior data/trends • Check In/Check Out 	<ul style="list-style-type: none"> • Parent/Guardian notification required by Administrator • Referral for Functional Behavior Assessment • Modified school day/schedule 	<ul style="list-style-type: none"> • Student Re-entry or Success Plan • Alternative learning placement

This 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. When appropriate, a higher level consequence may be used in a lower level offense. Multiple offenses will likely result in 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
	Referral to the administrator may not be necessary.	Office referral required	Office referral required	Office referral required	Office referral required
CONSEQUENCES	<ul style="list-style-type: none"> • Specific, Logical Consequence • Parent Contact • Parent conference with Teacher/Driver • Restitution • Supervised Time Out • Warning from the Teacher/Driver • Teacher assigned detention served with the Teacher 	<ul style="list-style-type: none"> • Warning from the Administrator • Detention • Temporary loss of privilege • Temporary removal from class • In-School Suspension (1 day) • Parent Contact • Parent Conference 	<ul style="list-style-type: none"> • Complete loss of privilege • In-School Suspension (2+ days) • Extended Detention (2+ hours) • Emergency Removal • Out of School Suspension (1-3 days) • Parent Contact • Parent Conference 	<ul style="list-style-type: none"> • Out of School Suspension (1-10 days) • Notification to the School Resource Officer • Convene a team with Parents/Guardians to explore supports and services including alternative educational placement 	<ul style="list-style-type: none"> • Out of School Suspension (5-10 days) • Expulsion • Convene a team with Parents/Guardians to explore supports and services including alternative educational placement • Notify Law Enforcement

Code of Conduct reference numbers are in parenthesis. Definition of Conduct Expectations	Level of Consequences /Interventions				
	1	2	3	4	5
Attendance Students are to be in class or assigned area on time and remain the entire time unless permission to leave is given by staff. (2, 3, 4, 5, 12, 14)	●	●	●	●	
Clothing Clothing should be safe and appropriate for school functions. Students' eyes must be seen with peripheral vision unhindered. Students are to wear clothing free from violent, vulgar, or offensive words, inappropriate gestures, pictures, and art work. The building principal and/or the designee shall determine appropriateness. (9)	●	●	●		
Obedience Students shall follow the directions of staff in a timely manner. They will demonstrate positive behavior that is conducive to a good learning environment. Feelings for others should be displayed appropriately for the school setting. (1, 11, 13, 24, 27, 39)	●	●	●	●	●
Communication Students shall use in speaking, writing, clothing displays, gestures, or typing, appropriate words, voice level, tone of voice, and body language when interacting with students, staff, and guests. (9, 15)	●	●	●	●	
Electronics Students shall be on the assigned device under their own user name, the assigned websites, researching the assigned topics, or doing the assigned activities at all times while at school. School devices will be used in the manner they were intended. Phones may be brought to school for use before 8:20 and after 3:20. They will be off and put in lockers, backpacks, or with the teacher between 8:20 am and 3:20 pm. (10, 22)	●	●	●	●	●
Substances All medications are to be given to the nurse for administering as prescribed. Students will only take the medications intended for themselves. Students will be at school free from possession of any weapons, drugs, alcohol, tobacco, or other illegal items. (18, 35, 36)			●	●	●
Honesty Students will represent themselves honestly in all avenues, including discussing actions of themselves or others, presenting their own academic work, and relaying information to and from parents. (20)	●	●	●		

Definition of Conduct Expectations (Continued)	Level of Interventions/Consequences				
	1	2	3	4	5
<p>Safe Actions</p> <p>Students shall act in a manner that keeps themselves and others safe by keeping parts of their body or objects from impacting or potentially impacting another body. Students will resolve their frustrations without physical acts against a person or object. Students will communicate in ways that are unprovocative so others do not wish to do harm to themselves or others. Students shall communicate in writing, electronic, or verbal means thoughts that would not be understood as disrupt or threaten to disrupt the educational process by means of false alarms and/or bomb threats. (21, 32, 33, 41)</p>	●	●	●	●	●
<p>Personal Property</p> <p>Students shall not trade or give property including, but not limited to, money or food, to other students. Students shall engage in acts, verbal, written, or physical, that are free from securing items from others including money or food. (19, 37, 40)</p>	●	●	●	●	
<p>Bullying</p> <p>Students will treat each other with kindness regardless of their feelings for another student. Treating people well includes physically, verbally, and in written form. Students will act accordingly in person, when speaking to others, and on the internet (i.e. social media). In the event that students continue to not get along, they will avoid communication with each other or about each other and not interact with each other. If this becomes difficult, ask for intervention from an adult. Students shall speak in positive ways that would not be considered hostile, intimidating, or offensive. (45)</p>			●	●	●
<p>School Property</p> <p>Students are permitted on school grounds from 8:25 to 3:40 on school days as well as 15 minutes before and after school activities. Under the supervision of parents, students are allowed on school grounds to use the playgrounds (students kindergarten and below may use the southern gated playground, while older students may use the eastern playground). Students will use all equipment appropriately and leave the playground as clean as when they came. All school equipment will be used as it is intended being treated so as not to cause damage or defacement. (23, 25, 30, 37)</p>	●	●	●	●	

Definition of Conduct Expectations (Continued)	1	2	3	4	5
<p>Respectfulness</p> <p>A student shall be respectful when following directions or in the presence of other students, teachers and authorized school personnel. Students shall be respectful to all school personnel and other students in published or distribution of materials. Students shall communicate verbally and nonverbally in positive ways including but not limited to race, gender, sexual orientation, ethnicity, nationality, language, age, religion, physical appearance, physical or mental capacity. Respectful behavior shall be present at all Bucyrus City Schools facilities, including but not limited to, hallways, restrooms, cafeteria, playground, classrooms, assemblies, field trips, athletic and performing arts events. (1, 29, 43)</p>	●	●	●	●	●
<p>Weapons</p> <p>Students shall enter school property free from weapons of any kind, including guns, knives, ammunition, explosives, pyrotechnic devices, or incendiary devices (including lighters). Students shall also be free of objects that a reasonable person could interpret as a weapon, such as a firearm. Students shall immediately report knowledge of dangerous weapons or threats of violence to an adult. (31, 34, 38)</p>			●	●	●
<p>Threat</p> <p>Students shall communicate by using appropriate words, voice level, tone of voice, and body language when interacting with students, staff, and guests in speech, writing, and gesture including the use of texting, messaging, or other forms of electronic communications. Students should engage in communication and behavior that would not be interpreted as “abusive, harassing, and/or disrespectful”. Students shall be respectful, kind, and act in ways that would not be interpreted as attempting to cause or threatening to cause physical harm to another. A student shall act in ways that would not be interpreted as acting in retaliation or threatening, directly or indirectly, in an attempt to cause terror in another. (15, 32, 33, 45, 48, 49)</p>			●	●	●
<p>Sexual Misconduct</p> <p>Students shall act in a manner that is respectful of everyone’s gender. Students shall be respectful of others’ space and body in speech, gestures, and physical acts. Students shall act in a way that would not be understood as imitating sexual acts. Students shall bring to school only school related material, appropriate for educational purposes that would not be interpreted as sexually explicit. Student friendships are encouraged at an age-appropriate level. In elementary school this means, talking and playing with whom you would like, free from holding hands or other physical displays of affection. (16, 29, 43)</p>			●	●	●

Definition of Conduct Expectations (Continued)	Level of Interventions/Consequences				
	1	2	3	4	5
<p>Transportation</p> <p>Students may ride bicycles to and from school grounds. Students will walk beside their bikes while on school grounds for their safety and the safety of others. A student shall move through areas of the building or on school grounds in a way that does not cause disruption of some activity or function. Students will pay attention to and follow all directions given by crossing guards. On the bus, students will sit in their assigned or allowed seat. Students will remain seated while the bus is in motion and until permission has been given to move. Students shall act in a manner that will allow the bus driver to safely drive. This includes appropriate voice level and sitting with hands and feet within your seat area. Students shall ride to and from school without eating or drinking. On the bus and at the bus stops, students shall follow all the sections of the code of conduct. Students shall line up at the bus stop at the safe spot as directed by the bus driver. At drop off, students shall remain in their safe area until the bus leaves. (6, 7)</p>	●	●	●	●	●
<p>Material Distribution</p> <p>Students shall get administrative approval in advance of distributing materials in school or at school-related activities. (8)</p>	●	●	●		
<p>Other Conduct</p> <p>A student shall adhere to all federal or state statutes, rules, or regulations on school premises or at school activities. Any act that would be a criminal offense when committed by an adult that results in serious physical harm to persons or property (as defined by Section 2901.01 of the Ohio Revised Code) is prohibited and may subject the offender to expulsion of up to one (1) year. Violation of criminal laws will also result in referral of the student for criminal prosecution or to juvenile court. False alarms and bomb threats: A student shall not through written, electronic, or verbal means, disrupt or threaten to disrupt the educational process and/or endanger or threaten to endanger the safety of school occupants by means of false alarms and/or bomb threats. All behavior is to follow the school's educational mission. Students are expected to resist peer pressure and exercise sound decision-making regarding their behavior. Students shall avoid assisting in any of these acts. (17 41, 42, 44)</p>			●	●	●

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"> ● 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. ● Wait in a quiet and orderly manner and respect private property. ● Stay on your side of the roadway controlled by the bus warning lights. ● 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. 	<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.