

Code of Conduct

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ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

2017-18

4 **Expected Student Behaviors**

We believe everyone deserves a safe, supportive, and orderly learning environment.

We encourage appropriate behaviors by 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.

Students should:

1. Promote and work toward making school a positive, supportive, safe, and welcoming place for all students and staff.
2. Respect and be courteous to fellow students, parents/guardians, and school staff.
3. Understand and comply with discipline policies, regulations, and rules.
4. Follow school rules, even when not specifically asked to do so.
5. Make every reasonable effort to participate actively in any conferences, activities, interventions, or programs recommended appropriately by school staff.
6. Recognize how their conduct affects other students and school staff, and make every reasonable effort to restore relationships affected by their conduct.
7. Request to complete make-up work while they are out of school for disciplinary reasons, so that they do not fall behind.
8. Share ideas and strategies for improving school climate and school discipline practices.

I will show Respect for...

Myself by:

- Attending school regularly and being on time.
- Following the rules 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 from consequences of my behavior.
- Choosing not to bring tobacco, alcohol, other drugs, or weapons to school.
- Dressing in a way that is appropriate for the learning environment in accordance with school expectations.

Others by:

- Being understanding of other's feelings.
- Using positive words with others (no putdowns).
- Treating others like I want to be treated.
- Not bullying or threatening.
- Being honest by telling the truth, and admitting to things I have done.
- Working with others in positive ways. Keeping my hands to myself.
- Refraining from using profanity in school.
- 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.

Learning by:

- Following school rules 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.

Property by:

- Taking care of things in my school and on school grounds.
- Not bringing dangerous or distracting things, such as matches, lighters, weapons, toys, fireworks, alcohol/tobacco/other drugs, medicine not prescribed for me, etc.
- Using school materials or a classmate's materials for their intended purpose.
 - *Using technology devices as directed by adults.*
- Following rules about safety:
 - *Refraining from touching a fire alarm unless there is an emergency.*
 - *Refraining from making threats about bombs or blowing something up.*
 - *Using playground equipment in a safe manner.*
- Following the school's rules and expectations regarding personal electronic devices

When I make positive behavior choices, I will be successful.

If I do not make positive behavior choices, I will receive interventions to help me learn to make better choices.

6 ***Tiers of Interventions***

A major initiative in AACPS is *Positive Behavioral Intervention & Supports* (PBIS) which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments. Attention is focused on sustaining a three-tiered or level system of support to enhance student learning. Students often need encouragement and new skills to improve their behavior and assistance in learning to do so. School staff recognize that maintaining and changing student behaviors involves a continuum of acknowledgements, supports, and interventions.

(Center for Positive Behavior Intervention Supports, University of Oregon)

Three Tiers of Intervention

Tier 1—All Students

Includes:

- general curriculum enhanced by acknowledgments of positive behaviors, and clearly stated expectations that are applied to all students

Tier 2—Targeted Interventions

Focus on:

- specific interventions for students who do not respond to universal efforts
- targeted groups of students who require more support
- interventions that are part of a continuum of behavioral supports needed in schools

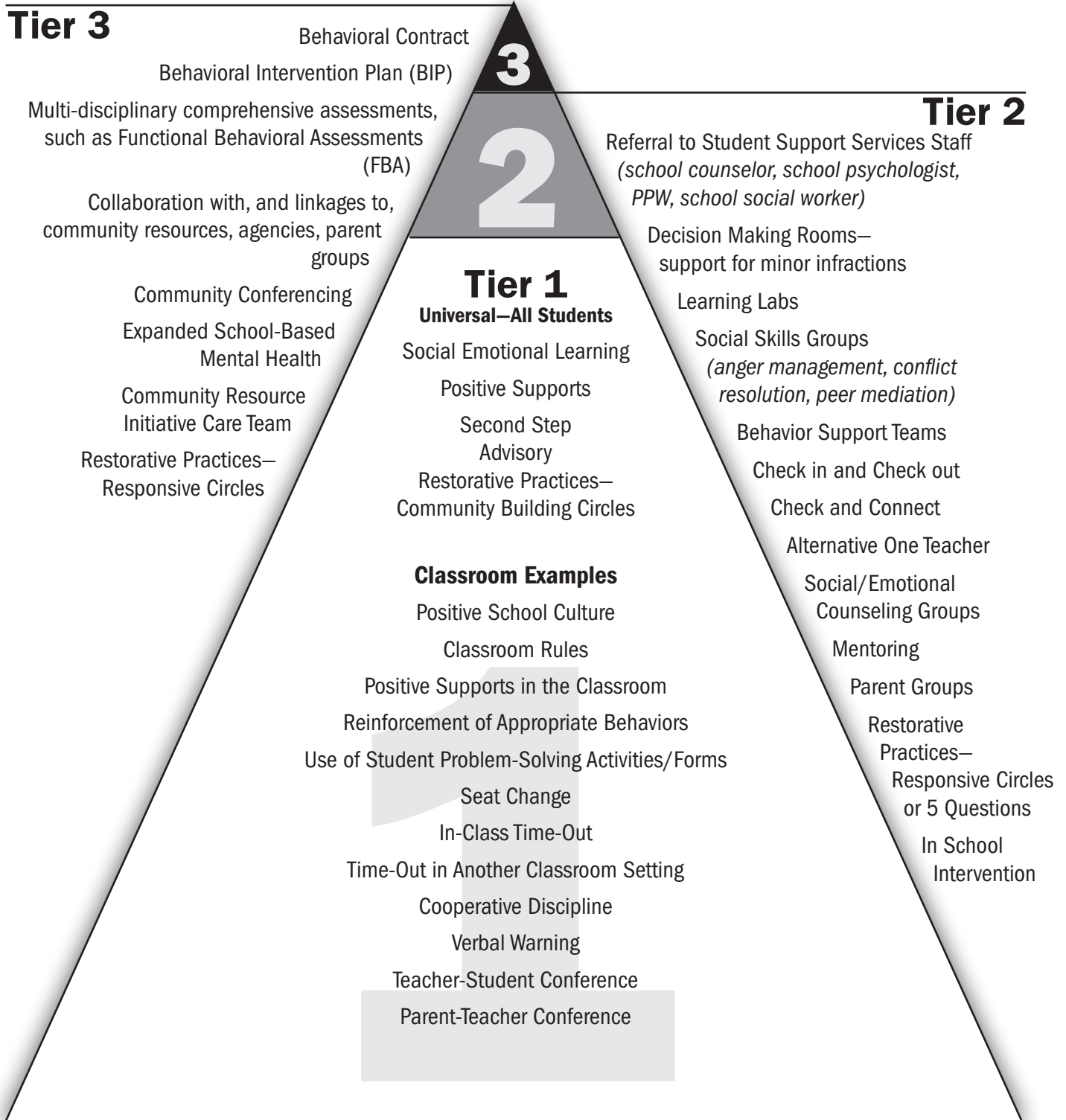
Tier 3—Intensive Individualized Interventions

Focus on:

- the needs of individual students who exhibit a pattern of problem behaviors
- diminishing problem behaviors and increasing the student's social skills and functioning
- interventions involving functional behavioral assessments and behavioral intervention plans

The Three Tiers of Intervention

Interventions may include (but are not limited to) the examples below.



8 ***Levels of Interventions/Consequences***

The Code of Student 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, school-related, or Board-sponsored activities, *(whether such activities are held on school property or at locations off school property, including private business or commercial establishments)*

Levels of Interventions and Consequences for Violations of the Code of Student 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 page, guide administrators to use *progressive interventions* to change student behaviors. Interventions include a continuum of proven activities, supports and programs to support students' social, emotional, and behavioral health. Interventions are aimed at reducing continued and/or escalation of inappropriate behaviors or violations of the code of conduct.

Consequences are actions taken by school 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 from a lower level as long as one from the prescribed level is also employed. Moreover, if a behavior is deemed a criminal offense by local authorities and such offense is not identified in this *Code of Student Conduct*, the consequence may be expulsion from the Anne Arundel County Public Schools. Restitution for loss or damage will 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.

	Level 1	Level 2	Level 3	Level 4	Level 5
Interventions	<p>Classroom Level interventions If these interventions are successful, referral to the school administrator may not be necessary.</p> <ul style="list-style-type: none"> • Acknowledgement/reinforcement continuum • Behavior Contract • Behavioral Intervention Plan • Collaborative Decision Making (CDM)* • Functional Behavior Assessment • Informal and/or preventative school-based mentoring • Mentoring • Parent/guardian notification required • Parent outreach • Referral to student Support Team/MIT/RST • Restorative Practices* • Scheduling Changes* • Second Step* • Teacher conference with student • Use of Student Problem Solving Worksheet • Warning • Written reflection about incident • Student Re-entry or Success Plan 	<p>Appropriate when Level 1 intervention has been ineffective In some cases, referral to the school administrator may be necessary.</p> <ul style="list-style-type: none"> • Behavior contract • Behavioral Intervention Plan • Collaborative Decision Making (CDM)* • Community Conferencing • Conference with parent or guardian • Functional Behavioral Assessment • Information and/or preventative school-based mentoring • Mentoring • Parent/guardian involvement • Parent contract • Parent or guardian accompany student to school or classes • Peer mediation • Phone call or letter to parent/guardian • Restorative Practices* • Safety Plans • School-based or outside facilitated conflict resolution • Second Step* • Teacher and/or administrator conference with student and/or parent/guardian • Threat Determination 	<p>Appropriate when Level 2 intervention has been ineffective Office referral required (except Check-in Check-out)</p> <ul style="list-style-type: none"> • Behavioral Intervention Plan • Check and Connect • Check-in-Check-out* (referral not required) • Collaborative Decision Making (CDM)* • Community Conferencing • Decision-making Room* • Functional Behavioral Assessment • In-school intervention* • Informal and/or preventative school-based mentoring • Learning Lab* • Mentoring • Parent or guardian accompany student at school or classes • Referral to Student Support Team/CDM/RST • Restorative Practices* • Safety Plans • Second Step* • Social Skills Group • School-based or outside facilitated conflict resolution • Threat Determination 	<p>Appropriate when Level 3 intervention has been ineffective Office referral required</p> <ul style="list-style-type: none"> • Behavioral Intervention Plan • Collaborative Decision Making (CDM)* • Community Conferencing • Functional Behavioral Assessment • Mentoring • Modified school day • Parent or guardian accompany student at school or classes • Parent/guardian notification required • Referral to Student Support Team/MIT/RST • Restorative Practices* • Safety Plans • School-based or outside facilitated Conflict Resolution • Threat Determination 	<p>Appropriate when Level 4 intervention has been ineffective Office referral required</p> <ul style="list-style-type: none"> • Behavioral Intervention Plan • Collaborative Decision Making (CDM)* • Community Conferencing • Functional Behavior Assessment • Mentoring • Parent/guardian notification required • Referral to student Support Team/MIT/RST • Restorative Practices* • Safety Plans • Student Re-entry or Success Plan • Threat Determination
	Consequences	<ul style="list-style-type: none"> • Parent Conference • Restitution • Supervised time-out outside of classroom • Temporary removal from class • Warning 	<ul style="list-style-type: none"> • Alternative school-based program • Charles Leisure Programs (RAP, ATUP, ADP, BMBP) • Class or schedule change • Confiscation of item • Detention • Loss or suspension of privileges • Restitution • Supervised time-out outside of classroom • Suspension (short-term, 1-3 days, except for attendance-related offenses) • Temporary removal from class • Warning on car 	<ul style="list-style-type: none"> • Alternative school-based program • Campus Clean-up • Charles Leisure Programs (RAP, ATUP, ADP, BMBP) • Community Service (Volunteer work for any non-profit organization public or private, as a form of restitution) • Detention • Friday/Saturday School • In-school suspension • Loss of parking privileges/Car towed • Loss or suspension of privileges • Restitution • Suspension (short-term, 1-3 days, except for attendance-related offenses) • Temporary removal from class 	<ul style="list-style-type: none"> • Adjustment transfer to another school • Alternative school-based program • Friday/Saturday school • Loss of parking privileges/Car towed • Loss or suspension of privileges • Referral to Alternative Education Program • Restitution • Restricted activity • Suspension (short-term, 1-3 days, except for attendance-related offenses) • Suspension (long-term, 4-10 days, except for attendance-related offenses) • Temporary removal from class

*if available in your school

Consequences for Elementary Students

Offense/Violation		Level of Consequence					Major Incident Report	School will contact:
		1	2	3	4	5		Police AACPS Office†
Absence (unlawful)		●	●	●				DSSS
Academic Dishonesty (Cheating & Plagiarism)		●	●	●				
Alcohol and Other Drugs	Possession (<i>First Offense: Recommend ADAP¹</i>)			●	●	●	√	Police CC OSOS
	Consumption (<i>First Offense: Recommend ADAP¹</i>)			●	●	●	√	Police CC School Nurse OSOS
	Distribution/Possession				●	●	√	Police CC OSOS
Ammunition		●	●	●	●			Police CC
Arson/Fire						●	√	Police CC OSOS
Attack... ...on Students ...on Others ...on Staff	Category I					●	√	Police CC OSOS
	Category II				●	●	√	CC OSS OSOS
	Category III			●	●	●	√	CC OSS OSOS
	Category IV (Threats—Verbal/Written)	●	●	●	●	●	√	OSS CC OSOS
Bias Behavior	First Offense: · BMBP ² Referral	●	●	●	●	●		CC Report to the Office of Safe & Orderly Schools within 24 hours
	Further Offenses: · Additional BMBP ² Referral				●	●	√	
Bomb Threat					●	●	√	CC OSS OSOS
Bullying (First Offense: Recommend RAP ³)				●	●	●		DSSS CC OSOS
Cyber-bullying				●	●	●		DSSS CC OSOS
Class Cutting		●	●	●				DSSS
Computer Misuse	Category I					●	√	CC OSS OSOS
	Category II				●	●	√	CC OSS OSOS
	Category III			●	●	●	√	CC OSS OSOS
	Category IV		●	●	●			
Destruction of Property/Vandalism		●	●	●	●	●		Police CC
Disrespect Toward Others		●	●	●	●	●		
Disruption to Classroom/School—Chronic & Extreme		●	●	●	●	●		
Disruptive Clothing or Appearance		●	●	●				
Inappropriate Use of Personal Electronics		●	●	●	●	●	√	OSOS
Extortion/Strong Arming/Blackmail		●	●	●	●	●	√	Police CC OSOS
False Fire Alarm		●	●	●	●	●	√	Police CC OSOS
False Information/Accusations		●	●	●	●	●	√	OSOS
Fighting: Physical	First Offense · RAP ³ First Offense Letter	●	●	●	●	●		CC OSS
	Second Offense · RAP ³ Referral	●	●	●	●	●		CC OSS
	Third Offense Major Incident Referral (L4–L5 fights)			●	●	●	√	OSOS

*See pp. 21–22 for PreK–2, Suspensions & Expulsions

☼ = automatic expulsion

Offense/Violation	Level of Consequence					Major Incident Report	School will contact:	
	1	2	3	4	5		Police AACPS Office [†]	
Fighting: Verbal	●	●	●	●				
Fireworks/explosives	●	●	●	●	●	√	Police CC OSOS	
Forgery/Counterfeit Currency		●	●	●	●		Police CC	
Gambling	●	●	●	●				
Gang-Related Activity			●	●	●	√	Police CC OSOS	
Harassment/Intimidation			●	●	●		DSSS OSS	
Hazing	●	●	●	●	●	√	CC OSOS	
Inappropriate Language (Students/Adults)	●	●	●	●				
Improper Physical Contact	●	●	●	●	●	√	CC OSS OSOS	
Insubordination	●	●	●	●	●			
Leaving an Area and/or Leaving Class and/or School Grounds without Permission	●	●	●	●			Police and CC (If unable to locate or unknown whereabouts)	
Matches/Lighter(s)	Possession of		●	●	●	●		
	Use of (see Arson/Fire)					●	√	Police CC OSOS
Misuse of Social Media	●	●	●	●	●	√	OSS OSOS	
Putting substances in another person's food or drink or on a person's body or environment			●	●	●	√	CC OSS OSOS	
School Uniform (Violation of)	●	●	●					
Sexual Activity	●	●	●	●	●	√	CC OSS OSOS	
Sexual Assault					●	√	Police CC DSSS OSOS	
Sexual Harassment		●	●	●	●	√	DSSS OSOS	
Stealing and/or Theft	●	●	●	●			CC OSS	
Tardiness	●	●	●				DSSS	
Tobacco Possession, Distribution, Use	First Offense	· ATUP ³ Referral		●	●	●		
	Further Offenses	· Consider outside ATUP ⁴ after the third offense			●	●	●	√
Trespassing		●	●	●	●		Police CC	
Unsafe Action(s)		●	●	●	●	√	CC OSOS	
Weapons (including look-a-like guns)								
Possession of	Firearm					☼	√	Police CC OSOS
	Other Weapon (includes knives, look-a-like gun)		●	●	●	●	√	CC OSS OSOS
Use of Weapon to Cause or Attempt to Cause Injury						●	√	Police CC OSOS

¹Alternatives to Drugs Program

²Bias Motivated Behavior Program

³Responsible Actions Program

⁴Alternatives to Tobacco Use Program

[†]AACPS Offices

CC: Communication Center

DSSP: Division of Student Support Services

OSOS: Office of Safe and Orderly Schools

OSS: Office of School Security

Consequences for Secondary Students

Offense/Violation		Level of Consequence					Major Incident Report	School will contact:
		1	2	3	4	5		Police AACPS Office†
Absence (unlawful)		●	●	●				DSSS
Academic Dishonesty (Cheating & Plagiarism)		●	●	●				
Alcohol and Other Drugs	Possession (<i>First Offense: Recommend ADAP¹</i>)			●	●	●	√	Police CC OSOS
	Consumption (<i>First Offense: Recommend ADAP¹</i>)			●	●	●	√	Police CC School Nurse OSOS
	Distribution					●	√	Police CC OSOS
	Possession w/intent to distribute					●	√	Police CC OSOS
Ammunition		●	●	●	●			Police CC
Arson/Fire						●	√	Police CC OSOS
Attack... ...on Students ...on Others ...on Staff	Category I					●	√	Police CC OSOS
	Category II				●	●	√	Police CC OSOS
	Category III			●	●	●	√	OSS OSOS
	Category IV (Threats—Verbal/Written)		●	●	●	●	√	OSS OSOS
Bias Behavior	First Offense: · BMBP ² Referral		●	●	●	●		CC Report to the Office of Safe & Orderly Schools within 24 hours
	Further Offenses: · Additional BMBP ² Referral				●	●	√	
Bomb Threat					●	●	√	CC OSS OSOS
Bullying (First Offense: Recommend RAP ³)				●	●	●		DSSS
Cyber-bullying				●	●	●		DSSS
Class Cutting		●	●	●				DSSS
Computer Misuse	Category I					●	√	CC OSS OSOS
	Category II				●	●	√	CC OSS OSOS
	Category III			●	●	●	√	CC OSS OSOS
	Category IV		●	●	●			
Demonstration and Mass Protest				●	●	●	√	Police CC OSOS
Destruction of Property/Vandalism			●	●	●	●		Police CC
Disrespect Toward Others		●	●	●	●	●		
Disruption to Classroom/School—Chronic & Extreme		●	●	●	●	●	√	CC OSOS
Disruptive Clothing or Appearance		●	●	●				
Inappropriate Use of Personal Electronics		●	●	●	●	●	√	CC OSS OSOS
Extortion/Strong Arming/Blackmail		●	●	●	●	●	√	Police CC OSOS
False Fire Alarm						●	√	Police CC OSOS
False Information/Accusations		●	●	●	●	●	√	OSOS
Fighting	First Offense: · RAP ³ First Offense Letter	●	●	●	●	●		CC OSS
	Second Offense: · RAP ³ Referral	●	●	●	●	●		CC OSS
	Third Offense: Major Incident Referral (L4–L5 fights)			●	●	●	√	OSS OSOS

☀ = automatic expulsion

Offense/Violation	Level of Consequence					Major Incident Report	School will contact:	
	1	2	3	4	5		Police AACPS Office†	
Fighting: Verbal	●	●	●	●				
Fireworks/explosives	●	●	●	●	●	√	Police CC OSOS	
Forgery/Counterfeit Currency		●	●	●	●		Police CC OSOS	
Gambling	●	●	●	●			CC	
Gang-Related Activity			●	●	●	√	Police CC OSOS	
Harassment/Intimidation			●	●	●		CC DSSS OSOS	
Hazing	●	●	●	●	●	√	CC OSOS	
Inappropriate Language (Students/Adults)	●	●	●	●				
Improper Physical Contact	●	●	●	●	●	√	CC OSOS	
Inciting or Participating in a School Disturbance	●	●	●	●	●	√	Police CC OSOS	
Insubordination	●	●	●	●	●			
Leaving an Area and/or Leaving Class and/or School Grounds without Permission	●	●	●	●			Police CC (If unable to locate or unknown whereabouts)	
Matches/ Lighter(s):	Possession of		●	●	●	●		
	Use of (see Arson/Fire)					●	√	Police CC OSS OSOS
Misuse of Social Media	●	●	●	●	●	√	CC OSOS	
Putting substances in another person's food or drink or on a person's body or environment			●	●	●	√	Police CC OSOS	
School Uniform (Violation of)	●	●	●					
Sexual Activity	●	●	●	●	●	√	CC OSS OSOS	
Sexual Assault					●	√	Police CC OSOS	
Sexual Harassment		●	●	●	●	√	CC OSS OSOS	
Stealing and/or Theft	●	●	●	●			Police CC	
Tardiness	●	●	●				DSSS	
Tobacco: Possession, Distribution, Use	First Offense:	· ATUP ⁴ Referral						
	Further Offenses:	· Consider outside ATUP ⁴ after the third offense					√	CC OSS OSOS
Trespassing	●	●	●	●	●	√	Police CC	
Unsafe Action(s)	●	●	●	●	●	√	OSOS CC	
Weapons (including look-a-like guns)								
Possession of:	Firearm					☀	√	Police CC OSOS
	Other Weapon (includes knives, look-a-like gun)		●	●	●	●	√	Police CC OSOS
Use of Weapon to Cause or Attempt to Cause Injury					●	√	Police CC OSOS	

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²Bias Motivated Behavior Program

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[†]AACPS Offices

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Behavior on the School Bus

Consequences for Violations Related to Transportation for all students include, but are not limited to:			
1st Offense	2nd Offense	3rd Offense	4th Offense
Parent conference required Appropriate Action required Student Conference Seat change on bus Bus or School Suspension commensurate with offense Code of Student Conduct implemented as appropriate	Bus Suspension (up to 5 days)	Bus Suspension (6 to 10 days)	Bus Suspension (remainder of the year)
Appropriate Action Required Additional Bus or School Suspension commensurate with offense Implement Code of Student Conduct as Appropriate For students with disabilities, bus suspension is counted as a suspension from school if transportation is included as a related service on the IEP/504 Plan			

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 sanction.

Behavior or activity jeopardizing the safe operation of the school bus or interfering with the welfare of other vehicle occupants is prohibited. The school bus operator will report promptly and in writing to appropriate administrative staff any conduct appearing to require disciplinary action. After administrative staff evaluation, appropriate disciplinary action will follow. A copy of the misconduct report will be returned to the school bus operator. Generally, misconduct on a school bus will not deny a student access to the classroom. School suspension, including expulsion, will occur only in special cases of misconduct that warrant this type of action.

Video/Digital Cameras and Audio Recording Devices

Many school buses are now equipped with video/digital cameras and audio recording devices. These tools monitor the passenger area of the bus. As such, you could be subject to audio surveillance. The objective is to provide an important additional tool to assist the driver and administration in managing student conduct on school buses, an important safety consideration that benefits all.

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 sanction.

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.

1. At the Bus Stop	2. 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 10 minutes before the scheduled pickup. Do not sit in vehicles until the bus arrives. • Wait in a quiet and orderly manner and respect private property. • Stay on your side of the roadway controlled by the bus warning lights. • Where same side service is provided, you should not cross the roadway for any reason. Please remain at the designated school bus stop on the same side of the road where you live. • Be aware, cautious, and respectful of traffic. • Wait in a safe place, clear of traffic, and away from where the bus stops. 	<ul style="list-style-type: none"> • Remain at the waiting area until the bus comes to a complete stop. • Check traffic from all directions, then check again. • Before walking from the waiting area to the entrance of the bus be certain that the bus warning lights are activated and that all traffic in all directions has stopped. • When safe to board, do so promptly. • When boarding, be aware of and avoid the “danger zone,” the twelve foot area immediately surrounding the stopped school bus. • Be sure that you can see the bus driver’s eyes when in the vicinity of the school bus. • If crossing a street controlled by bus warning lights is necessary, cross promptly after checking that all traffic in all directions has stopped. Cross only in front of the bus. • Upon entering the bus proceed directly to an available or assigned seat.
3. On The Bus	4. 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, if one has been assigned by school bus personnel or school staff. • Stay seated while the bus is in motion; keep aisles and exits clear. • Carry-on items are limited to those that can be held in your lap only (including some musical instruments). • No hazardous materials, nuisance items, or animals are permitted on the bus. • Be respectful of the rights and safety of others. • Do not extend head, arms, or objects out of bus windows. • Appropriate use of electronic devices including, but not limited to, cell phones and tablets that does not jeopardize the safe operation of the bus or the safety of the bus occupants is permitted. • Remember that school rules apply to the school bus. For example, use or possession of tobacco, alcohol, and other drugs is not allowed. 	<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.