

HOME OF THE LIONS

**Student
and
Family
Handbook
2025
2026**



OMAHA PUBLIC SCHOOLS

**Wilson Focus
Elementary**

Multi-Tiered Systems of Support for Behavior (MTSS-B) is being implemented in all Omaha Public Schools and Programs.

The Omaha Public Schools implements Multi-Tiered Systems of Support for Behavior (MTSS-B) to promote student use of positive behavior. Through this framework, Omaha Public Schools has committed to providing staff with tools and resources to positively engage students and families through implementation of school-wide positive behavior interventions. These practices are designed to support safe and encouraging learning environments.

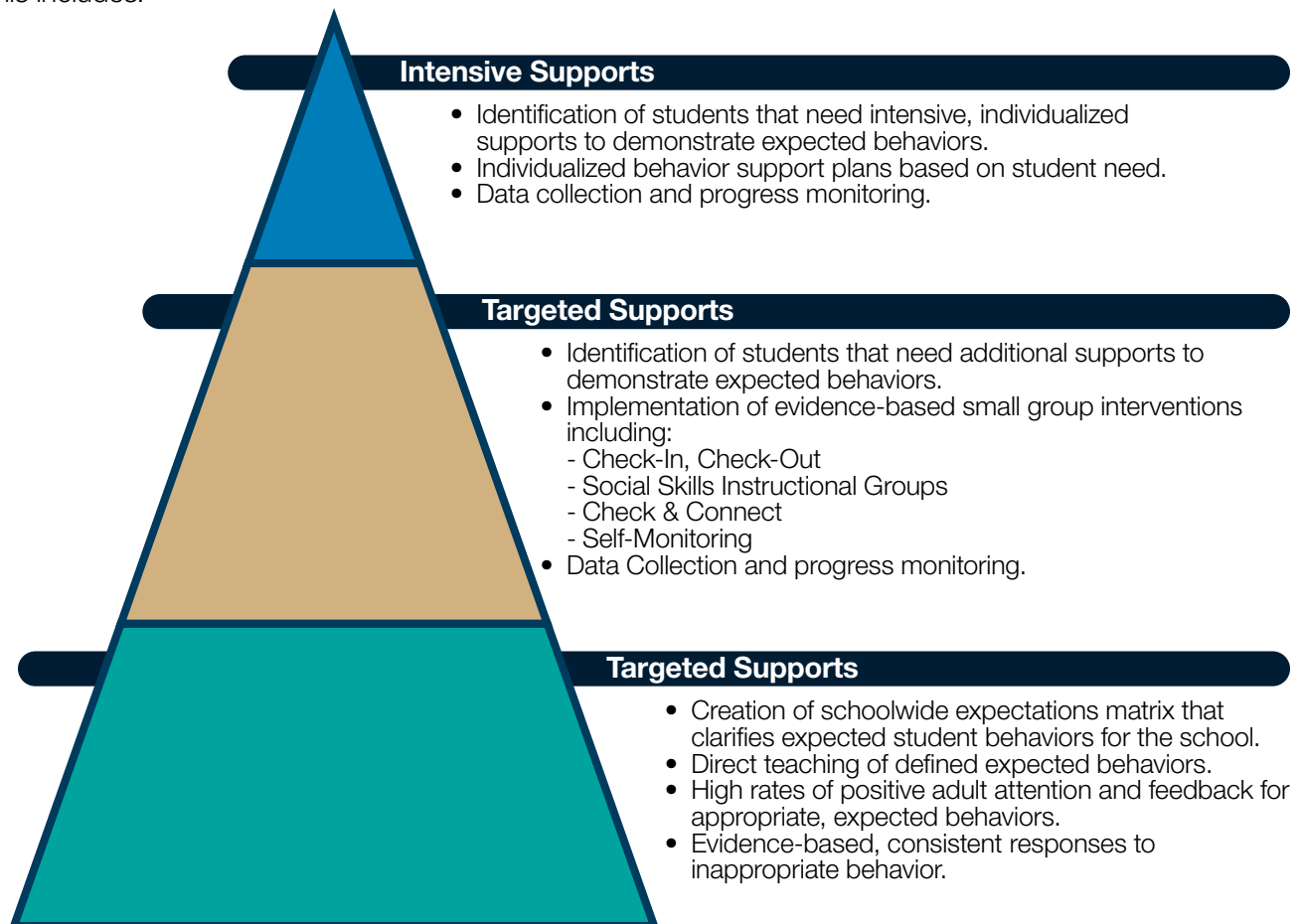
We believe that we cannot “make” students learn or behave. But we can create environments to increase the likelihood of positive behaviors occurring.

MTSS-B is a research-based, highly effective behavioral framework that is designed for teaching and reinforcing students’ social, emotional, and academic learning skills in order to sustain academic achievement and support the social, emotional, and behavioral well-being of students. Consistent implementation of MTSS-B leads to:

- Improved school climate;
- Reductions in major disciplinary infractions;
- Improved academic achievement;
- Improved concentration, positive social behavior, and emotional regulation.

Omaha Public Schools is committed to supporting students through behavior interventions and alternatives to exclusionary practices that require removal from the educational setting where the safety of the student and/or others is not of immediate concern.

MTSS-B utilizes consistent practices that have tiers of increasingly intensive supports, and in our schools, this includes:



Social Emotional Learning (SEL)

In addition to MTSS-B, Omaha Public Schools continues to support Social Emotional Learning (SEL) development through curriculum, strategies, and resources. SEL is defined by the Collaborative of Academic Social Emotional Learning (CASEL) as the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

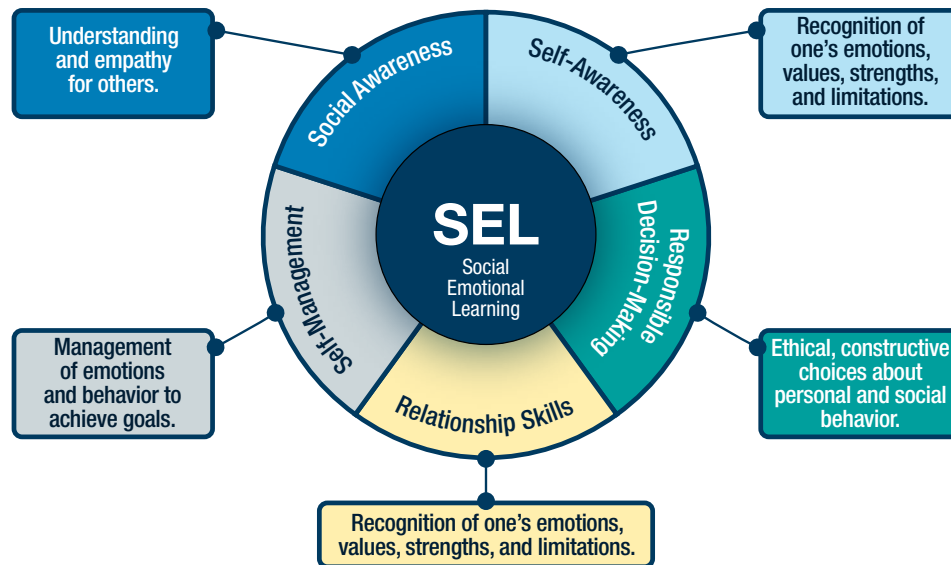
Within the Omaha Public Schools, our goal is to focus on CASEL's five SEL competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

SEL promotes knowledge, skills, and attitudes that support lifelong success and advance educational equity and excellence.

How do MTSS-B and SEL Align in all Omaha Public Schools and Programs?

MTSS-B and SEL are frameworks that work together to provide an ethic of care for students and promote success in students' academics, behavior, attendance, and overall well-being. Combined they create positive learning environments where students and staff are equipped with resources and skills for successful school communities.



If you would like more information about how MTSS-B and SEL are implemented in your school, contact the building principal.



Wilson Focus Elementary

Student and Family Handbook 2025–2026

5141 F Street / Omaha, Nebraska 68117–2807

531-299-2260 / www.ops.org/wilson

Mrs. Briana Larsen, Principal

This handbook is prepared to serve as a guide to Wilson Focus Elementary students. In it you will find the policies and procedures that are followed at Wilson. We hope that you will find this handbook a convenient reference during the school year.



Mission Statement

Omaha Public Schools prepares all students to excel in college, career, and life.

Vision Statement

Every student. Every day. Prepared for success.

Omaha Public Schools does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), marital status, sexual orientation, disability, age, genetic information, gender identity, gender expression, citizenship status, veteran status, political affiliation or economic status in its programs, activities and employment and provides equal access to the Boy Scouts and other designated youth groups. The following individual has been designated to accept allegations regarding non-discrimination policies: Superintendent of Schools, 3215 Cuming Street, Omaha, NE 68131 (531-299-9822). The following persons have been designated to handle inquiries regarding the non-discrimination policies: Director of Equity and Diversity, 3215 Cuming Street, Omaha, NE 68131 (531-299-0307).

Table of Contents

Daily Schedule (with Enrichment)	1
Our Mission.....	2
Our Vision	2
School	2
Cafeteria	2
Capstone Projects.....	2
Curriculum	2
Enrichment.....	3
Enrollment.....	3
Field Trips.....	3
Health Records	3
Homework.....	3
Items From Home	4
Library Books	4
Lost and Found	4
Parent/Community Participation – Parent Pride	4
Physical Education	4
School Improvement Planning	4
Student Health Rules and Medication Policy	4
Student Technology	5
Transportation	5
Treats.....	5
Use of Telephone	5
General School Rules	5
Combined District and School Title I Parent and Family Engagement Policy	7
Parent Right To Know Clause.....	8
Omaha Public Schools Wilson Focus Calendar 2025-2026	9

Omaha Public Schools District Handbook

Omaha Public Schools Code of Conduct

Welcome to Wilson Focus School

Wilson Focus School concentrates on Leadership through Technology and Communication. Everything from the curriculum to the school year has been studied and implemented to help ensure high student achievement and leadership skill-building. We are providing the best staff, environment, and resources to help your child reach their highest potential. We encourage you to take pride and interest in our school.

The purpose of this handbook is to help answer questions about the general operation of Wilson. After reading this book, we ask that you discuss your expectations with your child. Please impress upon your child the importance of sharing the following information with you:

- Daily assignments
- Notices of upcoming events
- Newsletters
- Assessment dates
- Digital Resource Usage

Children are more successful when they have the mutual support of their families, community, and school. By working together, we can help children develop to their fullest potential and make this a productive school year. Time invested in your child is time well spent. You can help your child by:

- Following the Three B's (Be Respectful, Be Responsible, Be Safe)
- Reviewing their homework and other school work
- Giving them a quiet place to do their work
- Ensuring they get a good night's sleep
- Getting them to school on time
- Making sure they attend school every day



Please contact us if you have any questions.
Sincerely, Wilson Focus Staff

Daily Schedule (with Enrichment)

- 7:40 a.m. Begin arriving and Breakfast
- 8:00 a.m. School Begins and Morning News
- 11:15 – 12:45 p.m. Recess and Lunch (Time varies by grade level)
- 3:30 p.m. Dismissal *on Enrichment days – dismissal will be at 4:30 p.m.
- 3:30 – 4:30 p.m. Enrichment

**Please refer to the Wilson Focus Enrichment Calendar for other days that may require a 3:30 p.m. dismissal time.*

- Notify the office by 3:00 p.m. if your child needs to change their dismissal plan. This is for safety purposes and eliminates confusion at dismissal.
- Arrival: Our building is open and students may arrive at 7:40 a.m. Prior to that time, we do not have supervision for students. Students may not be dropped off before 7:40 a.m.
- Students dropped off in the morning and needing breakfast should try to arrive no later than 7:45 a.m. to have time to eat by 8:00 a.m.
- After 8:00 a.m. students are considered late and will enter through the West Office door.

Absences

- If your child is ill, please do not send them to school and contact (531) 299-2260 or attendance e-mail.
- Provide notes from doctor, dentist, professional appointments to the school.
- Absences need to be communicated to the school to ensure safety of students and reasons for absence and late arrivals.
- Any uncommunicated absence is considered unexcused.
- Refer to Omaha Public Schools Article 5; Policy 5008. Legal Reference: Neb. Rev. Stat. 79-201 and 79- 209
- Automated call... notify us if you receive a call in error.

Our Mission

It is the mission of Wilson Focus School to help all children embrace diversity and cultivate learning through the use of leadership, technology, and communication. By broadening the vision of students, families, educators, and community we will create leaders who contribute to the global society.

– Focus School Staff

Our Vision

Our vision promotes leadership through technology and communication as a pathway to achieve academic excellence.

In order to achieve academic excellence, we believe in the:

- value of diversity,
- development of individual talents,
- partnerships between families, school, and community,
- importance of positive relationships, and
- use of effective and engaging instructional strategies.

These beliefs will empower the students of Wilson Focus School to be positive leaders reflective of the global society.

General Information

School

Wilson Focus School creates and teaches specific procedures for classrooms, common areas, cafeteria, playground, bus hallways, assemblies or speakers and the SRP. Students are expected to learn and follow these procedures with family support for safety and respect of themselves, others, and the school environment.

Cafeteria

Our cafeteria serves breakfast and lunch daily.

Eating at school with other students can be enjoyable and a learning experience for all. We expect our lunchroom atmosphere to be a pleasant, relaxing time for children. Children are permitted to visit quietly as they eat. We expect courtesy and respect shown to all school personnel who assist in the cafeteria. Children are expected to follow all cafeteria guidelines.

Children may bring their lunch and buy milk or eat a school lunch. Students bringing their lunch are asked not to bring pop. Students who purchase a school lunch are asked not to bring additional food or snacks.

Please feel free to come and enjoy lunch with your child. Please call school in advance.

Cafeteria Guidelines

1. We encourage students to taste everything. Children are not forced to eat everything.
2. Good manners and good eating habits are expected. Students are expected to be courteous to others.
3. Just as in all common areas, students are to follow the 3 Be's.

Capstone Projects

Wilson Focus School Staff believes in the power of project based learning and giving our students activities that will translate into the real world. Capstone projects have been designed for each grade level. The Capstone project is a cumulative project that is completed after the completion of many projects and experiences throughout the year. Rubrics are used to assess mastery, including a reflection piece in the areas of technology, leadership, and communication.

Curriculum

Wilson Focus School uses a Guaranteed and Viable Curriculum with embedded best practices.

Enrichment

At the Focus School enrichment is an important part of our day. Our students have the opportunity to attend special interest classes. We run four different sessions each year, so there are always different classes of interest. On enrichment days, students get a snack. Enrichments run from 3:30–4:30 p.m. Enrichment options range from physical activities to special interests and academics.

All school guidelines apply to enrichment and students may be dismissed from enrichment for failure to comply. Every effort is made to offer class choices with courses rotating each session to allow more availability. All courses offer students challenges & experiences to develop as well rounded students. Students not wanting to participate in enrichment may be picked up at 3:30 pm. Visit our website for a glimpse of the classes we have had so far at www.ops.org/wilson.

Enrollment

Nebraska statutes require each school district to keep a continuous census of pupils. Each parent or guardian is asked to complete and/or to update the following cards: (1) an individual student census card and, (2) a family census card naming all children in the family.

Parents are also asked to provide the following information: (1) report cards and all pertinent records from the previous school, (2) the child's birth certificate for new students. (a copy will be made by the school), (3) emergency dismissal information and, (4) information for a linguistic survey report.

Field Trips

Children will have the opportunity to move beyond the classroom and into the community for educational study trips. Permission slips for all field trips will be sent home. A parent or guardian must sign the permission slip in order for the child to participate in field trip experiences. Verbal permission will not be accepted over the telephone.

All bus rules apply to field trip experiences.

Health Records

Parents are asked to provide their child's history of immunizations, inoculations, communicable disease records and any other medical history information the school personnel should know about for their child. (See "Student Health and Medication Policy").

Homework

We recognize that our students have an extended day and we value the time they spend with their families. We encourage parents to build in time for reading and writing at home as well as time to complete work not finished at school.

Teachers will assign homework for important skills and concepts or when a student has not finished work within the allotted time. Set aside a time with no TV or loud music to give your child a calm work area.

We expect students to develop excellent study skills and work habits. When these habits are formed in the early school years, they will assist the student throughout life. Therefore, we expect each student to complete the daily assignments during school—ample time is allotted each day to successfully complete that day's assignments. Your child's teacher will notify you if incomplete work is a problem.

Any student who is absent is required to make up daily assignments missed in their classrooms.

Items From Home

Students are directed not to bring unnecessary items to school. Unnecessary items include, but are not limited to the following: toys, games, sporting equipment, radios, beepers, lasers, electronic games, trading cards, skates, shoe skates, iPods, mp3 players, and collectibles.

Students who bring these personal items to school do so at their own risk. If these items are lost, stolen or damaged, they will not be covered by the district's insurance or school district funds. Personal items will be confiscated by school staff if brought to school and will be held for the student's parent to pick up. If confiscated items are lost, stolen or damaged while in the school's possession, the school will not be responsible for replacement or repair of such items.

Money for lunch should be kept on the student. Keys should also be in a pocket.

Please make sure all coats, hats, books and bags have the name of the student written in them!

Library Books

Our Media Center is open to students during the week. Books should go home in a protective bag. Each child has the responsibility to be sure that library books are returned in good condition on the date due. Students will pay for books that are lost or damaged.

Lost and Found

If your child loses an article, the child should contact the office. It is a good idea to label articles (mittens, scarves, lunch sacks, thermos bottles, sweaters, gym shoes) with your child's name. The school is not responsible for lost items.

Parent/Community Participation – Parent Pride

We invite and encourage parents to join our parent/community organization, Parent Pride or get involved in the community. As a parent participates and becomes involved, the parent becomes better acquainted with the school staff and more informed about their child's education. There are many opportunities to volunteer either through active participation, giving time, or assisting with school events.

Physical Education

Students at Wilson School are required to participate in physical education classes. Any student unable to participate in this activity must bring a statement from their physician.

Physical Education is an integral part of all class schedules. For safety reasons, children are required to have gym shoes for these classes. Shoes should be marked with the child's name.

Extra shoes can remain at school so they are available when needed.

School Improvement Planning

All districts participate in school improvement planning. Each year we gather data and collect baseline information on where our students are achieving and areas for growth. We create academic achievement goals based upon our student data. We have goals in the areas of reading, math, attendance, and MTSS B.

Student Health Rules and Medication Policy

Health Inspections at School

The health office keeps updated health records for every student. The secretary/nurse should be notified of any medical appointments or health concerns.

The school nurse conducts a weight and height measurement for each student annually. Vision screening tests, dental inspections and/or hearing tests are given at selected grade levels or upon request. Parents are notified of any concerns. Watch for more info in the Newsletter.

Illness and Accidents at School

If a student complains of not feeling well and his/her temperature is 100 degrees or higher, the child will be sent home as soon as proper arrangements are made. Also, students who appear to have a contagious disease or rash may be sent home with a request for verification of the illness by a physician.

In case of an accident at school, emergency first aid will be administered and parents will be notified. If parents cannot be contacted, a person listed on the emergency contact card will be called.

Student Technology

Each student is assigned a device, owned by Omaha Public Schools, and will learn proper care and use, which includes ONLY using the Ipad for school assigned work and keeping it safe from damage. All students and families are required to sign a technology agreement for care and expectations for the use of a school device. Insurance is offered at a minimal cost, and highly recommended in the event of damages. The device is expected to be charged and ready for use daily. One charger is supplied, and replacements are the responsibility of the family. Misuse of devices may result in confiscation of the device with alternate assignment completion.

As with textbooks and other supplies, students are responsible for taking care of all supplies provided for their use. Due to our technology focus, students will also use other types of media including, but not limited to: cameras; digital video recorders; Apple TV; document cameras, etc. with the same expectations of proper use.

Transportation

The north parking lot is the bus loading and unloading zone and parking in this area is not to be used during arrival and dismissal. Always enter the parking lot at the west entrance and exit the lot at the north. The south parking lot is available for visitors to avoid disruption of bus flow. This allows for safety first and smooth flow of traffic.

Treats

Children are **not** to bring treats from home unless they are approved by the teacher and commercially prepared and individually wrapped.

Use of Telephone

Messages for students may be taken when there is an emergency. Students are not called to the phone since office phones are in use for school business. Students may use the phone for emergencies, not to take care of routine matters. We ask staff to return calls when they have planning time or before and after school. Cellular phones may only be used with permission from an administrator and should be turned off while on school premises and stored in their locker.

General School Rules

Action by the State Legislature requires that rules or standards which form the basis for discipline be distributed to all students and their parents. The information outlined in this handbook provides notification of policies and procedures in carrying out this state law.

We believe that a child learns best when he/she is happy and in an atmosphere of courtesy, safety, caring, respect, and discipline. The reasonable guidelines for student behavior which follow have been established to help students to develop an increasing amount of self-discipline. The guidelines apply in the classroom, in the school building, on the school grounds, at all school functions, and on the bus.

In order to guarantee your child and all the students at the Wilson Focus School have an appropriate climate for learning, social skills and problem solving activities will be discussed, taught, and reinforced.

Multi-Tiered Systems of Support for Behavior (MTSS-B) is a problem solving framework for improving behavior in our school. With consistent implementation, MTSS-B:

- Improves school climate
- Reduces aggressive behavior
- Reduces major disciplinary infractions
- Improves pro-social behavior and emotional regulation
- Improves academic achievement
- Enhances the perception of organizational health and safety
- Reduces teacher reports of bullying behavior and peer rejection

The MTSS-B team works with students and staff to design a matrix of behavioral expectations and then frequently teaches the expectations to all students.

When students are meeting expectations, they earn positive reinforcements. Our goal is to frequently teach, practice, and acknowledge expected behavior to make our students welcoming and productive.

Our plan for students includes many success practices, and class meetings to build skills in solving problems. The plan will empower students to use these skills as life tools to benefit both themselves and the society in which they live.

Skills students are expected to develop include listening, following directions, completing assignments, accepting consequences, setting goals, managing anger, and using self-control.

Recent actions by the State Legislature requires that general rules of standards which form the basis for discipline be distributed to all students and their parents. Wilson Focus School's guidelines for student behavior include:

- 1. Students are to behave in a manner that allows other students to learn. Behavior that distracts students or the teacher is not appropriate.**
- 2. Students are to keep hands, feet, mouth, and objects to themselves.**
- 3. Students are to avoid using profanity or other inappropriate language.**
- 4. Students are to behave in the cafeteria in a manner that allows others present a pleasant atmosphere in which to eat.**
- 5. Students are to be cooperative with Safety Patrol and Fire Patrol members.**
- 6. Students are to dress in a reasonable manner that does not distract others from learning. (Printed wording or pictures on clothing that advertise or promote alcohol, drugs, tobacco or carry derogatory connotations are prohibited.)**
- 7. Students are to be prompt and consistent in their school attendance. See ATTENDANCE Section.**
- 8. Students absent from school without their parent's knowledge will be considered truant and appropriate actions will be taken.**
- 9. Students are not to bring gum, candy, pop, or other food unless specifically directed to do so by a teacher/school.**

In addition, State Law and Board of Education policy strictly prohibits students from having tobacco products, alcoholic beverages, drugs or weapons at school. **Possession of anything that could potentially hurt someone, such as knives of any kind, throwing stars, guns, darts, tools, fireworks, matches, lighters, lasers, or explosives will result in automatic out-of-school suspension or reassignment.**

Combined District and School Title I Parent and Family Engagement Policy

Omaha Public Schools intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, *Section 1116(a -f) ESSA, (Every Student Succeeds Act) of 2015.*

In General

The written District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
 - Back to School Night
 - School Open House
 - Title I Annual Parent Meeting
 - Curriculum Night
 - Parent-Teacher Conferences
 - Reading Night
 - Math Night
 - STEAM/STEM Night
 - Family Game Night
 - PTA/PTO – meetings & activities
- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
 - The student handbook
 - Curriculum Night
 - Parent-Teacher Conferences
 - Standardized Tests results
 - Progress reports & report card
- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand
 - The student handbook
 - Curriculum Night
 - Parent-Teacher Conferences
 - Standardized Tests results
 - Progress reports & report card
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.
- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.
 - Summer Reading Program
 - College and Career Academies and Pathways Night with The Empowerment Network

Parent Right To Know Clause

At the beginning of the school year, any District that accepts Title I, Part A funding must notify parents that they can request information regarding their child's teacher and his/her qualifications, including certification and endorsements. Parents can also request information about paraprofessionals working with their children.

Wilson Focus Student and Family Handbook 2025-2026

Principal, Briana Larsen

Guidelines for Success Lion Pledge

I pledge to do my very best every day in every way. To be respectful, responsible, and safe. To make our school no place for hate. Showing true lion pride. ROAR!

Three Bes

Be respectful

Be responsible

Be safe

Pride Powers

Students are recognized with a Pride Power at school for meeting and exceeding the expectations. Pride Powers are turned for prizes throughout the school year. Our students enjoy earning Pride Powers!

Lion Leaders

Each month we recognize students as Lion Leaders who follow the Three Bes and honor the Lion Pledge.

Emergency Protocol Practice

So that we can be prepared in an emergency, our staff and students practice each of the emergency responses within the Standard Response Protocol.

Wilson Focus Elementary 2024-2025 Calendar

Independence Day July 4
Wilson Focus Elementary First Student Day August 5
 No School for Wilson Students August 9
 Labor Day – No School for All Students September 2

WILSON ENRICHMENT SESSION #1

Tuesday, Wednesday, and Thursday / September 3 through October 31

No School for Wilson Students September 23-27
 No School for All Students October 4

ELEMENTARY CONFERENCES ARE THE WEEK OF OCTOBER 21

No School For Elementary Students – October 24 & 25

Two Hour Late Start For All Students October 29

No School for All Students November 5

WILSON ENRICHMENT SESSION #2

Tuesday, Wednesday, and Thursday / November 12 through January 23

No School for All Students November 25-26

Thanksgiving Recess. November 27-29

No School for All Students December 20

Winter Recess December 23-January 2

No School for All Students January 3

Martin Luther King Jr. Day – No School for All Students January 20

Two Hour Late Start For All Students January 28

WILSON ENRICHMENT SESSION #3

Tuesday, Wednesday, and Thursday / January 28 through April 3

No School for All Students February 14

Presidents Day. February 17

ELEMENTARY CONFERENCES ARE THE WEEK OF FEBRUARY 24

No School For Elementary Students – February 27 & 28

No School for Wilson Students March 10-14

Spring Recess March 17-21

No School for All Students March 28

Two Hour Late Start For All Students April 1

WILSON ENRICHMENT SESSION #4

Tuesday, Wednesday, and Thursday, April 8 through May 22

No School for All Students April 18

No School for All Students April 21

No School for Wilson Students May 23

Memorial Day. May 26

Wilson Focus Elementary Last Student day. June 17

Juneteenth - No School. June 19

Wilson Dismissal is at 3:30 pm

Wilson Dismissal on Enrichment Days is at 4:30 pm

July 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

September 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

March 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October 2024

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

November 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2025

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

December 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2025

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Omaha Public Schools Board of Education

Spencer Head, President

Ricky Smith, Vice President

Tracy Casady

Jane Erdenberger

Bri Full

Shavonna L. Holman, Ed.D.

Matthew J. Ray, Interim Superintendent

Margo Juarez

Nancy Kratky

Nick Thielen



Omaha Public Schools does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), marital status, sexual orientation, disability, age, genetic information, gender identity, gender expression, citizenship status, veteran status, political affiliation or economic status in its programs, activities and employment and provides equal access to the Boy Scouts and other designated youth groups. The following individual has been designated to accept allegations regarding non-discrimination policies: Superintendent of Schools, 3215 Cuming Street, Omaha, NE 68131 (531-299-9822). The following persons have been designated to handle inquiries regarding the non-discrimination policies: Director of Equity and Diversity, 3215 Cuming Street, Omaha, NE 68131 (531-299-0307).

Omaha Public Schools Student Code of Conduct

2025-26 School Year

*Every student.
Every day.
Prepared for
SUCCESS.*



Parent(s)/Guardian(s) and Students

We ask that you take time to sit down together and read through these guidelines.

Please note the behaviors that may result in an administrative response.

Contents

Multi-Tiered Systems of Support for Behavior (MTSS-B) is being implemented in all Omaha Public Schools and Programs.....	1	False Allegations Against Staff	
Social Emotional Learning (SEL).....	2	Fighting, Serious	
How do MTSS-B and SEL Align in all Omaha Public Schools and Programs?	2	Harassment	
Early Childhood Education.....	5	Sexual Harassment	
Early Childhood Practices.....	5	Public Indecency	
Behavior Violations and Response Levels.....	6	Theft	
Behavior Response Guidelines for Grades PK-2	6	Threats or Intimidation	
Behavior Response Guidelines for Grades 3-6	6	Unlawful Activity	
Level 1 Leveled Interventions and Responses	7	LEVEL 4 Leveled Interventions and Responses	13
Level 1 Violations	8	Level 4 Violations	14
Cheating or Plagiarizing		Arson	
Classroom Disruption/Other Behavior Disruptive to the School Environment		Assault with Injury (Intentional)	
Disrespectful to Adults/Others		Distribution	
Engaging in Verbal Conflict		False Alarm/Bomb Threat	
Excessive Tardies/Hall Sweep		Firearm	
Failure to Serve Detention		Sexual Assault	
Misuse of Pass/Out of Area		Weapon (other than firearm)	
Inappropriate Clothing		Glossary.....	15
Inappropriate Language		Level 1 Violations.....	15
Insubordination/Non-Compliance with Behavioral Expectations		Level 2 Violations.....	15
Non-compliance with Cell Phone/Personal Electronic Device Expectations		Level 3 Violations.....	17
Parking, Unauthorized		Level 4 Violations.....	20
Truancy		Intervention and Response Terms	22
Level 2 Leveled Interventions and Responses	9	Additional Information	23
Level 2 Violations	10	Behavior Rules For Conduct Occurring Off School Grounds – OPS Policy 5103	23
Absence or Tardiness, Excessive		Behavior Rules For Participants In Extracurricular Activities – OPS Policy 5104	23
Bus Misconduct		Behavior Expectations For Students In Remote Learning Environments.....	24
Careless Driving		Behavior Expectations For Students Receiving District-Provided Transportation	24
Exposure to Bodily Fluid		Book Bags And Personal Items.....	25
Fighting, Less Serious		Dress And Personal Appearance	25
Misuse of Computers, Digital Devices, or Network		Make-Up Work During Suspension	25
Possession of Obscene or Pornographic Literature, Materials, or Electronic Images		Misconduct Between Semesters Or Between School Years.....	25
Reckless Behavior		No Trespassing/Ban And Bar Warning And Restriction.....	25
Reckless Behavior Resulting in Personal Injury		Personal Cell Phone/Personal Electronic Device Guidelines For Students.....	25
Refusal to Cooperate with School Administrative Staff		School Exclusion And Due Process Rights	26
Tobacco and Vapor Devices, Use of		School Resource Officers (Sro).....	27
Trespassing		Student Searches – OPS Policy 5406 Search And Seizure	27
Unauthorized Entry		Secret Organizations	28
Unauthorized Use of Camera, Video Device, Personal Device that Attaches to School/District Network, Cell Phone or Recording Device		Student Attendance	28
Vulgarity/Profanity		Student Signature Of Receipt Of School Rules	28
Level 3 Leveled Interventions and Responses	11	Next Level Learning (Summer School) And Due Process	28
Level 3 Violations	12	Surveillance Cameras – Students.....	29
Assault, No Injury		Tobacco, Alcohol, Drugs	29
Bullying		Unauthorized Visit To Other Campuses.....	29
Damage to School, Staff or Student Property			
Drugs, Possession or Under the Influence			

Multi-Tiered Systems of Support for Behavior (MTSS-B) is being implemented in all Omaha Public Schools and Programs.

The Omaha Public Schools (OPS) implements Multi-Tiered Systems of Support for Behavior (MTSS-B) to promote student use of positive behavior. Through this framework, OPS has committed to providing staff with tools and resources to positively engage students and families through implementation of school-wide positive behavior interventions. These practices are designed to support safe and encouraging learning environments.

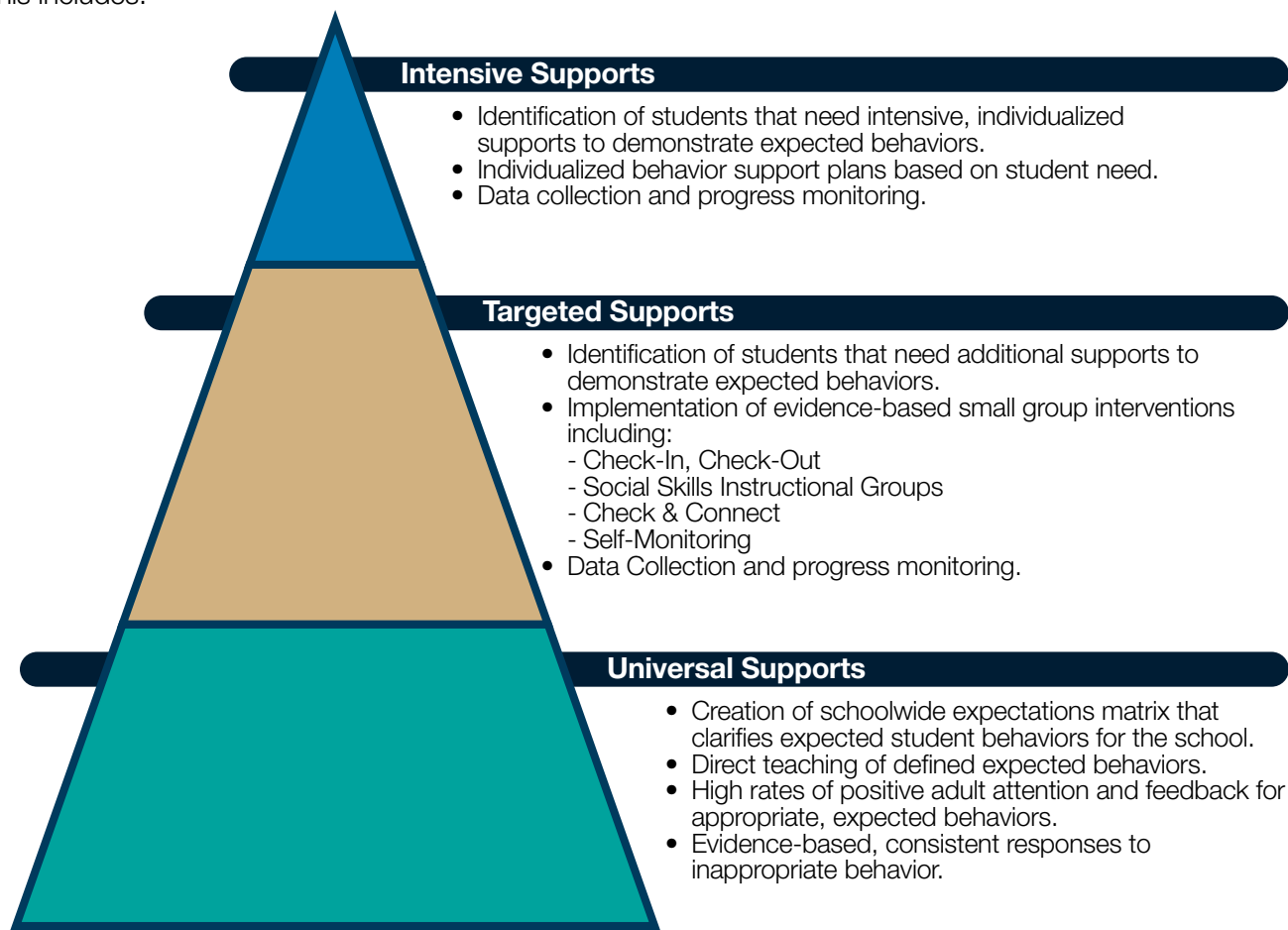
We believe that we cannot “make” students learn or behave. But we can create environments to increase the likelihood of positive behaviors occurring.

MTSS-B is a research-based, highly effective behavioral framework that is designed for teaching and reinforcing students’ social, emotional, and academic learning skills in order to sustain academic achievement and support the social, emotional, and behavioral well-being of students. Consistent implementation of MTSS-B leads to:

- Improved school climate;
- Reductions in major disciplinary infractions;
- Improved academic achievement;
- Improved concentration, positive social behavior, and emotional regulation.

OPS is committed to supporting students through behavior interventions and alternatives to exclusionary practices that require removal from the educational setting where the safety of the student and/or others is not of immediate concern.

MTSS-B utilizes consistent practices that have tiers of increasingly intensive supports, and in our schools, this includes:



Social Emotional Learning (SEL)

In addition to MTSS-B, Omaha Public Schools continues to support Social Emotional Learning (SEL) development through curriculum, strategies, and resources. SEL is defined by the Collaborative of Academic Social Emotional Learning (CASEL) as the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

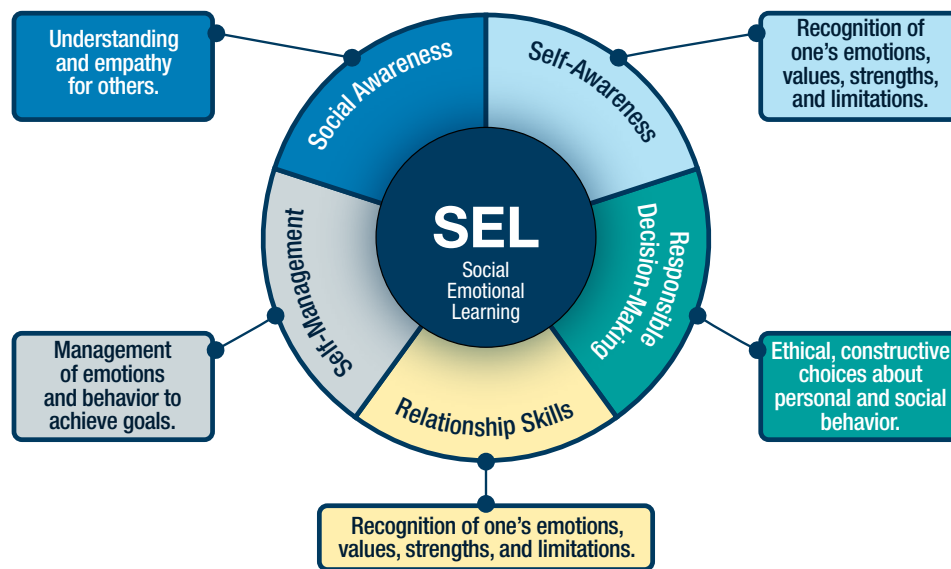
Within the Omaha Public Schools, our goal is to focus on CASEL's five SEL competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

SEL promotes knowledge, skills, and attitudes that support lifelong success and advance educational equity and excellence.

How do MTSS-B and SEL Align in all Omaha Public Schools and Programs?

MTSS-B and SEL are frameworks that work together to provide an ethic of care for students and promote success in students' academics, behavior, attendance, and overall well-being. Combined they create positive learning environments where students and staff are equipped with resources and skills for successful school communities.



If you would like more information about how MTSS-B and SEL are implemented in your school, contact the building principal.

Expectations for Stakeholders

The Student Is Expected to:

1. Behave in a Respectful, Responsible, and Safe manner;
2. Abide by expectations, guidelines, rules and regulations established by the School and District;
3. Attend school daily on time; and
4. Adhere to a high personal standard of academic effort and achievement.

The Parent(s)/Guardian(s) Are Expected to:

1. Set an example of respecting the worth of other persons;
2. Review school expectations, guidelines, rules and regulations with student and family members;
3. Collaborate with school officials;
4. Seek help from school and community agencies when necessary to support a student's achievement;
5. Inform school officials of concerns relative to student needs; and
6. Make sure the student attends school daily on time.

The Teacher is Expected to:

1. Treat each child with dignity and respect;
2. Teach and positively reinforce the **Student Code of Conduct**;
3. Review the school expectations, procedures, and routines with students;
4. Establish and maintain an atmosphere of high achievement and appropriate behavior in the learning environment;
5. Communicate with students and parent(s)/guardian(s) regularly about student behavior and academic progress; and
6. Report frequent student misbehavior promptly to appropriate school personnel, and report immediately any misbehavior that will or may result in expulsion or suspension.

The Principal Is Expected to:

1. Establish school expectations, procedures, and routines in conjunction with staff, school and district policy and procedures.
2. Communicate school expectations, procedures, and routines as well as the **Student Code of Conduct** to parent(s)/guardian(s), staff, and students;
3. Consistently enforce school expectations and the **Student Code of Conduct**; and
4. Collaborate with parent(s)/guardian(s), in conjunction with the teacher, regarding student behavior problems.

The Board of Education and Central Office Administration are Expected to:

1. Establish school district policy relative to student behavior and discipline; and
2. Train and support school administrators in appropriate application of the **Student Code of Conduct**.

The Community Is Expected to:

1. Maintain a standard of conduct for adults, youth, and children that fosters appropriate behavior;
2. Cooperate with and support the Board of Education and school personnel in the enforcement of the **Student Code of Conduct** and school expectations, procedures, and routines; and
3. Provide educational and recreational opportunities to allow for the development of appropriate student behavior.

Omaha Public Schools **STUDENT CODE OF CONDUCT**

The Board of Education believes school is an appropriate setting for all children and youth. The **Student Code of Conduct** is designed to support this concept by developing, through reasonable and consistent practices, appropriate student behavior patterns. Those behaviors and disciplinary actions set forth in the **Code** are designed to serve as learning experiences for students.

The **Student Code of Conduct** includes those behaviors having disciplinary actions and/or intervention strategies that shall be carried out by the school building administrators. The **Code** applies to conduct on school grounds, in remote learning environments, on Omaha Public Schools owned computers and digital devices, in a vehicle owned, leased or contracted by a school or the district being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or designee or at a school-sponsored activity or athletic event.

Compliance with the **Student Code of Conduct** is expected of all students. This **Student Code of Conduct** applies to all students attending the Omaha Public Schools. School administrators will consider student age and grade level among other factors when assigning disciplinary actions.



Early Childhood Education Interventions & Responses

This list of Interventions is not intended to be exhaustive, nor will every OPS school have access to each intervention listed. School staff will seek to implement the intervention(s) that seem to most effectively support positive behavior for the specific student under the specific circumstances.

Early Childhood Practices

One of the purposes of early childhood education is to assist students in developing appropriate social-emotional skills. For many students, this may be their first experience in a structured setting and they may need greater support in meeting social-emotional expectations. What may be perceived as inappropriate behavioral choices may be a deficit in executive functioning and self-regulation or could be due to toxic stress or an unmet need, e.g., hunger, sleep, feelings of safety and security. Young children need to practice, be taught and then practice self-regulation to develop memory, attention and self-control in environments where adults scaffold the child's practice of these skills. Social skill development must be embedded throughout the daily routine and throughout the entire school year to ensure generalization. The focus is on developing appropriate skills rather than punishing for inappropriate behaviors. According to Nebraska state statute, suspension from school is not an appropriate behavior intervention for early childhood students. Please contact the Early Childhood Coordinator for additional resources.

Early Childhood student interventions aim to teach alternative behavior, so students can learn and demonstrate safe, respectful and responsible behavior. Staff members are encouraged to try a variety of teaching and classroom management strategies which may include, but are not limited to:

- Collaborate with the student's family to discuss student strengths and strategies that are successful in the home environment and develop a communication system between home and school.
- Create and maintain stable relationships among students and staff.
- Develop social connections through play.
- Establish routines and predictability using visual schedules.
- Consistently use visual supports and modeling to teach social skills.
- Teach students how to cope with stress and self-regulate when they are overwhelmed.
- Teach students the appropriate language to meet their needs.
- Use positive language in a calm tone when redirecting students so they know what is expected (e.g., "please walk" rather than "don't run").
- Consistently reinforce the positive behaviors of the student, which will reduce the negative behaviors displayed.
- Consider sensory needs and strategies (e.g., fidget toys, alternative seating, options for quiet areas in the classroom, etc.).
- Implement reinforcement systems for individual students or for the entire class.
- Collaborate with early childhood support staff, including Special Education, regarding strategies.
- Consult the building school psychologist for additional support.
- Schedule a SAT/IEP meeting to address concerns and strategies.
- Contact Kid Squad for classroom support and/or family support.
- Consider the MANDT Crisis Cycle for additional student support.
- Develop a behavior plan.

Behavior Violations and Response Levels

The **Student Code of Conduct** is organized around descriptions of “levels” of behavior violations and “levels” of interventions and response. **Violations** are organized by categories ranging from classroom managed behaviors to more serious incidents that may require an administrative response. Applying a **Leveled Intervention and Response** to behavior violations supports a teaching and learning approach to managing behavior in our schools. School Administration considers the least restrictive resolutions to managing behavior violations.

When determining a resolution for a behavior violation of the **Student Code of Conduct**, school administration will consider:

- the age and experience of the student;
- the developmental level of the student;
- the student’s intent;
- the severity of the circumstances;
- the impact of disruption to the school environment (including behavior after the initial incident);
- the repeated nature of the situation (if applicable); and
- other mitigating factors

Interventions that may be applied to address behavior are indicated in a chart on the page after the violation descriptions on the following pages. Interventions indicated are **response guidelines**, and school administration may apply a more or less severe resolution depending on the situation. Please note those violations that may result in an expulsion from school.

<p>Level 1 interventions aim to teach alternate behavior so students can learn and demonstrate safe, respectful and responsible behavior. Staff are encouraged to try a variety of teaching and classroom management strategies.</p>	<p>Level 2 interventions often involve support staff, both school-based and within the community, and/or the administrator. These interventions aim to increase the student’s skills, positive view of schooling, and positive experience at school so that misbehavior is less likely to continue or escalate.</p>
<p>Level 3 violations may involve the short-term removal of a student from the school environment due to the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as possible while adequately addressing the behavior. In the case of repeated need for suspension, a plan of support (e.g. Early Intervention Plan, Student Assistance Team, MTSS-B Tier II or III Intervention, Community Resources) should be implemented.</p>	<p>Level 4 violations have the potential to significantly impact the safety of the school environment. These violations may result in the removal of a student from the school environment due to the severity of the behavior. Such violations may involve the mandatory reassignment or expulsion of a student to another school or to an alternative program that will provide additional structure to teach appropriate behavior.</p>

Behavior Response Guidelines for Grades PK-2

Except in situations where the student brings a deadly weapon to school elementary school staff shall not suspend the student in pre-kindergarten through 2nd grade.

Young children need to be taught and then practice self-regulation to develop memory, attention, and self-control skills necessary for the learning environment. If a pre-K through second grade student must be removed from the classroom, they will work in the school with staff and resources to practice and develop skills to support a return to the classroom environment.

Behavior Response Guidelines for Grades 3-6

If a student in grades 3-6 must be removed from the school environment, the following short-term suspension guidelines are recommended (per event):

- 3rd and 4th Grade: 3-day maximum
- 5th and 6th Grade: 4-day maximum

There may be circumstances when it is necessary and appropriate to exceed these guidelines. Final decisions regarding length of suspension will be made by the Principal. For students in grades PK-6, expulsion will not be a consequence for a violation of the **Student Code of Conduct** except in cases of knowingly and intentionally possessing a firearm.

The **Student Code of Conduct** is a resource for teaching expectations and rules, rationales, and possible consequences for violations. It is designed with four levels of violations and four levels of administrative responses.

LEVEL 1

Interventions & Responses

This list of Interventions is not intended to be exhaustive, nor will every OPS school have access to each intervention listed. School staff will seek to implement the intervention(s) that seem to most effectively support positive behavior for the specific student under the specific circumstances.

Level 1 interventions aim to teach alternative behavior so students can learn and demonstrate safe, respectful and responsible behavior. Staff members are encouraged to try a variety of teaching and classroom management strategies which may include, but are not limited to:

- Parent(s)/guardian(s) conference or contact made
- Parent(s)/guardian(s) accompany student to school
- Implementation of classroom Multi-Tiered Systems Support for Behavior (MTSS-B):
 - Expectations established and taught
 - Positive rapport/relationship
 - Re-teaching, prompting, feedback
 - Effective classroom supervision
- Verbal correction
- Collaborative Problem Solving
- Written reflection or apology
- Seat change
- Behavior card
- Functional Behavior Assessment (FBA)
- In-class time-out
- Establish Buddy Teacher/Classroom system
- Positive referral
- Loss of classroom privileges
- Teacher or student conference
- Detention
- Classroom contribution/service
- Skills Teaching/Social Emotional Learning
- Student Success Center (SSC)/Positive Action Center (PAC)

Leveled Interventions and Responses

<p>Level 1 interventions aim to teach alternate behavior so students can learn and demonstrate safe, respectful and responsible behavior. Staff are encouraged to try a variety of teaching and classroom management strategies.</p>	<p>Level 2 interventions often involve support staff, both school-based and within the community, and/or the administrator. These interventions aim to increase the student's skills, positive view of schooling, and positive experience at school so that misbehavior is less likely to continue or escalate.</p>
<p>Level 3 violations may involve the short-term removal of a student from the school environment due to the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as possible while adequately addressing the behavior. In the case of repeated need for suspension, a plan of support (e.g. Early Intervention Plan, Student Assistance Team, MTSS-B Tier II or III Intervention, Community Resources) should be implemented.</p>	<p>Level 4 violations have the potential to significantly impact the safety of the school environment. These violations may result in the removal of a student from the school environment due to the severity of the behavior. Such violations may involve the mandatory reassignment or expulsion of a student to another school or to an alternative program that will provide additional structure to teach appropriate behavior.</p>

Level 1 Violations	Level 1	Level 2	Level 3	Level 4	Administrative Response
Cheating or Plagiarizing Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests, and using the ideas or writings of another person	•	•			
Classroom Disruption/Other Behavior Disruptive to the School Environment	•	•			
Disrespectful to Adults/Others Using words or actions that are impolite or indicate a lack of respect or courtesy	•	•			
Engaging in Verbal Conflict Disrupting the school environment by engaging in a loud argument that includes disparaging comments or discussion of potential physical conflict	•	•			
Excessive Tardies/Hall Sweep Arriving late to class excessively, as determined by individual school procedures or is caught in the hallway by school staff after the tardy bell has rung	•	•			There will be no out-of-school suspension for attendance infractions; OPS attendance policy will be followed
Failure to Serve Detention Student does not serve an assigned detention, whether it is scheduled during the school day or after school hours	•	•			
Misuse of Pass/Out of Area Student is out of the assigned area during the school day, uses a hall pass in a way not intended by the issuer	•	•			
Inappropriate Clothing Attire promoting violence, drugs, alcohol, profanity, obscenity or hate speech is not acceptable at school. See Dress and Personal Appearance, page 25	•				
Inappropriate Language Using inappropriate words or topics of conversation in school	•				
Insubordination/Non-Compliance with Behavioral Expectations Failure to comply with the instructions of school staff when current behavior prevents success of the student or impacts learning	•	•	•		
Non-compliance with Cell Phone/Personal Electronic Device Expectations Failure to comply with district expectations regarding use of cell phones and Personal Electronic Devices, necessitating an administrative response See Cell Phone/PED Guidelines for Students, page 26	•	•			
Parking, Unauthorized Parking in an unauthorized area on school property	•				
Truancy Neither the family nor school officials know the student's whereabouts or the student is refusing to attend school or class	•	•			There will be no out-of-school suspension for attendance infractions; OPS attendance policy will be followed

For more information on Repeated Violations, see page 14; for information regarding level of response, see page 6.
Full definitions for all violations can be found in the Glossary, beginning on page 15.

LEVEL 2

Interventions & Responses

This list of Interventions is not intended to be exhaustive, nor will every OPS school have access to each intervention listed. School staff will seek to implement the intervention(s) that seem to most effectively support positive behavior for the specific student under the specific circumstances.

Level 2 interventions often involve the family, support staff, both school-based and within the community, and/or the administrator. These interventions aim to increase the student's skills, positive view of schooling, and positive experiences at school so that misbehavior is less likely to continue or escalate.

Short-term suspension may be applied due to the severity or chronic nature of an individual behavior. In cases of multiple infractions, an assistance plan such as a Behavior Intervention Plan (BIP) may be developed.

Interventions for Level 2 Violations may include, but are not limited to:

- Level 1 Interventions
- Parent/guardian collaboration (a parent/guardian meeting is a mandatory element of response to chronic Level 2 misbehavior)
- School or Community Counselor support
- Change in schedule or class
- House Call
- Consultation with School Psychologist
- Social Worker
- Mentoring
- Peer mediation
- Referral to School-based Health Centers
- After-school program
- Service to School/Service to Community
- Conflict resolution
- Loss of school privileges
- Temporary removal from the bus
- Revision of Individual Educational Plan (IEP)/504 Plan
- Referral to community agency
- Late School
- Saturday School
- Student Success Center (SSC)/Positive Action Center (PAC)
- Additional restorative practices that teach desired behaviors and repair the relationship

Leveled Interventions and Responses

<p>Level 1 interventions aim to teach alternate behavior so students can learn and demonstrate safe, respectful and responsible behavior. Staff are encouraged to try a variety of teaching and classroom management strategies.</p>	<p>Level 2 interventions often involve support staff, both school-based and within the community, and/or the administrator. These interventions aim to increase the student's skills, positive view of schooling, and positive experience at school so that misbehavior is less likely to continue or escalate.</p>
<p>Level 3 violations may involve the short-term removal of a student from the school environment due to the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as possible while adequately addressing the behavior. In the case of repeated need for suspension, a plan of support (e.g. Early Intervention Plan, Student Assistance Team, MTSS-B Tier II or III Intervention, Community Resources) should be implemented.</p>	<p>Level 4 violations have the potential to significantly impact the safety of the school environment. These violations may result in the removal of a student from the school environment due to the severity of the behavior. Such violations may involve the mandatory reassignment or expulsion of a student to another school or to an alternative program that will provide additional structure to teach appropriate behavior.</p>

Level 2 Violations	Level 1	Level 2	Level 3	Level 4	Administrative Response
Absence or Tardiness, Excessive In accordance with Student Attendance Policy 5008, school staff will intervene when a pattern of attendance emerges that is concerning or seems counter to the student's continued school success	•	•			There will be no out of school suspension for attendance infractions; OPS attendance policy will be followed
Bus Misconduct Activity on the bus which is unsafe; refusal to follow directions of the driver or aide	•	•			
Careless Driving Driving on school grounds carelessly or without due caution so as to endanger a person or property		•			
Exposure to Bodily Fluid Intentionally creating or attempting to create an exposure to bodily fluids, including but not limited to, spitting, throwing, wiping, or otherwise dispersing bodily fluids on or to another person for any reason		•	•	•	Law enforcement may be contacted
Fighting, Less Serious Mutual physical combat that does not result in injury or a substantial disruption to the school environment, other than the disruption of the fight itself		•	•		
Misuse of Computers, Digital Devices, or Network Creation or access of inappropriate material; vandalizing; gaining or attempting to gain unauthorized access; using computers, digital devices or networks for harassing or threatening or other non-educational purpose * see full definition in Glossary	•	•	•		Law enforcement may be contacted
Possession of Obscene or Pornographic Literature, Materials, or Electronic Images The possessing, taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise		•	•		Law enforcement may be contacted
Reckless Behavior Recklessness involves the creation of an unjustifiable risk of harm to others and a conscious (and sometimes deliberate) disregard for or indifference to that risk, resulting in substantial disruption	•	•	•		
Reckless Behavior Resulting in Personal Injury Recklessness involves the creation of an unjustifiable risk of harm to others and a conscious (and sometimes deliberate) disregard for or indifference to that risk resulting in personal injury		•	•	•	
Refusal to Cooperate with School Administrative Staff A student, who has already been sent to the office for misbehavior, continues to fail to comply with directions from staff		•	•		
Tobacco and Vapor Devices, Use of To include students found to be in use of tobacco, vapor devices or any product that may be used to distribute tobacco in any form, including the use of vapor products, electronic nicotine delivery systems, or alternative nicotine products while in the school building, on school grounds or at school activities See Glossary, page 17	•	•			
Trespassing To enter or remain on any school district property or property where a school event is being held without authorization and with no legitimate purpose for entry		•	•	•	Law enforcement may be contacted
Unauthorized Entry Allowing or assisting any individual to enter a district building other than through the designated entrances or that breaches any method of established security		•	•	•	Law enforcement may be contacted
Unauthorized Use of Camera, Video Device, Personal Device that Attaches to School/District Network, Cell Phone or Recording Device Student use of cameras/video devices without explicit, prior written authorization of the principal is prohibited	•	•			
Vulgarity/Profanity Written or oral language that is disgusting and/or repulsive, but does not constitute harassment	•	•			

For more information on Repeated Violations, see page 14; for information regarding level of response, see page 6.
Full definitions for all violations can be found in the Glossary, beginning on page 15.

LEVEL 3

Interventions & Responses

This list of Interventions is not intended to be exhaustive, nor will every OPS school have access to each intervention listed. School staff will seek to implement the intervention(s) that seem to most effectively support positive behavior for the specific student under the specific circumstances.

Level 3 violations may involve the short-term removal of a student from the school environment due to the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as possible while adequately addressing the behavior. In the case of repeated need for short-term suspension, an assistance plan (Behavior Intervention Plan, Student Assistance Team) should be developed.

Interventions for Level 3 Violations may include, but not limited to:

- Interventions from all previous levels
- Parent(s)/guardian(s) collaboration [parent(s)/guardian(s) meeting may be required upon re-entry from a suspension]
- Plan of assistance (Behavior Intervention Plan, Student Assistance Team)
- Substance abuse screening
- Consult with Behavior Specialist
- Credit recovery program
- Restitution
- Restorative Practices strategies, including school and community service
- Communication with law enforcement (as needed)

Leveled Interventions and Responses

<p>Level 1 interventions aim to teach alternate behavior so students can learn and demonstrate safe, respectful and responsible behavior. Staff are encouraged to try a variety of teaching and classroom management strategies.</p>	<p>Level 2 interventions often involve support staff, both school-based and within the community, and/or the administrator. These interventions aim to increase the student's skills, positive view of schooling, and positive experience at school so that misbehavior is less likely to continue or escalate.</p>
<p>Level 3 violations may involve the short-term removal of a student from the school environment due to the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as possible while adequately addressing the behavior. In the case of repeated need for suspension, a plan of support (e.g. Early Intervention Plan, Student Assistance Team, MTSS-B Tier II or III Intervention, Community Resources) should be implemented.</p>	<p>Level 4 violations have the potential to significantly impact the safety of the school environment. These violations may result in the removal of a student from the school environment due to the severity of the behavior. Such violations may involve the mandatory reassignment or expulsion of a student to another school or to an alternative program that will provide additional structure to teach appropriate behavior.</p>

Level 3 Violations	Level 1	Level 2	Level 3	Level 4	Administrative Response
Assault, No Injury Attempting to cause injury to another person, including staff; by knowingly and intentionally using force that places another person in reasonable apprehension of imminent personal injury		•	•	•	
Bullying Any intentional ongoing pattern of written or verbal expression, electronic abuse, physical acts, or gestures intended to cause distress/harm upon one or more students and includes an imbalance of power		•	•	•	OPS reporting and intervention procedures will be followed, as appropriate
Damage to School, Staff or Student Property Willfully or recklessly causing or attempting to cause damage		•	•		Restitution may be required, additional consequences may be applied if restitution is not made
Drugs, Possession or Under the Influence Drugs, alcoholic beverages, controlled or imitation controlled substances, or other mood-altering chemicals See Glossary, page 18	•	•	•	•	Law enforcement may be contacted
False Allegations Against Staff Any knowingly or recklessly false allegation against a staff member, written, spoken or otherwise communicated which is harmful to the reputation of the staff member, or which may impede the ability of the staff member to perform assigned duties		•	•	•	
Fighting, Serious Mutual physical combat that results in injury, creates a substantial disruption involving large numbers of students, and/or results in the potential for continued fighting See Glossary, page 19			•	•	Law enforcement may be contacted
Harassment Any physical, verbal, graphic, electronic, or written material or behavior, which may be related, but not limited to a person's disability, gender, race, color, national origin, gender identity, sexual orientation, age, religion, or marital status which has the effect of creating an intimidating, hostile, or offensive school environment See Glossary, page 19		•	•	•	Law enforcement may be contacted
Sexual Harassment Sexual harassment includes the unwelcome written, verbal, or physical conduct on the basis of sex, including gender identity and sexual orientation that creates an intimidating, hostile or offensive school environment See Glossary, page 19		•	•	•	Law enforcement may be contacted Report to the OPS Title IX coordinator
Public Indecency Behaviors described in Nebraska Statute 28-806 except that this violation shall apply only to students at least 12 years of age . For students under age 12, other violations may apply See Glossary, page 19		•	•	•	
Theft Stealing or attempting to steal property	•	•	•		Restitution may be required, additional consequences may be applied if restitution is not made
Threats or Intimidation Use or threat of violence, force, intimidation or similar conduct in a manner that constitutes a substantial interference with school purposes. Threats may include behavior, verbal, written and/or physical action		•	•	•	Conduct a threat assessment
Unlawful Activity Engaging in any activity forbidden by state or federal law and not otherwise specifically included in this Student Code of Conduct which creates potential danger in the school environment or interferes with school purposes		•	•	•	Law enforcement may be contacted

For more information on Repeated Violations, see page 14; for information regarding level of response, see page 6.
Full definitions for all violations can be found in the Glossary, beginning on page 15.

LEVEL 4

Interventions & Responses

This list of Interventions is not intended to be exhaustive, nor will every OPS school have access to each intervention listed. School staff will seek to implement the intervention(s) that seem to most effectively support positive behavior for the specific student under the specific circumstances.

Level 4 violations have the potential to significantly impact the safety of the school environment. These violations may result in the removal of a student from the school environment due to the severity of the behavior. Such violations may involve the reassignment of a student to another school or to an alternative program that will provide additional structure to teach appropriate behavior. These interventions focus on maintaining the safety of the school community and correcting self-destructive and dangerous behavior.

Long-term suspension may be applied when it is feasible to reintegrate the student back into the school environment. Reassignment may be applied when chronic misbehaviors are present and school staff have documented efforts to intervene and support acceptable behavior. Expulsion may be applied when the student's presence at school is deemed too dangerous or disruptive for staff to maintain a safe and positive climate. Upon return to a traditional school setting after a reassignment or expulsion, the school staff will establish a plan of support (e.g. an early intervention or safety plan) for the student's ongoing success at school.

Violence against school staff is an egregious act, which not only jeopardizes the safety and well-being of individuals but also undermines the foundations of our ongoing efforts to maintain a safe and secure environment that is conducive to teaching and learning. Because intentional and knowing violence against a staff member is extremely disruptive to the learning environment it may result in consequences including mandatory reassignment or expulsion in grades where these consequences are available, even in cases of first offense. As in every disciplinary situation, student age, developmental level, the severity of the circumstances, and other mitigating factors will be considered.

Interventions for Level 4 Violations may include, but not limited to:

- Interventions from all previous levels
- Parent(s)/guardian(s) notification
- Long-Term Suspension or Reassignment
- Expulsion
 - For student in grades K-6, expulsion will not be a consequence for a violation of the **Student Code of Conduct** except in cases of knowingly and intentionally possessing a firearm.
- Referral to IEP team (students with disabilities) for manifestation determination
- Alternative educational placement
 - High School (grades 9-12)
 - Middle School (grades 6-8)
- Communication with law enforcement (as needed)

Leveled Interventions and Responses

<p>Level 1 interventions aim to teach alternate behavior so students can learn and demonstrate safe, respectful and responsible behavior. Staff are encouraged to try a variety of teaching and classroom management strategies.</p>	<p>Level 2 interventions often involve support staff, both school-based and within the community, and/or the administrator. These interventions aim to increase the student's skills, positive view of schooling, and positive experience at school so that misbehavior is less likely to continue or escalate.</p>
<p>Level 3 violations may involve the short-term removal of a student from the school environment due to the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as possible while adequately addressing the behavior. In the case of repeated need for suspension, a plan of support (e.g. Early Intervention Plan, Student Assistance Team, MTSS-B Tier II or III Intervention, Community Resources) should be implemented.</p>	<p>Level 4 violations have the potential to significantly impact the safety of the school environment. These violations may result in the removal of a student from the school environment due to the severity of the behavior. Such violations may involve the mandatory reassignment or expulsion of a student to another school or to an alternative program that will provide additional structure to teach appropriate behavior.</p>

Level 4 Violations	Level 1	Level 2	Level 3	Level 4	Administrative Response
Arson Intentionally setting or attempting to set a fire on or in school property		•	•	•	Law enforcement will be contacted Conduct a threat assessment
Assault with Injury (Intentional) Assault of another person, including staff, when the student has knowingly and intentionally used force to cause personal injury			•	•	Law enforcement may be contacted
Distribution Selling, Distributing, Intent to Distribute, or Attempting to Distribute Alcoholic Beverages, or a Controlled/ Imitation Controlled Substance			•	•	Law enforcement will be contacted
False Alarm/Bomb Threat Causing a substantial disruption to the school environment and/or placing students at risk by making a false report or activating an alarm		•	•	•	Law enforcement may be contacted
Firearm Knowing and intentional possession, use or transmission of a firearm as defined in 18 U.S. Code 921 See firearm definition in Glossary, page 20					Per federal law, expulsion for one calendar year; law enforcement will be contacted Conduct a threat assessment
Sexual Assault Sexual Assault in the first or second degree as defined in Nebraska Statutes 28-319 thru 28-320.01 See Glossary, page 20				•	Mandatory reassignment away from the victim or expulsion/ Law enforcement will be contacted/ Report to the OPS Title IX coordinator
Weapon (other than firearm) Knowing and intentional possession, handling, transmission, or use of any knife or dangerous weapon See Glossary, page 21, for listing and definition of a weapon			•	•	Law enforcement may be contacted Conduct a threat assessment

For information regarding level of response, see page 6.
Full definitions for all violations can be found in the Glossary, beginning on page 15.

Repeated Violations

Concerning a violation at any level, it may be relevant that the student has committed the same, or similar, violation multiple times during the same school year. In such a case, Repeated Violations may be added as a secondary violation. Repeated Violations will not be used as a primary violation or alone. There may be instances of repeated violations that warrant a higher level of response than indicated in this **Student Code of Conduct**.

Glossary

Level 1 Violations

Cheating or Plagiarizing

Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests, and using the ideas or writings of another person

Classroom Disruption/Other Behavior Disruptive to the School Environment

Behaving in such a way that interferes with teaching and learning

Disrespectful to Adults/Others

Using words or actions that indicate a lack of respect or courtesy

Engaging in Verbal Conflict

Disrupting the school environment by engaging in a loud argument that includes disparaging comments or discussion of potential physical conflict

Excessive Tardies to Class/Hall Sweep

Arriving late to class excessively, as determined by individual school procedures or caught in the hallway by school staff after the tardy bell

Failure to Serve Detention

Student does not serve an assigned detention, whether it is scheduled during the school day or after school hours

Misuse of Pass/Out of Area

Student is out of the assigned area during the school day, uses a hall pass in a way not intended by the issuer

Inappropriate Clothing

Attire promoting violence, drugs, alcohol, profanity, obscenity or hate speech is not acceptable at school
Also see *Dress and Personal Appearance*, page 25

Inappropriate Language

Using inappropriate words or topics of conversation in school

Insubordination/Non-Compliance with Behavioral Expectations

Failure to comply with the instructions of school staff when current behavior prevents success of the student or impacts learning

Non-compliance with Cell Phone/Personal Electronic Device Expectations

Failure to comply with district expectations regarding use of cell phones and Personal Electronic Devices, necessitating an administrative response.

Also see *Personal Cell Phone/Personal Electronic Device Guidelines*, page 25

Parking, Unauthorized

Parking in an unauthorized area on school property

Truancy

Neither the family nor school officials know the student's whereabouts or the student is refusing to attend school or class

Level 2 Violations

Absence or Tardiness, Excessive

Absences: The District may report to the county attorney when the school has documented that efforts, as required by the collaborative plan, have not been successful in improving regular attendance, and the child has been absent more than twenty days per year. The school shall also provide notice to the parent(s)/guardian(s) prior to the referral to the county attorney. A referral cannot be made to the county attorney's office until at least 20 days of absence are accrued; however the school may involve the county attorney at any point in the process of addressing the student's absences. For additional information see the "Student Attendance Policy."

Tardies: Students who report to class after class has started or leave school before the end of the school day will have the total time missed calculated and will become an absence when it is equal to the length of the school day. Repeated tardiness will be reported to the parent(s)/guardian(s).

Bus Misconduct

Any offense committed by a student on a district owned, leased or contracted bus being used for a school purpose shall have the same level of Intervention or Response in the same manner as if the offense had been committed at the student's assigned school; this will include activity on the bus which is unsafe and refusal to follow directions of the driver or aide. Also see "Behavior Expectations for Students Receiving District-Provided Transportation" on page 24.

Careless Driving

Driving on school grounds carelessly or without due caution so as to endanger a person or property.

Exposure to Bodily Fluids

Intentionally creating or attempting to create an exposure to bodily fluids, including but not limited to, spitting, throwing, wiping, or otherwise dispersing bodily fluids on or to another person for any reason. Bodily fluids mean any naturally produced secretion or waste product generated by the human body and shall include, but not be limited to, any quantity of human blood, urine, saliva,

mucus, vomitus, seminal fluid, or feces.

Fighting, Less Serious

Mutual physical combat that does not result in injury or a substantial disruption to the school environment, other than the disruption of the fight itself; any fight, whether more serious or less serious, may be punished more severely if the students who are fighting do not stop fighting when a school employee orders them to stop.

Misuse of Computers, Digital Devices, or Network

The use of computers or digital devices, whether stand-alone or as a part of a local area network, or as part of a wide area network such as the Internet, is a privilege, not a right, and must be consistent with and driven by the educational objectives of the Omaha Public Schools. Any use that is inconsistent with these objectives is prohibited.

Computers and all associated networks, communication facilities, data storage and transfer devices, printers, scanners, peripherals, and other associated equipment or facilities (referred to as “computing facilities”) are owned by the school district. The school district exercises exclusive control over this school property, and students should not expect privacy regarding their use of any computing facilities because school district property is subject to search and inspection at any time by school officials. This search and inspection includes but is not limited to electronic mail, Internet access, network access, file storage and transfer, and any personal computing, communication, and data storage devices used in conjunction with the computing facilities. If the device is participating on the district network, it will fall under the acceptable use policy as well as the BYOD (Bring Your Own Device) guidelines defined by BYOD schools. Students are responsible for any use of computing facilities made by or through their account, regardless of whether at school or at home. Students are responsible for content contained in computer files assigned to them.

Students using computing facilities to access the Internet, an international computer network, are able to access computers and people all over the world. Sites exist on the Internet that contain illegal, indecent, defamatory, inaccurate, or offensive material. The Omaha Public Schools does not condone students’ access to unsuitable materials, and it maintains software designed to restrict student access to such materials. The Omaha Public Schools also recognizes that it cannot control the information on other computer systems and that it may not be physically possible to screen out all such inappropriate information and materials. All student Internet activities are subject to being monitored.

It is the primary responsibility of the parent(s)/guardian(s) to establish and convey the standards that their student should follow. In support of parent(s)/guardian(s) the Omaha Public Schools will enforce the minimum

appropriate computer use standards set out below. If a student uses a computer or the Internet inappropriately, the student will be subject to the disciplinary actions previously stated.

Inappropriate use of computing facilities shall be defined as:

- The creation, display, access, transmission, reception, exchange or distribution of any text, image or sound that is indecent, obscene, racist, sexist, pervasively vulgar, defamatory, illegal, or that promotes harm to self or others or otherwise in violation of the Omaha Public Schools Internet Safety Policy.
- Using computing facilities to harass or threaten individuals or groups.
- Vandalizing computing facilities. This includes any **attempt to alter or destroy data of another or to endanger the integrity of a computer** or computer network or the data stored thereon (including the introduction of any virus, time bomb, trojan horse or the like), any deletion of or alteration to system files or data, and damaging equipment. The unauthorized examination or copying of files or data belonging to others is also defined as vandalism.
- Violating copyright law. This includes using unauthorized copies of software, music, photographs, movies or any other audiovisual or multimedia work and making, transmitting, receiving, exchanging and/or distributing such unauthorized copies. Violating copyright laws will be considered theft.
- Plagiarizing computer-based copyrighted materials in reports and assignments is also defined as inappropriate use.
- Gaining or attempting to “hack” or otherwise gain unauthorized access to computers, computer networks, or computer files or data. This includes, but is not limited to, exceeding the authority granted or attempting to evade security restrictions or software designed to prevent or monitor inappropriate access to the Internet or networks.
- Gaining or attempting to gain unauthorized access to a personal account or file of another individual.
- Forgery of or interference with electronic mail messages. This includes impersonation of another person while sending electronic messages, using a false or anonymous name, age, gender or identifier, and the reading, deleting, copying or modifying of any other person’s electronic messages.
- Using computers or computer networks to commit, facilitate, encourage or promote illegal acts.
- Using computers or computer networks to commit, facilitate, encourage or promote the unauthorized or fraudulent use of a credit card.
- Using computers or computer networks for a **non-educational purpose**, such as advertising, games, or commercial purposes, unless driven by learning objectives/educational objectives, etc. by the Omaha

Public Schools.

- Giving a personal password to another individual or letting another individual use a personal account.
- Knowingly introducing materials forbidden by the Omaha Public Schools into the Omaha Public Schools computers and/or systems via any electronic storage media. This is defined as indecent, obscene, racist, sexist, pervasively vulgar, defamatory, offensive, or illegal material, or materials promoting harm to self or others.

Depending on the incident, Law Enforcement may be contacted.

Possession of Obscene or Pornographic Literature, Materials, or Electronic Images

Students are prohibited from possessing pornographic or obscene books, magazines, pictures or material of any kind. The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, lewd, or otherwise illegal images or photographs will be subject to the disciplinary procedures of the school district; and reported to law enforcement and/or other appropriate state or federal agencies, which may result in arrest, criminal prosecution, and lifetime inclusion on sexual offender registries.

Reckless Behavior

Recklessness involves the creation of an unjustifiable risk of harm to others and a conscious (and sometimes deliberate) disregard for or indifference to that risk, resulting in substantial disruption.

Reckless Behavior Resulting in Personal Injury

Recklessness involves the creation of an unjustifiable risk of harm to others and a conscious (and sometimes deliberate) disregard for or indifference to that risk resulting in personal injury. The term personal injury shall mean physical pain, illness, or any impairment of physical condition.

Refusal to Cooperate with School Administrative Staff

A student, who has already been sent to the office for misbehavior, continues to fail to comply with directions from staff.

Tobacco and Vapor Devices, Use of

To include students found to be in use of tobacco, vapor devices or any product that may be used to distribute tobacco in any form, including the use of vapor products, electronic nicotine delivery systems, or alternative nicotine products while in the school building, or on school grounds or at school activities; the use of tobacco by students in the school or on school grounds or at school activities is forbidden; This practice is in accordance with state and city statutes that forbid minors to purchase and use tobacco and in accordance with directives from the Fire Department.

Please be aware that vaping substances other than tobacco may result in additional violations being applied that may merit a higher level of response.

Vapor devices have been shown to trigger building fire alarm systems. Please be aware that using vaping devices on campus may result in additional violations being applied. See **False Alarm/Bomb Threat**, page 20

Trespassing

To enter or remain on any school district property or property where a school event is being held without authorization and with no legitimate purpose for entry. Law enforcement may be contacted.

Unauthorized Entry

Allowing or assisting any individual to enter a district building other than through the designated entrances or that breaches any method of established security. Law enforcement may be contacted.

Unauthorized Use of Camera, Video Device, Personal Device that Attaches to School/District Network, Cell Phone or Recording Device

Student use of cameras/video devices without consent from school staff is prohibited. The school accepts no responsibility for personal cellular telephones, and personal electronic communication devices present on campus.

Also see **Personal Cell Phone/Personal Electronic Device Guidelines**, page 25

Vulgarity/Profanity

Written or oral language that is disgusting and/or repulsive, but does not constitute harassment.

Level 3 Violations

Assault, No Injury

Knowingly and intentionally using force and/or attempting to cause injury to school staff, volunteer, other person, or student; intentionally placing this person in reasonable apprehension of imminent personal injury. A student's intent may be inferred from the words and acts of the student.

Bullying

Any intentional ongoing pattern of written or verbal expression, electronic abuse, physical acts, or gestures intended to cause distress/harm upon one or more students and includes an imbalance of power; see Nebraska Revised Statute 79-267 (79-2,137). Bullying on the basis of disability, gender, race, color, national origin, gender identity, sexual orientation, age, religion, or marital status constitutes a violation of the

Board's policies prohibiting unlawful discrimination or harassment. For support with discrimination claims please contact The Office of Equity and Diversity at 3215 Cuming St., Omaha, NE 68131, (531) 299-0307, or equityanddiversity@ops.org.

Bullying Prevention – OPS Policy 5415

One of the guiding principles of the Omaha Public Schools is safe, healthy, and engaged students.

The administration and staff are to implement strategies and practices to reinforce and support a positive school culture. This will encourage students to engage in positive behaviors including: empathy, cooperation, teamwork, problem solving and self-control.

The administration and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including bullying prevention education for all students. Inappropriate behaviors include bullying, intimidation, and harassment. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school sponsored activities or school-sponsored athletic events. The school district shall review the bullying prevention policy annually.

Forms of Bullying

- Physical Bullying – Hitting, kicking, hair pulling, pushing, or any physical aggression.
- Verbal Bullying- Teasing, name calling, put-downs, or other behavior that would deliberately hurt others' feelings.
- Sexual Bullying – Any bullying behavior, whether physical or non-physical, that on the basis of sex, including gender identity and sexual orientation (Please consult with Title IX Coordinator for the formal complain process).
- Emotional or Exclusion Bullying – Starting rumors, telling others not to be friends with someone, eye rolling, or other actions that would cause someone to be without friends or intentionally left out.
- Cyber-bullying – Using electronic devices such as computers, cell phones, and pagers to bully others through methods such as posting comments, statements, or pictures on blogs or websites, text messaging, instant messaging, and email.

Rationale

The Nebraska State Legislature finds and declares that:

- (a.) Bullying disrupts a school's ability to educate students; and
- (b.) Bullying threatens public safety by creating an atmosphere in which such behavior can escalate into violence.

On or before July 1, 2009, each school district shall develop and adopt a policy concerning bullying prevention and education for all students. The school district shall

review this policy annually.

Damage to School, Staff, or Student Property

Willfully or recklessly causing or attempting to cause damage. Any student who willfully causes or assists in causing damage or attempts to cause damage in any way to any property, real or personal, is subject to disciplinary action. The parent(s)/guardian(s) shall also be liable to the School District for all property belonging to the School District, loaned to the student, which is returned to the District in damaged condition. Restitution may be required. Restitution is the act of offering repayment for goods or damage to property which could include, but is not limited to, monetary replacement, the offering of a similar item of value, or agreed upon alternative contribution to the individual or institution impacted.

Drugs, Possession or Under the Influence

Drugs, alcoholic beverages, controlled or imitation controlled substances, or other mood-altering chemicals. Possession includes any knowing and voluntary having, taking, receiving or handling of drugs, alcoholic beverages or controlled/imitation controlled substances.

A student is considered to be under the influence when there is evidence the student has consumed an alcoholic beverage or a controlled/imitation controlled substance and there is an impairment of the student's ability to think and act correctly and efficiently.

Evidence of consumption may include the odor of alcohol on the student's breath, the odor of marijuana on the student's breath or person, other physical signs of consumption or the testimony of reliable witnesses that the student did consume alcohol or a controlled/imitation controlled substance prior to coming on to school grounds or on to a vehicle owned, leased or contracted by a school or the district being used for a school purpose or into a vehicle being driven for a school purpose by a school employee or by a designee or attending a school sponsored activity or athletic event.

Evidence of impairment of a student's ability to think and act correctly and efficiently may include rapid mood swings, vomiting, slurring of words, lack of motor control and balance, glassy eyes and difficulty in orienting to time and place.

The use of drugs, alcohol, controlled substance, imitation controlled substance or abuse of non-controlled substance in the school, on school grounds or at school activities is forbidden.

- Parent(s)/guardian(s) will be contacted and provided with school and community resources to support substance abuse.
- Repeated violations may increase the severity of the response to include a recommendation for a mandatory reassignment to another school or program.
- Law enforcement will be contacted.

Also see **Tobacco and Vapor Devices**, page 17.

False Allegations Against Staff

Any knowingly or recklessly false allegation against a staff member, written, spoken or otherwise communicated which is harmful to the reputation of the staff member, or which may impede the ability of the staff member to perform assigned duties.

Fighting, Serious

Mutual physical combat that results in injury, creates a substantial disruption involving large numbers of students, and/or results in the potential for continued fighting. Any fight, whether more serious or less serious, may be punished more severely if the students who are fighting do not stop fighting when a school employee orders them to stop. Citing that the student was defending themselves when responding with physical combat may not be considered a defense against a charge of **Fighting, Serious**.

Harassment

Any physical, verbal, graphic, electronic, or written material, which may be related, but not limited to a person's disability, gender, race, color, national origin, gender identity, sexual orientation, age, religion, or marital status which has the effect of creating an intimidating, hostile, or offensive school environment. For support with harassment claims please contact The Office of Equity and Diversity at 3215 Cuming St., Omaha, NE 68131, (531) 299-0307, or equityanddiversity@ops.org.

Examples of prohibited harassment include, but are not limited to, the following:

- Name calling or taunting on the basis of a person's: disability, gender, race, color, national origin, gender identity, sexual orientation, age, religion, or marital status.
- Language of any kind, including graffiti, which is disparaging, demeaning or threatening to others on the basis of a person's: disability, gender, race, color, national origin, gender identity, sexual orientation, age, religion, or marital status.
- Any other verbal or physical conduct which, judged from the perspective of a reasonable person with the same disability, gender, race, color, national origin, gender identity, sexual orientation, age, religion, or marital status, as the person claiming to have been harassed, creates a hostile school environment.

Sexual Harassment

Sexual harassment includes the unwelcome written, verbal or physical conduct on the basis of sex, including gender identity and sexual orientation that creates an intimidating, hostile or offensive school environment. For support with harassment claims please contact The Office of Equity and Diversity at 3215 Cuming St., Omaha, NE 68131, (531) 299-0307, or equityanddiversity@ops.org.

Examples of prohibited sexual harassment include, but are not limited to, the following:

- Unwelcome, intentional touching or grabbing of another student's intimate parts or the clothing covering a student's intimate parts.
- Explicit and offensive sexual references or gestures.

Public Indecency

As described in Nebraska Statute 28-806 (This violation shall apply only to students at least 12 years of age. For students under age 12, other violations may apply): (1) A person commits public indecency if such person performs or procures, or assists any other person to perform, in a public place and where the conduct may reasonably be expected to be viewed by members of the public: (a) An act of sexual penetration; or (b) An exposure of the genitals of the body done with intent to affront or alarm any person; or (c) A lewd fondling or caressing of the body of another person of the same or opposite sex. (2) Public indecency is a Class II misdemeanor for persons 18 years of age or over. For students 18 years of age or over, law enforcement will be contacted.

Theft

Stealing or attempting to steal property. The parent(s)/guardian(s) shall also be liable to the School District for all property belonging to the School District, loaned to the student, and not returned on demand of the employee of the District authorized to make the demand. Restitution may be required, additional consequences may be applied if restitution is not made. Restitution may be required. Restitution is the act of offering repayment for goods or damage to property which could include, but is not limited to, monetary replacement, the offering of a similar item of value, or agreed upon alternative contribution to the individual or institution impacted.

Threats or Intimidation

Use or threat of violence, force, intimidation or similar conduct in a manner that constitutes a substantial interference with school purposes and which is not otherwise specifically prohibited by other provisions of the **Student Code of Conduct**. Threats may include behavior, verbal, written and/or physical action. The school will conduct a threat assessment evaluation.

Unlawful Activity

Engaging in any activity forbidden by state or federal law and not otherwise specifically included in this **Student Code of Conduct** which creates potential danger in the school environment or interferes with school. Law enforcement may be contacted.

Level 4 Violations

Arson

Intentionally setting or attempting to set a fire on or in school property. Law enforcement will be contacted and the school will conduct a threat assessment.

Assault with Injury (Intentional)

Assault of student, school employee, visitor, or volunteer, where the student has knowingly and intentionally used force to cause personal injury. A student's intent may be inferred from the words and acts of the student. The term personal injury shall mean physical pain, illness, or any impairment of physical condition.

Distribution

Selling, distributing, intent to distribute, or attempting to distribute alcoholic beverages, or a controlled/imitation controlled substance.

Evidence of an intent or attempt to distribute may include, but are not limited to, the following:

- Possession of quantities of prohibited substances greater than those reasonably considered for personal use.
- Possession of paraphernalia associated with distribution of prohibited substances, such as but not limited to possession of scales, bags, and foil.
- Evidence of an exchange of prohibited substances.

An **imitation controlled substance** is a substance that looks very much like an illegal drug and is said to be an illegal drug, but is not an illegal drug. The following are to be considered in determining whether a particular pill/capsule is an imitation controlled substance:

1. The substance is said to produce the same or similar effects as the illegal drug or substance;
2. The person who has it or who is distributing it says that it is a specific illegal drug;
3. The person who is selling it charges more per pill/capsule than the pill/capsule's contents usually sell for;
4. The pill/capsule is packaged in the same or similar bottle or box as the illegal pill/capsule drug;
5. The pill/capsule looks like the illegal drug it is said to be.

Contact law enforcement.

False Alarm/Bomb Threat

Causing a substantial disruption to the school environment and/or placing students at risk by making a false report or activating an alarm. Law enforcement may be contacted.

Firearm

Knowing and intentional possession, use or transmission of a firearm as defined in 18 U.S. Code 921.

Under 18 U.S.C. 921 the following are firearms:

1. Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosion.
2. The frame or receiver of any such weapon;

3. Any firearm muffler or firearm silencer; or

4. Any destructive device which includes:

- a. Any explosive, incendiary, or poison gas –
 - i. bomb,
 - ii. grenade,
 - iii. rocket having a propellant charge of more than four ounces,
 - iv. missile having an explosive or incendiary charge of more than one-quarter ounce,
 - v. mine, or
 - vi. device similar to any of the devices described in the preceding clauses;

b. Any type of weapon by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter, and

c. Any combination of parts either designed or intended for use in converting any device into any destructive device described in subparagraph (a) or (b) and from which a destructive device may be readily assembled. The term "destructive device" shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordnance sold, loaned or given by the Secretary of the Army pursuant to the provisions of federal law; or any other device which the Secretary of the Treasury finds is not likely to be used as a weapon, or is an antique.

The term "firearm" does not include an antique firearm.

Guns, including antique firearms, BB guns, paint ball, "air soft" guns, dart guns, or pellet guns which are not firearms as defined above are considered dangerous weapons. Students are forbidden knowingly and intentionally to possess, use, or transmit any such gun. The school will conduct a threat assessment evaluation.

Per federal law, expulsion for one calendar year; law enforcement will be contacted.

Sexual Assault

Sexual Assault in the first or second degree as defined in Nebraska Statutes 28-319 thru 28-320.01.

Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person is a violation of this **Student Code of Conduct**.

Sexual assault or attempting to sexually assault any person is a violation of this **Student Code of Conduct**, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity or event, in accordance to Nebraska Statute 79-267.

Mandatory response for this violation:

- Law enforcement will be contacted.
- Mandatory reassignment away from victim or expulsion.
- Report all incidents to the OPS Title IX Coordinator, 3215 Cuming St., Omaha, NE 68131 (531-299-0307) or equityanddiversity@ops.org.

Weapon (other than firearm)

Students are forbidden to knowingly and intentionally possess, handle, transmit or use any instrument that is generally considered a weapon. Dangerous weapons (other than firearms) shall include: (a) Guns, including antique firearms, BB guns, paint ball, "airsoft" guns, dart guns, or pellet guns which are not firearms as defined above (b) knives of all kinds, including pocket knives, regardless of the length of the blade, dirks, or stilettos of any type, or any other dangerous instrument capable of inflicting cutting, stabbing, or tearing wounds; or (c) knuckles and brass or iron knuckles that consist of finger rings or guards made of a hard substance that is designed, made, or adapted for the purpose of inflicting serious bodily injury by striking a person with a fist enclosed in the knuckles. (d) Any object which could be used to injure another person and which has no school related purpose for being at the time in the student's possession will be considered a weapon for purposes of this **Student Code of Conduct**. The following are examples of objects generally considered to be weapons: ammunition, stun gun, taser, lead pipes, chains, chuck-sticks, throwing stars, darts, black-jacks, unauthorized tools, fireworks, pepper spray, mace, or chemicals. It is not a defense to a charge of possessing, handling, transmitting or using a weapon that the student did not intend to hurt anyone.

Law enforcement may be contacted. The school will conduct a threat assessment.

Immediate Surrender of an Unknown Weapon

Students may not be in possession of weapons of any type. If at any time a student discovers that they are in possession of a weapon the student must immediately turn the weapon in to the nearest teacher, counselor, administrator or other school staff person. If the student immediately turns in a weapon, the student will not face the consequence for weapon possession. If, however, the student continues to possess the weapon, to go on to further classes, to display the weapon to other students, or otherwise does not take the immediate action of reporting, the student will be subject to consequences as defined in the **Student Code of Conduct**. This clause does not apply to possession of a firearm or gun.

Weapons – Notice To All Students

The items listed below are commonly used as tools in some of your classes:

Examples of some, but not all, unauthorized tools are: box cutter knives, art knives, any item having a blade, blades of any kind, scissors, kitchen knives, awls, screwdrivers, punches, hammers, vice grips, and any other tool that may be used in class.

Take the tools out of class or bring them from home and they become weapons. Possession of these items may result in expulsion.

STOP!
Leave them in class!
Don't bring them!

Any object, which could be used to injure another person and which has no school-related purpose for being in the student's possession, at that time, will be considered a weapon for purposes of the **Student Code of Conduct**.

WEAPON POSSESSION – Read Carefully

Students may not be in possession of weapons of any type. If at any time a student discovers that he or she has possession of a weapon other than a firearm/gun the student must immediately turn the weapon into the nearest teacher, counselor, administrator, or other school staff person. If the student immediately turns in a weapon, the student will not face the consequences for weapon possession. If, however, the student continues to possess the weapon, to go onto further classes, to display the weapon to other students, or otherwise does not take the immediate action of reporting, the student will be subject to expulsion/consequences as defined in the **Student Code of Conduct**.

Intervention and Response Terms

Community Service

Duties performed for the benefit of the school or community. Examples include but are not limited to cleaning, outside work, or assisting students or staff.

Emergency Exclusion

The recommendation to exclude a student from school for a period of time as long as the student's presence in the school presents a danger to self or others.

Expulsion

Expulsion shall mean a student may not attend any school in the district for the period of the expulsion. This includes any school function including graduation ceremonies or being on any OPS school property during the duration of the expulsion. However, an expelled student may participate in a district specified alternative school, class, or educational program during the term of expulsion. If misconduct punishable by a one semester expulsion occurs during the last 10 days of a semester, the expulsion will be for the remainder of the semester and the next semester or the remainder of the semester, summer school and the first semester of the next school year. No student may return to the school from which the student was expelled. Any student expelled more than once during his/her high school enrollment years will be readmitted to an alternative program after completing coursework at the Expelled Student Program in areas specific to the student need(s).

Reassignment

Mandatory transfer to another school or program; no student may return to the school from which the student was reassigned.

Restorative Practices

Behavioral interventions are a part of the teaching and learning process, to hold students accountable for their actions, by providing meaningful opportunities to build social and emotional skills. They are intended to

focus on problem-solving, repairing harm, and restoring relationships. All participants in the process have a voice and are valued in the resolution so that relationships are built and strengthened in the school community.

Saturday School

Saturday School requires that the student spend a block of time at school on a Saturday morning(s). Exact time(s) will be determined by the building principal. Transportation will not be provided to or from Saturday School.

Student Success Center (SSC)/ Positive Action Center (PAC)

In the SSC/PAC room, the students work in a closed classroom environment, which minimizes distractions while allowing them to focus on their needs both academically and socially. Components of the SSC/PAC include individual guidance and/or instruction on writing skills, study skills, social skills, and conflict resolution. The SSC/PAC encourages students to accept responsibility for their actions. The use of the SSC/PAC rooms may also be used as a preventative measure to help students make positive choices as it relates to behaviors.

Late School

Late School requires that the student spend a block of time after school as determined by the building principal. Transportation will be provided for eligible students.

Suspension, Long-Term

Exclusion from school for a period of time exceeding five (5) school days but less than twenty (20) school days

Suspension, Short-Term

Exclusion from school for a period of time up to five (5) school days

Additional Information

BEHAVIOR RULES FOR CONDUCT OCCURRING OFF SCHOOL GROUNDS – OPS POLICY 5103

It is the belief of the Omaha Public Schools that it is important to support the total student. Expectations for our students go beyond the school day and into the community. We believe that part of learning is accepting responsibility for one's actions. Our intent is to support all students in their decision-making and their development into responsible adult citizens while serving as a deterrent to certain unacceptable or unlawful behaviors. This policy applies to conduct which occurs in places that are not otherwise covered by the **Student Code of Conduct**.

Disciplinary Action

Any student engaging in 1) behaviors off school grounds that would otherwise violate the **Student Code of Conduct**; or 2) student speech off school ground that causes substantial disruption to the school environment, may be subject to:

1. Emergency exclusion if the student's conduct presents a clear threat to the physical safety of self, or others, or is so extremely disruptive as to

- make temporary removal necessary to preserve the rights of other students to pursue an education;
2. Short-term suspension by the principal for up to five (5) school days as provided in OPS Policy 5105;
3. Participation in and successful completion of a district substance use screening by a qualified community provider or community counselor at the discretion of District or school administration; and/or
4. Suspension or exclusion from extracurricular and/or co-curricular activities in accordance with the provisions of OPS Policy 5104.

Appeal Process

Nebraska statutory provisions regarding short term suspension and emergency exclusion shall apply to each of the disciplinary measures respectively as set forth in OPS Policy 5101.

BEHAVIOR RULES FOR PARTICIPANTS IN EXTRACURRICULAR ACTIVITIES – OPS POLICY 5104

Students who participate in extracurricular activities, including but not limited to NSAA activities as set forth in OPS Policy 5102, are deemed to be held to a higher standard when it comes to representing their respective schools – both on- and off-campus. Extracurricular activities means student activities or organizations which are supervised or administered by the District or a District staff member which do not count towards graduation or grade advancement and in which participation is not otherwise required by the school. It is therefore critical for those students to always be mindful of their behavior and how it reflects on their schools and the District.

In addition to any other discipline imposed for violations of the **Student Code of Conduct** or for violations of OPS Policy 5103, any student participating in any extracurricular activity at the time the student commits the violation will be subject to suspension from participation in said activity or activities as described in the following:

First Offense: 15 Calendar Days

Second Offense: 90 Calendar Days

Third Offense: 180 Calendar Days

The sanction shall be implemented upon confirmation and notice to the student by the school administration, and the sanction applies to all activities, public or private, that occur on school property or at a school function. In addition, the teacher/coach/sponsor of the extracurricular activity may impose other sanctions as permitted and described pursuant to the "Rules Regarding Other Conduct" in the **Student Code of Conduct**.

Rules Regarding Other Conduct

Individual coaches, activity sponsors, or staff responsible for an extracurricular activity, may impose participation restrictions or eligibility restrictions for participation in extracurricular activities on students for behavior other than those set forth in the **Student Code of Conduct** or in OPS Policy 5103 provided:

1. Before the student participates in an extracurricular activity, that student and the student's parent(s)/guardian(s) have been advised of the participation and eligibility rules and the types of misbehavior that would cause a student to become subject to such participation and/or eligibility restrictions.
2. Participation and/or ineligibility restrictions are imposed only after the coach, activity sponsor or responsible staff has:
 - a. Investigated the alleged misbehavior;
 - b. Given the student written or oral notice of the charges against the student;
 - c. Explained the evidence against the student; and
 - d. Given the student a chance to tell the student's version of what happened.
 - e. The coach, activity sponsor or responsible staff has decided the student, in fact violated the participation and/or eligibility rules.
3. The student has the right to appeal the individual coach's, activity sponsor's or responsible staff's decision, as specified above, to the school principal. The determination of the principal under such circumstances shall be final.

BEHAVIOR EXPECTATIONS FOR STUDENTS IN REMOTE LEARNING ENVIRONMENTS

In addition to in-person classroom lessons, students enrolled in the Omaha Public Schools may also receive instruction at home through remote teaching and learning experiences. Guidelines and expectations of the **Student Code of Conduct** remain in effect for students in remote learning environments.

Additionally, students receiving digital curriculum and instruction online should be aware of appropriate use of computers, digital devices, and the network. Any activity, which violates local, state, or federal laws, is considered a violation of the **Student Code of Conduct**, will result in disciplinary action, and may be referred to law enforcement.

It is expected that students adhere to the following **Behavior Guidelines for Remote Learning**:

- Appropriate clothing for the learning environment
- Student emails should only be sent for class/course purposes
- Do not cut, copy, or plagiarize internet content or the work of others
- Use care with food and drinks while using a district device
- Use appropriate language for the learning environment
- Never post or repost sensitive information or inappropriate images

- Students should never create or knowingly send computer viruses
- Handle district devices with care

Individual schools may have additional expectations for their school learning environment. See the information pages in your school's *Student and Family Handbook*.

It is required that students adhere to **Online Safety Practices for Remote Learning**:

- Passwords are private information and should only be shared with parent(s)/guardian(s)
- Students should never use others' passwords
- Students should never post personal information (address, email, phone number, etc.)
- Should a password become compromised, report it to a school staff member immediately
- Report device or content concerns to school staff immediately
- Students should never communicate with others they do not know
- Students should not share pictures of themselves for any reason other than a learning assignment
- Seek support from school staff if having trouble with a district device, network, or online program

BEHAVIOR EXPECTATIONS FOR STUDENTS RECEIVING DISTRICT-PROVIDED TRANSPORTATION

The school bus is considered an extension of the school. Any behavior violation committed by a student on a district-owned, leased or contracted bus being used for a school purpose shall have the same level of Intervention and Response in the same manner as if the violation had been committed at the student's assigned school. This will include any referral or activity on the bus which is considered unsafe and/or refusal to follow directions of the driver, OPS staff, or aide. **The Student Code of Conduct** will be applied to referrals for behaviors on the bus.

In addition, it is expected that students adhere to the following **Safety Guidelines for Transportation**:

- The driver is in full charge of the bus and students. Please show respect and follow directions of the driver and/or staff.
- Only assigned students are eligible to ride their assigned bus.
- Wait until the driver instructs you to get on or off the bus.
- Board the bus in an orderly manner.
- Sit facing forward, keeping the aisle clear.
- If students are required to wear safety restraints, the bus will not move until the restraints are properly fastened.

If required, students who refuse to wear safety restraints, may be subject to Intervention and Response, including removal from the bus.

- Remain seated until the driver directs you to unload.
- Do not extend your arms or head outside the bus window.

- Do not throw any items out of the bus window.
- Keep your voices at a quiet level, so to not distract the bus driver.
- Eating, drinking, and smoking are not permitted on school buses.
- The school district is not responsible for items left on the bus.
- Be on time to your bus.

Violation of **Safety Guidelines for Transportation** may result in any of the following resolutions:

- Structured entry on the bus
- Bus safety training review
- Assigned seating while on the bus
- Student conference with administration
- Parent(s)/guardian(s) conference with student and administration
- Temporary removal from the bus (1-5 days)*
- For continued bus misconduct, a student may be suspended from the bus for 6-19 days*

*If a student is temporarily removed from the bus, it is the responsibility of the parent(s)/guardian(s) to transport the student to and from school.

Repeated violation of **Safety Guidelines for Transportation** may result in the loss of the bus transportation privilege.

BOOK BAGS AND PERSONAL ITEMS

Students may carry book bags, backpacks, and similar items to transport books, supplies, and other belongings. Bags are subject to inspection, and the student is responsible for all contents. Objects that have no school-related purpose or that create a disruption to the learning environment may be confiscated until the end of the school day, and/or a parent/guardian may be required to

pick up the object. Repeated violations may be viewed as insubordination, resulting in additional application of the **Student Code of Conduct**.

All lockers and their contents are subject to random searches by school staff without prior notification to students. Please see OPS Policy 5406 regarding student searches for additional information.

DRESS AND PERSONAL APPEARANCE

Personal appearance is basically a concern of the student and their parent(s)/guardian(s). However, a student's appearance should promote positive opportunities for learning. The following guidelines shall apply to all regular school activities:

1. Students must be fully clothed, with a covered torso and shoes.
2. Words or images that promote alcohol, drug use, weapons, that insult or demean others, or that

disrupt the school environment are not acceptable at school.

3. Any exception to these guidelines, such as for Spirit Days, special events and/or extracurricular activities, must be approved by the school administration.

Please see OPS Policy 5301 Dress and Grooming for more information.

MAKE-UP WORK DURING SUSPENSION

Students will be given an opportunity and must assume responsibility for making up work, including tests, missed during suspension. Completion of make-up work is equal to the time the student has been suspended from school

but is not to exceed ten (10) days. Credit will be awarded for acceptable makeup work. See OPS Policy 5207 for more information on make-up work.

MISCONDUCT BETWEEN SEMESTERS OR BETWEEN SCHOOL YEARS

If misconduct otherwise covered by the **Student Code of Conduct** occurs between semesters or between school years, the penalties provided for in the **Student**

Code of Conduct shall be enforced during the next semester.

NO TRESPASSING/BAN AND BAR WARNING AND RESTRICTION

Visitors to the schools must respect the learning environment and maintain proper behavior and decorum. Disruption of the orderly process of the school is prohibited. The principal or his/her designee is authorized to deny access, ban and bar future access, remove or request the removal of any visitor whose behavior is disruptive to the educational/working environment of the school as outlined below:

1. Presents a risk to the safety of others resulting in the likelihood of violence (e.g. specific threats, posturing, or actions)
2. Presents a disruption to the learning environment adversely affecting students/staff (e.g. yelling or destroying property)

3. Repeated failures to follow school policy/procedures (e.g. refuses direction from school administrators or check-in process)
4. Does not have legitimate purpose to be on school grounds or activities (e.g. loitering or wandering inside building)

An individual in receipt of a "No Trespass or Ban/Bar Restriction" may not come onto the grounds of an issuing school. All restrictions are applicable from date of issuance through the subsequent summer and are made void, unless otherwise specified, each August. Any visitor to the schools who has been denied access or who has been asked to leave may appeal to Student and Community Services.

CELL PHONE/PERSONAL ELECTRONIC DEVICE GUIDELINES FOR STUDENTS

Current research provides compelling evidence that constant access to social media and cell phones is detrimental to young people's mental health and their ability to focus on academics. For this reason, the District has determined that the use of cell phones and PEDs (Personal Electronic Devices) is prohibited during instructional time unless specifically authorized by a teacher or District staff member. The purpose of these guidelines is to provide a district-wide procedure regarding the use of cell phones and other PEDs.

DEFINITIONS

1. "Cell phone" includes, and is not limited to, cellular telephones or tablets, "smart" phones or tablets, Internet enabled phones or tablets and other PEDs that are capable of placing and/or receiving telephone calls or messages, taking photographs, creating and distributing videos, photos, or posting on the internet, and the like.
2. "Personal Electronic Device" is an electronic device other than a cell phone that emits an audible signal,

visual signal, vibration, displays a message, or otherwise summons the possessor, including but not limited to tablets, smartwatches, portable video game players, portable media players, cameras, and any device that provides a connection to the Internet, whether via wireless, cellular or other method of connectivity. This includes personal listening devices such as earphones, ear buds, etc. and/or any device that connects to a cell phone or other aforementioned device via Bluetooth or other method. PED does not include a District-issued tablet.

3. "School Day" means the regular school day with a designated starting time and ending time as defined by the local school building.
4. "School property" includes parking lots, school buses, and outside or inside all areas of the school building.
5. "Turned off" or "powered off" means the device is not activated. Devices in quiet, vibrate or other modes, except off, are not considered turned off or powered off.
6. "Use" includes carrying or possessing a cell phone or PED that is either visible or can be heard, with or without a personal listening device such as earphones, ear buds, "Bluetooth", etc. A cell phone set on "vibrate" or "silent" shall be considered to be in use. A cell phone or PED that emits an audible signal, vibrates, displays a message or otherwise summons the possessor shall be deemed "in use." A cell phone or PED, even if placed in an "off" position but visible to others, may be deemed "in use." A cell phone or PED in an "off" position and stored out-of-sight in a back-pack, book bag, purse, vehicle, locker, etc. shall be not be deemed "in use."

PROCEDURES

Students are permitted to use cell phones and PEDs on school property only during the following times:

- Before the school day;
- After the school day;
- Lunch period (high school students only);
- Passing periods (high school students only);
- At evening or weekend activities on school property;
- When necessary to monitor or manage a student's healthcare; or
- An emergency situation with the permission of a school staff member.

Building administration will have the discretion to

determine the use of cell phones and PEDs for students participating in after school and/or extracurricular activities while on school property or while attending school sponsored or school related activities on or off school property.

Prohibited Use of Cell Phones and PEDs:

- The use of cell phones and PEDs at any time other than those specified.
- The sharing or electronic posting of images taken or stored on cell phones or PEDs during school hours and/or on school property.
- Student use of cell phone camera/video recording without consent from school administration is prohibited and considered a violation of the **Student Code of Conduct** (see additional information under **Unauthorized Use of Camera, Video Device, Personal Device that Attaches to School/District Network, Cell Phone or Recording Device**, page 17)

Noncompliance with Cell Phone and PEDs Guidelines

In the event a student is found to be in violation of these guidelines, District staff will provide students with the opportunity to correct the behavior. Should the student refuse to correct the behavior, the student will be expected to surrender their device to the teacher for the remainder of the period. At the end of the period, the student will receive the device back and no further action is needed. Students who refuse to comply with a request to turn over their cell phone and/or PED shall be subject to discipline for Non-compliance with Cell Phone/Personal Electronic Device Expectations and such other disciplinary action consistent with the **Student Code of Conduct**. The teacher or other District staff member is expected to call the student's parent or guardian (unless there is a different established method for communication already in effect) to communicate the concern and the expectation for future behavior.

Students committing repeated violations of this Procedure may be subject to additional disciplinary action consistent with the **Student Code of Conduct**.

No Liability

The school assumes no liability for theft, loss, or damage of cell phones and/or other PEDs possessed by students on school property or held by school officials during the confiscation period.

SCHOOL EXCLUSION AND DUE PROCESS RIGHTS

A principal (or designee) may determine that it is necessary to exclude a student from classes. The decision to exclude is made after the principal has investigated the facts, given the student oral or written notice of the charges against the student, and provided an opportunity for the student to present the student's version.

The range of possible exclusions includes short-term suspension, emergency exclusion, long-term suspension,

expulsion, or reassignment. Except in situations where the student brings a deadly weapon to school, elementary school staff shall not suspend a student in pre-K through 2nd grade. It is the principal's responsibility to determine the type of exclusion and/or action recommended. A student cannot attend school, take part in any school function including graduation ceremonies, or be on school property during the duration of a suspension, exclusion,

or expulsion.

The administrator will take action based upon first-hand information. This may include contact with witnesses to the student's prohibited conduct. Prior to any decision, the administrator must confer with the student to inform the student of the charge and the available information, give the student an opportunity to tell the student's version of the incident, weigh the evidence as to the offense, make a decision whether the student engaged in the prohibited conduct, and then inform the student of the decision.

In cases of recommendations for long-term suspension, reassignment, exclusion, or expulsion, the student may, upon request, have a hearing on the specific charges. Students are advised of this right when a principal decides to recommend one of the above actions. If a hearing is not requested within five school days the recommendation will go into effect. See OPS Policy 5101 for more information on student discipline and exclusion of students from school.

Rights for the Student Receiving Special Education Services

If a student receiving special education services violates a provision of the **Student Code of Conduct** resulting in a recommendation for expulsion, mandatory reassignment, or a long-term suspension in excess of five consecutive days, a Manifestation Determination (Due Process) IEP meeting shall be convened within three working days of the recommendation. The IEP team shall determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability and will also determine if the conduct in question was a direct result of the school district's failure to implement the IEP. If a student or parent(s)/guardian(s) wishes to appeal the outcome of the IEP Manifestation Determination an appeal could be placed through the Special Education Department with the Director of Special Education.

SCHOOL RESOURCE OFFICERS (SRO)

School Resource Officers (SROs) are hired and trained to support the safety efforts of the Omaha Public Schools. They serve in designated schools and work alongside school administration. SROs and/or police officers are responsible for responding to criminal law matters where it is mandated by law that such offenses be referred to the criminal justice system. Absent an immediate threat of imminent physical harm and/or criminal law matters, school discipline issues are addressed by school administration.

SROs and/or police officers who witness school discipline issues shall contact school administration to address the matter. SROs should act as any school adult in redirecting minor misbehavior and may choose to de-escalate a situation using conflict resolution techniques and leverage existing positive relationships with those involved. Incidents must be referred to school personnel to determine appropriate response for violations of the **Student Code of Conduct**.

STUDENT SEARCHES – OPS POLICY 5406 SEARCH AND SEIZURE

Drug Searches by Police/ Sheriff Canine Units

The District retains the right to utilize the services of Omaha Area Law Enforcement Authorities' Canine Units in the detection of illegal drugs and/or contraband at any time, announced or unannounced at the District's schools and programs.

- A. The Superintendent or designee (in consultation with the Office of School Safety) may request the canine unit be utilized to search all inside areas of a school building, including lockers, at a time when students are or are not present. If a search takes place in a classroom when students are present, all will exit the room, leaving all items behind.
- B. A building principal (in consultation with the Office of School Safety) may request that a canine unit be utilized to search vehicles in a school parking lot or in other areas where student vehicles are parked during or after school hours. If a dog alerts to a student's vehicle, the student will be required to unlock the vehicle doors and trunk for internal inspection. Any refusal to unlock the vehicle will be handled by law enforcement.
- C. Any illegal drugs and/or contraband found on school grounds, whether in a student locker,

vehicle, or any other place on school grounds, will be confiscated and the student may be subject to disciplinary action specified in the **Student Code of Conduct**.

- D. The student's parent(s)/guardian(s) shall be notified should illegal drugs and/or contraband be discovered.
- E. This policy shall be included in the student handbooks. This policy shall not be implemented until parent(s)/guardian(s) and students are provided written notice of this policy.

Searches of School Lockers, Student Automobiles, and Students' Persons

Student lockers, desks and other such property are owned by the school. The school exercises exclusive control over this school property, and students should not expect privacy regarding items placed in school property because school property is subject to search at any time by school officials. Students are responsible for whatever is contained in desks, lockers, and district owned electronics issued by the school.

Vehicles parked on school property are subject to search by the principal or the principal's designee if the principal or his or her designee has reasonable cause to believe

that contraband is in or on the vehicle.

Students and their personal effects are subject to being searched by the principal or his or her designee if there is reasonable cause to believe that the student is in possession of contraband or evidence indicating that the student has otherwise violated the **Student Code**

of Conduct. This includes all student pockets, purses, backpacks, and other kinds of carrying devices, and any personal computing, communication, and data storage devices. If the student does not allow the search, Law Enforcement may be called.

SECRET ORGANIZATIONS

Under state law, it is “unlawful for the pupils of any public secondary school to participate in or be members of any secret organization.” The Board of Education is

empowered to deny to any student who violates the law any or all privileges of the school, or it may expel such student for failure to comply with the law.

STUDENT ATTENDANCE

Attending school on time and every day is a critical and necessary factor for student success. Showing up for school and being ready to learn impacts a student’s academic success and their connectedness to school starting in kindergarten and continuing through high school. Students are expected to arrive on time and be engaged in learning throughout the academic day.

Attendance matters. Students who attend school regularly are more likely to be on or above grade level academically, be socially and emotionally connected to the school and staff and remain on track to high school graduation.

Ensuring students arrive on time and attend school throughout the day is everyone’s responsibility.

In addition to in-person learning, students enrolled in the Omaha Public Schools may also receive instruction at home through remote learning. Guidelines and expectations of the Omaha Public Schools Attendance Policy 5008 remain in effect for students in remote learning environments or programs.

Student Responsibilities

- Establish bedtime and morning routines
- Arrive on time and attend the entire day
- Miss fewer than 9 days of school throughout the year
- Communicate with teachers

Parent/Guardian Responsibilities

- Establish bedtime and morning routines
- Ensure your child(ren) arrive to school on time and attend the entire day

- Encourage and monitor attendance
- Schedule any medical or other appointments after school or on non-school days
- Communication is key – talk with teachers and school staff to report absences

Teacher Responsibilities

- Create a positive classroom culture of why attendance matters
- Encourage attendance
- Set and monitor attendance goals with students and parents(s)/guardian(s)
- Collaborate with school staff and families to address attendance concerns
- Celebrate students who are meeting attendance goals

Administrative and Support Staff Responsibilities

- Create a positive school culture of why attendance matters
- Encourage and communicate the importance of attendance
- Set and monitor attendance goals with staff, students and parent(s)/guardian(s)
- Collaborate with school staff and families to address attendance concerns
- Celebrate and recognize attendance

Please see OPS Policy 5008 Student Attendance for more information.

STUDENT SIGNATURE OF RECEIPT OF SCHOOL RULES

The signature on the Receipt of Student Handbook verifies that a copy of the Student Handbook, which contains the **Student Code of Conduct** and other school rules, was received. The signature shows agreement to accept responsibility to know the contents of the handbook, to understand the rules for students contained

in it, and that the rules will be followed. In elementary schools, the signature is received by the parent(s)/guardian(s) of the student. In secondary schools, the student signs the Receipt of Student Handbook form or may sign electronically via Student Portal.

NEXT LEVEL LEARNING (SUMMER SCHOOL) AND DUE PROCESS

Students attending school classes during non-traditional times, such as spring and summer sessions, are also

held to the requirements of the **Student Code of Conduct**. However, disciplinary consequences may be

limited to short-term suspension, long-term suspension and Expulsion from Next Level Learning instructional programs. Students have the right to a hearing if more than

five days of the session are missed due to a disciplinary action.

SURVEILLANCE CAMERAS – STUDENTS

Surveillance cameras are located on all school buses and in various public spaces in school buildings. Students have no expectation of privacy in places where surveillance cameras are installed. These cameras are present to assist school officials in providing a safe learning environment for all students. Video from these cameras is not generally a student record. The video may become a student record if it is directly related to a student rather than just incidentally

related, which is determined on a case-by-case basis. Videos that are student records may be reviewed by the parent(s)/guardian(s) of the student in the presence of school officials. Videos that are student records may be used as evidence in student hearings and may become public if the parent(s)/guardian(s) request an open hearing. See OPS Policy 3231 for more information on video surveillance.

TOBACCO, ALCOHOL, DRUGS

The use of tobacco, drugs, alcohol, controlled substance, imitation-controlled substance, or abuse of non-controlled substance in the school is forbidden. The school district recognizes that student drug and alcohol abuse is a public health issue and not a school discipline, juvenile justice, or criminal issue. When students are suspected of using or abusing drugs, school staff will collaborate

with the parent(s)/guardian(s) to address the issue, and students may be referred to student assistance programs. Suspension is not considered intervention for drug use or abuse, but may be utilized in order to maintain a safe and drug free school environment.

