

**Student
and
Family
Handbook
2022
2023**



OMAHA PUBLIC SCHOOLS

**Laura Dodge
Elementary**

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.

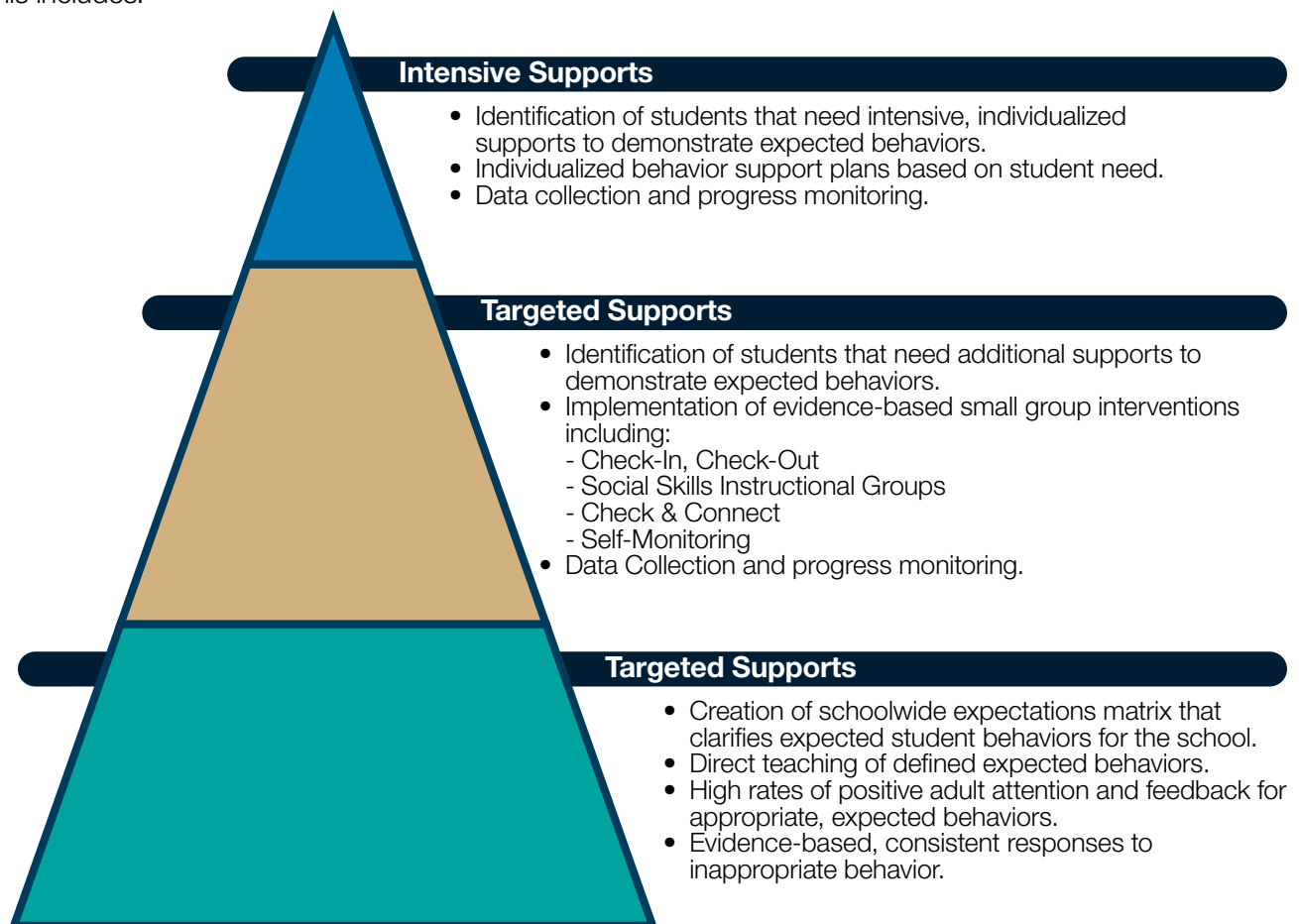
We believe that we cannot “make” students learn or behave. But we can create environments to increase the likelihood of positive behaviors occurring.

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, OPS 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.

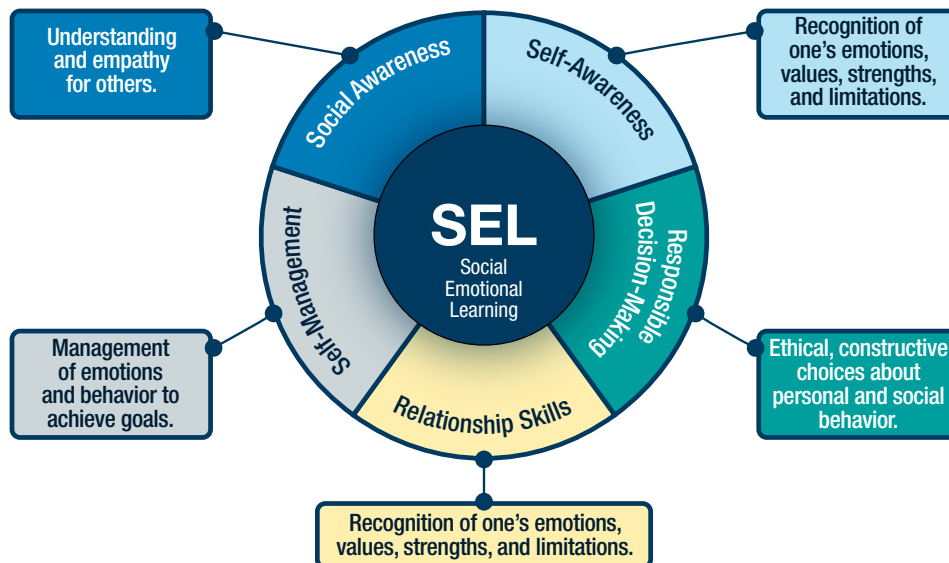
Within the Omaha Public Schools, our goal is to focus on CASEL's five SEL competencies:

- 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.



Laura Dodge Elementary

Student and Family Handbook 2022-2023

3520 Maplewood Boulevard / Omaha, NE 68134-4562
531-299-1300 / fax 531-299-1319 / dodge.ops.org

This handbook is prepared to serve as a guide to Laura Dodge Elementary students. In it you will find the policies and procedures that are followed at Laura Dodge. 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).

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Welcome To Laura Dodge Elementary

This handbook has been prepared for the students and parents/guardians of Laura Dodge Elementary. It presents guidelines and directions which will help to answer some of the questions the reader may have regarding our school. Please read the information carefully and keep this booklet for reference. The practices and procedures outlined are presented in the best interest of all members of our school family.

The staff at Laura Dodge is always available to help you. Education is a cooperative effort among parents, students, staff, and the community. By working together, we will make this year a successful educational experience for your child.

**Cody Hays, Principal
and The Laura Dodge Elementary Staff**

Laura Dodge Historical Overview

Laura Dodge Elementary School was opened in 1964 to provide a comprehensive program of instruction for students, grades K-6. The attendance area at the time was suburban, which quickly developed into a single-family subdivision. In 1975, students who resided in the Lothrop Elementary School attendance area were assimilated into the student enrollment as part of the Desegregation Plan.

Laura Dodge School has been providing quality education to the community for 52 years. Our experienced staff is dedicated to providing each child the best educational opportunity possible. Our regular school program is supplemented with many special services including Adopt-A-School partners. We offer a variety of opportunities for students to form meaningful and responsible relationships with their peers. We realize the importance of developing in each student an attitude of self-respect and self-worth. School spirit is high and students display enthusiasm toward learning.

Laura Dodge School is strongly supported by parents and guardians who participate actively and consistently in PTA activities, fund-raising events, and other school related projects. Educational experiences are enhanced by PTA contributions of time and financial support. Parents and guardians are our partners in the important job of educating the children of this community.

We are a community of diverse multicultural and socioeconomic backgrounds. Our students are provided the necessary tools, knowledge and desire to advance to the next educational level. Each facet of Laura Dodge provides a cooperative extension of individual effort toward educating our children for survival in today's changing world.

Laura Dodge Mission Statement

The Mission at Laura Dodge Elementary is to provide a safe learning environment that is built on a foundation of academic excellence; respect toward others and self, positive and effective communication between staff and parents/guardians.

Laura Dodge Philosophy Statement

Laura Dodge Elementary will provide the best possible learning environment for each of its students so that every child has the opportunity to develop his or her potential to the fullest. The school shall foster those academic skills, physical skills and social skills which are necessary for each child to become a contributing member of society.

It is the goal of Laura Dodge Elementary to promote high academic achievement in all areas, and provide the development of strong moral character, an appreciation of ethnicity, love for home and country and respect for the rights of all people. We will strive to help each child develop self-esteem with regard to race, sex and heritage.

As a result of his or her education at Laura Dodge Elementary, the child will make mature and responsible decisions, commensurate with his or her age. Each student will develop an appreciation of his or her own value as well as the worth and contributions of all people.

Schedules

Daily Schedule

Office Staff on Duty	8:00 a.m.
Teachers on Duty	8:35 a.m.
Grab and go breakfast	8:35 a.m. – 8:50 a.m.
School Begins	8:50 a.m.
Lunch Begins	11:30 a.m.
Lunch Ends	1:00 p.m.
All Grades Dismissed.....	4:05 p.m.
Teachers Off Duty.....	4:25 p.m.
Office Staff Off Duty	4:30 p.m.



Safety Patrol Schedule:

Morning Duty.....	8:35 a.m. – 8:50 a.m.
Dismissal Duty.....	4:00 p.m. – 4:15 p.m.

Important Telephone Numbers

Laura Dodge School	531-299-1300
Laura Dodge School Fax Machine	531-299-1319
Omaha Board of Education	531-299-9815
OPS District Communications	531-299-0221
OPS Transportation	402-572-5985
Emergency Number	911 (Police, Fire, Rescue)

The Safety of **All** Students is Important

No student should arrive on school grounds before 8:25 a.m. Students should not be on school grounds, left unsupervised by parents before 8:25 a.m. Staff members begin duty hours at 8:25 a.m. For the safety of your children, it is important that you follow these guidelines. If parents work schedules conflict, Kids Club is available, and it opens at **6:30 a.m.** and closes at **6 p.m.** Please call the Omaha Schools Foundation (**531.299.0250**) if you need information to enroll your children in Kids Club. Dismissal everyday is at **4:05 p.m.** Please make arrangements (Kids Club, daycare, walk home, Parent pick up) for your child to be with an adult or off school grounds by **4:15 p.m.** everyday. Teachers are off duty at **4:15 p.m.**

Crisis Plan

Procedures are established in the event of a crisis during school hours. The staff is trained in specific methods to handle crisis situations.

General Information

Field Trips

Field trips may be scheduled from time to time throughout the school year. These visits are to places that support the curriculum and what the class is studying in school.

Your child will bring a note and permission slip home telling you about the trip his/her class is taking. It is important for you to sign the permission slip and send it back to school with your child. Written parental permission is required before any child will be allowed to leave school for a field trip. We are not able to accept oral parental permission in lieu of written permission.

In addition to the required permission slip, students must wear a Laura Dodge t-shirt on the trip.

Homework Policy

Homework is important because:

1. It reinforces skills and concepts learned in class.
2. It prepares students for upcoming class topics.
3. It teaches students to work independently.
4. It aids in evaluating student progress.

Remember: Homework + Reading/Writing – TV = Higher Achievement

If your child is experiencing difficulty with homework, please contact your child's teacher for extra help. Students need to take responsibility for their own work. A parent should look over a student's work to monitor the quality. If there is confusion about a skill, parents and siblings can often give helpful suggestions. Errors can be pointed out, but the work needs to be done by the child.

Parents can help by:

- Making study time a top priority
- Providing a quiet study time
- Providing positive support
- Establishing a daily study time

If the student does not have a specific assignment, he/she can use this time to read or study. Textbooks taken home need to be covered or carried in a waterproof bag to keep them in good condition. They must be returned each day.

Part of becoming a successful student is developing good study habits. This starts in school and is followed up at home. Parent support and encouragement with homework is vital for success.

Lost and Found

Students are asked not to bring unnecessary items to school. Lost or damaged personal items can not be replaced by the school.

If your child loses an article, please have him/her check the lost and found table located at southwest entrance of the gym by the Kids Club Office. It is helpful to label with your child's name.

Student-Involved Parent-Teacher Conferences

Communication is an essential part of the educational program. We feel it is very important for parents to keep in close contact with their child's teacher concerning his/her progress.

Student-Involved Parent-Teacher conferences are formally scheduled during the school year. Generally, the conferences are held during the first and third quarter reporting times. Parents should feel free to call their child's teacher or the principal for additional conferences.

Parties and Treats

There will be 2 parties during the school year. There will be a Fall Harvest Party and a Valentine's Party. Our PTA helps organize these parties.

Students' birthdays are recognized in the individual classrooms. All celebrations should be arranged by contacting the classroom teacher by phone or via email. If it is arranged to send treat, please ensure all treats are commercially prepared and individually wrapped. All treats need to be dropped off at the office and school staff will distribute the items at the end of the day to minimize the interruption to the learning environment. Classroom birthdays are limited to the students in the classroom. If your child does not recognize their birthday or other holidays, please inform your child's teacher.

Homemade or home baked treats are not permitted to be brought from home by the students in the Omaha Public Schools. All must be commercially purchased and wrapped individually.

Parent Teacher Association (PTA)

Laura Dodge Elementary has an active and supportive parent-teacher organization. Its meetings are held on the first Tuesday of each month. All meetings are open and announced in advance. Please call the school if you wish to help or to learn more about your school's PTA.

Report Cards

Students and parents will receive report cards at the end of each quarter of the school year.

Room Parents

Each year room parents are needed to help with special activities during the school year. Room parents, with the help of teachers, are in charge of classroom parties. They will also contact other parents in the room, if necessary, to help and support other school activities throughout the year.

Safety Patrol

The school Safety Patrol has been established for one reason ... THE SAFETY OF CHILDREN. Patrol members stand on our corners in hot, cold, wet and snowy weather for that reason. Students are asked to follow these rules:

1. Cross with the Safety Patrol.
2. Listen to the Safety Patrol for direction.
3. Don't push, shove or run.
4. Walk while crossing the street.
5. Stand behind the Safety Patrol while waiting to cross.
6. Do not bother safety patrol members on duty.
7. Problems or concerns regarding safety patrol members are to be reported to safety patrol supervisors or to the principal.

Safety Patrol Crossings:

- Stop Light/Crosswalk
- Maplewood Blvd. and Parkview Drive

Safety Patrol will be on duty:

A.M. - 8:25 a.m. – 8:45 a.m.
P.M. - 4:00 p.m. – 4:15 p.m.

Safety Rules

Safety is important. Children should be encouraged to practice good safety habits. Safety instruction is given at school and safety measures are practiced in the building and on the playground. You can help your child develop good safety habits by providing safety instruction at home.

If your child is new at school.

1. Everyone is expected to cross at the stop light.
2. Do not park in the bus lane.
3. Assist him/her in learning the safest route to and from school.
4. Encourage him/her to use intersections when crossing a street rather than the middle of the block. Where crosswalks are provided, he/she should stay between the lines. It is the child's responsibility to make certain that traffic from both directions has stopped.
5. If there are no sidewalks, the child should walk on the left side of the street facing oncoming traffic.
6. Encourage him/her to come home immediately after school is dismissed for protection and safety.
7. He/she should obey traffic lights and look both ways before crossing a street.

8. Remind your child to:
 - a. Never accept rides or gifts from strangers.
 - b. Report to his/her teacher, a police officer, or to you any strangers seen loitering on foot or in a car near schools, playgrounds, etc.
 - c. Always try to secure the license number of the car and write it down.
 - d. Always try to remember what the stranger looked like and how he/she was dressed.
 - e. Contact a police officer any time he/she needs help.
9. When a child is to go home with another child there should be a notice from home signed by a parent.

Visitors

Visitors are welcome at Laura Dodge Elementary School. In compliance with the policies of the Omaha Board of Education, all visitors to Laura Dodge must immediately report to the security desk. All visitors must enter the Main Entrance door (Door 1). Personal guests of Laura Dodge Students will not be permitted during regular school hours unless visitation has been approved by the building principal and must be escorted by security personnel. To minimize the interruption and distractions to learning environment, all approved classroom visits will be limited to 30 minutes in length. Pictures and video recording will not be allowed in classrooms to protect students' educational rights.

Volunteers

The purpose of the Volunteer Program is to provide an opportunity for parents and other interested adults to assist school personnel in the operations of the school; i.e., library work, computer parents, aiding classroom teachers, tutors, reading to students, cafeteria, etc. The PTA also needs the support of parent volunteers. Contact the school principal to volunteer.

General Rules

Dress Code

All students should dress in a manner that covers their body appropriately and keeps the student safe and warm throughout the year. Any clothing or apparel deemed inappropriate or causes a distraction to the learning environment, students will be asked to change their apparel and parents will be contacted. Students should refrain from wearing clothing/apparel that displays undergarments. In warmer weather students may wear tank tops, all upper body garments must have two straps (one for both shoulders) of at least 2 inches width. Students should refrain from wearing spaghetti straps/halter tops. To protect and keep feet safe, students must wear shoes at all times. Flip Flops or slip sandals will not be allowed for safety reasons. Students can keep a sweater or sweatshirt in their lockers. Sweatshirts with hoods are permitted, as long as the hood remains off of the student's head inside the school building. Students with hoods on in the building will be asked to take the hood off. Further incidents with having hoods on in the building will lead to the student to be asked to take off the hooded sweatshirt and parents will be notified.

Expectations

As a staff, we have created a set of School-Wide Expectations for our Wildcats. In our common areas such as the cafeteria, the hallway, the restroom, and the playground we have chosen ways that our students can Be Safe, Be Respectful & Be Responsible in these areas. The students will be reviewing these Expectations with their classroom teacher during the first week of school and they will be revisiting them throughout the school year. In addition to School-Wide Expectations for our students, we also created a list of steps that will be taken when a student is having difficulties following school expectations. They are as follows:

- | | |
|---|-------------------------|
| Step 1: Verbal Warning | Step 4: Parent Contact |
| Step 2: In Class Think Time | Step 5: PAC Referral |
| Step 3: Buddy Room Think Time
(with think sheet) | Step 6: Office Referral |

A parent contact will be made by the classroom teacher (after Step 2 and/or 3), the PAC Facilitator (after Step 4) or the Principal (after Step 5).

MTSS-B

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.

	Be Safe	Be Respectful	Be Responsible	Be Your Best
All	1. Keep your hands and feet to yourself.	1. Listen to and follow directions the first time. 2. Use polite and appropriate language.	1. Be a leader by modeling positive actions. 2. Complete all tasks correctly. 3. Report any unsafe situations.	1. Display kindness, gratitude, and a positive attitude. 2. Do the right thing even if no one is looking. 3. Come to school prepared to learn.
Hallways	1. Walk at all times. 2. Walk on the right side of the hall.	1. Use a Tone Zone 0. 2. Close locker doors quietly.	1. If you are not with an adult, you need to have a hall pass.	1. Model positive hallway expectations. 2. Walk in a #3 line with your class.
Restroom	1. Use the supplies and facilities the way they are supposed to be used.	1. Respect the privacy of others. 2. One person per stall. 3. Use a Tone Zone 0.	1. Use your time wisely. 2. Clean up after yourself.	1. Be considerate of others. 2. Wait patiently in a #3 line to use the restroom.
Cafeteria	1. Walk as you enter/exit through the correct doors. 2. Sit with your feet under the table and stay in your seat. 3. Eat only your food.	1. Follow the directions of school staff. 2. In line, use a Tone Zone 0. 3. At the table, use a Tone Zone 1.	1. Use the restroom before going to lunch. 2. Walk in, in ABC order. 3. Eat first-visit later. 4. Clean up your area when you are finished. 5. Throw all trash away. 6. Fast food is not allowed.	1. Model good manners. 2. Walk in a #3 line.
Playground	1. Use all playground equipment safely and appropriately.	1. Play non-contact games only. 2. Let the trees grow in peace. 3. Respect everyone's right to play.	1. Only use Dodge School equipment. 2. Return equipment to the carts when you are done.	1. Display good sportsmanship. 2. Include everyone. 3. Walk out, and line up in a #3 line.
Bus	1. Remain seated at all times. 2. Keep yourself and your belongings inside the bus. 3. Keep the aisles clear.	1. Listen to, and obey the bus driver. 2. Talk to your neighbor at a Tone Zone 1.	1. Keep food, candy, and drinks off the bus. 2. Dispose of trash in the proper container.	1. Model positive bus expectations. 2. Dismiss from school in a #3 line.
Classroom	1. Control your body. 2. Sit correctly. 3. Walk at all times.	1. Use kind words. 2. Raise your hand and get permission to share. 3. Treat others the way you want to be treated.	1. Use school materials correctly. 2. Use your time wisely. 3. Use the appropriate Tone Zone.	1. Work Hard even when things get difficult. 2. Ask questions for better understanding. 3. Take ownership of your work and behavior.

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

Omaha Public Schools 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.
- 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.
- 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.
- 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.

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.

School-Parent Compact

Laura Dodge Elementary School

This Title I School-Parent Compact has been jointly developed with parents and outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. At the annual parent-teacher conferences, the compact shall be discussed as it relates to the individual child's achievement.

Administrator/Teacher:

It is important that students achieve. We will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the challenging state academic achievement standards.
2. Regularly communicate with parents on their child's progress.
3. Demonstrate professional behavior and positive attitude.

Parent / Caring Adult:

I want my child to achieve; therefore I will encourage him/her by doing the following:

1. Communicate and work with teachers and school staff on an ongoing basis to be involved and support my child's learning.
2. Support your child's learning—volunteer in their classroom; participate, as appropriate, in decisions related to their education, guide positive use of extracurricular time.
3. Make sure my child is at school every day and on time, unless he/she is ill.
4. Provide a quiet place and time to do schoolwork and encourage my child to complete schoolwork.

Student:

I know my education is important to me. It is important that I work to the best of my ability. I agree to do the following:

1. Be at school every day and on time unless I am sick.
2. Come to school each day prepared with supplies and an attitude to learn.
3. Be responsible for my own behavior.
4. Respect and cooperate with other students and adults.
5. Return completed schoolwork on time.
6. Read at home.



Omaha Public Schools 2022–2023 Calendar



Next Level Learning – June 8–30 & July 1, 6–22

Independence Day – No School For Next Level Learning Students – July 4

Elementary – 8:50 a.m. to 4:05 p.m.
 Middle School – 7:40 a.m. to 3:05 p.m.
 High School – 7:40 a.m. to 3:05 p.m.

STAGGERED SCHOOL START – indicated by asterisk*

- **August *16** – Elementary Self-Contained Start Day
- **August *17** – Elementary Student Start Day
- **August *17** – Entry Level Middle and Senior High Student Start Day
- **August *18** – All Other Middle and Senior High Student Start Day
- **August *22** – Early Childhood Special Education Start Day
- **August *23** – Early Childhood Classes Start

Note: At Kennedy, Lewis & Clark, Wakonda, Wilson, and Alternative Programs
 – Check with the school regarding start & end of school day times.

Labor Day– No School For All Students September 5

No School For All Students September 16

No School For All Students September 23

First Quarter Ends – October 7

Second Quarter Begins – October 10

SENIOR HIGH CONFERENCES ARE THE WEEK OF OCTOBER 10

No School For Senior High Students – October 13 & 14

MIDDLE SCHOOL CONFERENCES ARE THE WEEK OF OCTOBER 17

No School for Middle School Students – October 20 & 21

ELEMENTARY CONFERENCES ARE THE WEEK OF OCTOBER 24

No School For Elementary Students – October 27 & 28

No School For All Students October 31

No School For All Students November 1

Thanksgiving Recess – No School For All Students. November 21–25

Second Quarter Ends – December 16

Winter Recess – No School For All Students December 19–January 2

No School For All Students January 3

Third Quarter Begins – January 4

Martin Luther King Day – No School For All Students January 16

No School For All Students February 3

Presidents' Day – No School For All Students February 20

MIDDLE SCHOOL CONFERENCES ARE THE WEEK OF MARCH 6TH

No School for Middle School Students – March 9 & 10

Third Quarter Ends – March 10

Spring Recess – No School For All Students March 13–17

Fourth Quarter Begins – March 20

SENIOR HIGH CONFERENCES ARE THE WEEK OF MARCH 20TH

No School For Senior High Students – March 23 & 24

ELEMENTARY CONFERENCES ARE THE WEEK OF MARCH 27TH

No School For Elementary Students – March 30 & 31

No School For All Students April 14

No School For All Students April 17

Last student day – Fourth Quarter Ends May 26

Memorial Day. May 29

June 2022

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		

December 2022

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

July 2022

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 2023

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 2022

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 2023

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 2022

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
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March 2023

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October 2022

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April 2023

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November 2022

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May 2023

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Omaha Public Schools Board of Education

- | | |
|----------------------------------|----------------|
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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 District Student Handbook

Elementary · 2022-2023

*Every student.
Every day.
Prepared for
success.*



The ***District Student Handbook*** is a resource for all Omaha Public Schools stakeholders. We provide this ***Handbook*** to assist students and families in navigating the Omaha Public Schools. We believe that educating students is best accomplished when we work collaboratively with students and their families. In this handbook you will find a range of useful information related to academics, curriculum and instruction, athletics and activities, emergency protocols and much more. After reviewing the ***District Student Handbook***, if you have any questions regarding advocacy, appeals (see page 5), or additional resources to support your student or family, please contact your child’s school.

You may also visit the Omaha Public Schools website at <https://www.ops.org> for additional information.

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Academics, Curriculum, & Instruction

Academic Integrity Position Statement

Academic integrity is a fundamental component of teaching and learning. Maintaining high standards of academic integrity ensures the sustainability of the OPS educational process. Therefore, students are expected to commit to and be responsible for demonstrating the five fundamental components, even in the face of adversity:

- | | |
|--------------|--------------------|
| 1 - Honesty | 4 - Respect |
| 2 - Trust | 5 - Responsibility |
| 3 - Fairness | |

The following activities show a lack of academic integrity: cheating, collusion, falsifying records, lying, plagiarism

(including electronic), alteration of materials, forgery, or providing or using external assistance relating to an examination, test, quiz, or daily assignment, without the expressed permission of the teacher, including looking at another student's work, sharing answers, or copying another student's work or any act designed to give unfair academic advantage to the student. As an institution of high academic integrity and as believers of supporting students to reach high academic success, every opportunity should be taken to give students the chance to demonstrate mastery of the content.

Grading Overview

Grades for students enrolled in the Omaha Public Schools (OPS) are based on achievement of district-wide/State content standards, which specify what students should know and be able to do. Standards are the same across schools and classrooms for the same

courses in the Omaha Public Schools. These common grading practices are intended to ensure students have the knowledge and skills necessary for the next level of a course, the next grade or readiness for college or the workforce.

Grading Purpose and Intended Use

Common grading practices provide specific, clear learning goals for students, parent(s)/guardian(s), teachers and administrators regarding what a student must know and be able to do to master the content of a course. They allow teachers to be consistent with common best

practices from grading based on educational research. Most importantly, common grading practices provide clarity for students and families as to what the grading criteria and expectations are between and amongst teachers, courses, and schools in OPS.

Grading Scale

Omaha Public Schools Grading Scale

A	B	C	D	F
4.00 – 3.26	3.25 – 2.51	2.50 – 1.76	1.75 – 1.01	1.00 – 0.00

Coursework Types

Coursework may be expected to be completed during class time or outside of school.

- **Practice** (0%) assignments are brief. They are done to learn a new skill or to gain initial content knowledge, (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Practice work is at the student's instructional level.
- **Formative** (35%) assessments/assignments are done for learning. They are minor assignments, (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison/contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Descriptive feedback provides the student with the necessary information to improve their learning. Formative work is at the student's instructional level and/or grade level standards. It is suggested to have three to five formative assessments for every one summative assessment. Formative assessments may be assigned to be completed at home or at school. Formative assessments may be assigned to be completed at home or at school.
- **Summative** (65%) assessments/assignments are major end of learning unit tests or projects, (e.g., a research paper, an oral report with a power point, science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student's progress on grade level standards. Summative assessments may be assigned to be completed at home or at school.

Progress Reports

Student progress reports are distributed at the middle of each grading period. Progress reports are designed to let parent(s)/guardian(s) know how their child is performing academically. These grades (marks) are not final and do

not appear on student transcripts. As always, parent(s)/guardian(s) can make an appointment with teachers or school counselors in the event that additional supports are needed to improve the student's progress.

Report Cards

Student report cards are distributed at the end of each grading period. Report Cards are designed to inform parent(s)/guardian(s) of the student's level of proficiency

in each course. Grades at the end of the semester will appear on the student's transcript.

Grade Reporting Timeline

- September – First Quarter Progress Report
- October – First Quarter Grade Report (some courses may post to transcript)
- November – Second Quarter Progress Report
- December – Second Quarter Grade Report (posted to transcripts)
- February – Third Quarter Progress Report
- March – Third Quarter Grade Report
- April – Fourth Quarter Progress Report
- May – Fourth Quarter Grade Report (posted to transcripts)

Grade Point Average

Grade Point Average (GPA) is computed by dividing total grade points earned by credits attempted. GPA takes into account the grade earned, amount of credit earned, and

the weight (based upon credit) of the course. All graded courses are included in this computation. Grade points are assigned as follows.

Academic Courses		Honors & A.P. Courses	
Letter Grade	Grade Points	Letter Grade	Grade Points
A(-)	4.0	A(-)	5.0
B(-)	3.0	B(-)	4.0
C	2.0	C	3.0
D	1.0	D	2.0
F	0	F	0

Note: One-half credit courses receive half the number of grade points.

Accident Insurance

At the beginning of each school year, all students are given the opportunity to purchase group accident insurance through a private company. The fee is small for the coverage provided. Parents or guardians may choose the 24-hour plan or a more limited school plan that only covers students during school attendance, school activities, school sponsored events and all athletic

participation except football. Football insurance coverage will need to be purchased in addition to the above coverage if the student needs insurance for football participation. Schools do not carry insurance on students, their vehicles, or their personal property. For more information please contact Student Information Services at 531-299-0237.

Accreditation

Accreditation is a required process by which schools examine all systems and educational functions to certify competency and authority in the operation of Nebraska public schools. In conjunction with the Nebraska Department of Education and an outside accreditation agency like Cognia, every five years OPS is externally

reviewed. This ensures that all people, processes, departments and operations of each school meet all accreditation standards. All of the Omaha Public High Schools are accredited through 2025 by Cognia and the State Department of Education.

Advertising and Promotion in the Schools – Policy No. 1060

Neither the facilities, the staff, nor the children of the school district shall be used in any manner for advertising or otherwise promoting the interests of any commercial, political, or other non-school agency, individual, or organization, except as follows:

1. District staff may cooperate in furthering the work of any non-profit, community-wide social service agency, provided that such cooperation does not restrict or impair the educational program of the District or any school or diminish the amount of time

- devoted to any educational program.
2. Schools may use films or other educational materials bearing mention of the producing firm or sponsor, providing such materials can be justified on the basis of their actual educational value.
 3. Persons or organization seeking to distribute flyers of announcements concerning non-school events to a class or school must receive prior specific approval from the Office of District Communications. Flyers or announcements approved by the Office of District Communications shall be distributed through the online Community Opportunities. A single flyer concerning a non school event may be posted in the building common area, at the discretion of the building Principal.
 4. Persons or organizations seeking to distribute flyers or announcements concerning school events to a class or school must receive prior specific approval from the building Principal.
 5. District staff may, at its discretion, announce, or authorize to be announced, any lecture, community activity, or film which it feels has educational merit.
 6. District staff may, upon approval of the Board of Education, cooperate with any agency in promoting activities in the general public interest, and which promotes education that is in the best interest of the students.
 7. Middle and high schools are permitted to sell advertising space for publications such as student newspapers, sports rosters, theater productions, and year books, subject to the approval of the Principal.
 8. The District may sell commercial advertising in or on scoreboards; Or other appropriate locations in athletic facilities at Elementary, Middle, or High Schools. All revenue generated from such advertising shall be used for the sole purpose of maintaining and upgrading the athletic facilities across the District.
 9. The District may permit advertising by District-approved Adopt-A-School partners, for Office of District Communications initiatives or sports advertising agreements entered into with the Omaha Public Schools Foundation and approved by the Superintendent of the Superintendent's designee.
 10. Elementary and middle schools may produce school newsletters and or newspapers, but may not sell advertising for these publications. However, because of some secondary specialized curriculum areas (e.g., journalism, theatre, performing arts, etc.) advertising space for publications such as student newspapers, sports rosters, theatre productions, and any advertising authorized by this Policy shall be student-oriented and consistent with the District's educational standards and goals. The District may control the content of advertising as allowed by law. Advertisement on District property or at District events may not include information or materials that:
 - i. Are obscene to minors; or
 - ii. Are libelous; or
 - iii. Are pervasively indecent or vulgar or contain any indecent or vulgar language; or
 - iv. Advertise any product or service not permitted to minors by law; or
 - v. Are generally considered to constitute insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion or ethnic origin); or
 - vi. Present a clear and present likelihood that, either because of their content or their manner of distribution, they will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities or will cause the commission of unlawful acts or the violation of school procedures.

The inclusion of advertisements in district publications, in district facilities, or on district property does not constitute or imply approval and/or endorsement of any product, service, organization, or activity. The Superintendent, or the Superintendent's designee shall have final discretion to allow any such advertising, approval of the content of such advertising and determine the price of such advertising.

For more information please contact District Communication at 531-299-0221.

Appeals and Concerns

The Omaha Public School District has a variety of procedures and policies that ensure that students and other stakeholders may request a review, file a formal complaint, and/or appeal decisions made by school administration. Stakeholders are encouraged to initially contact the School

Principal or Program Director with concerns. In situations where there has not been resolution, or the stakeholder would like additional advocacy, they may contact the Office of Family and Community Relations for additional support.

Access to Student Records

A student or the student's parent/guardian may review the educational records of the student. Any request to review student records must be honored as soon as possible but at least within ten days of receipt of the request.

The District will not provide full access to or disclosure of

educational records to the student or the student's parent(s) or guardian(s) if educational records contain information regarding more than one student. In such cases, access will be provided only to information regarding the student who is or whose parent(s) or guardian(s) is requesting such access or disclosure.

Academic Appeals

Students and parent(s) or guardian(s) have the right to appeal academic and grading decisions. Students, parent(s) or guardian(s) should begin the appeal with the classroom teacher. If further discussion is necessary, the

Instructional Facilitator or Curriculum Specialist at the school should be included in the process. If the concern continues, the Assistant Principal or Principal should be contacted.

Athletic and Extracurricular Activity Appeals

Students and parent(s) or guardian(s) have the right to appeal athletic and extracurricular decisions. Students, parent(s) or guardian(s) should begin the appeal with the teacher, coach or activity supervisor. If further discussion

is necessary, the Assistant Principal or Athletic Director at the school should be included in the process. If the concern continues, the Principal should be contacted.

Behavior/Discipline Appeals

Any discipline intervention that removes a student from the learning environment is subject to an appeal at the request of the student or the student's parent(s) or guardian(s). It is recommended that a family begin the appeal process for all behavior resolutions with the school administration.

Discipline Appeals to the School Principal or Program Director:

The School Principal or Program Director has the decision-making authority for both in-school and short-term (including 1 to 5 school days) out-of-school suspension resolutions. Questions about these resolutions should be discussed with the school administrator or program director.

Student Success Center (SSC) is an in-school suspension option, provided to students as an effort to keep students in school and to minimize absences. In the SSC, the students work in a supervised classroom environment which minimizes distractions while allowing them to focus on their needs both academically and socially. The SSC resolution encourages students to accept responsibility for their actions. SSC may also be used as a preventative measure to help students make positive choices related to behaviors.

Discipline Appeals to the District Student Hearing Office:

A student discipline hearing may only be requested when the discipline recommendation is for a long-term suspension (lasting more than 5 school days), mandatory reassignment, emergency exclusion (lasting more than 5 school days), or expulsion.

- Long-term Suspension – Exclusion from school for a period of time exceeding five school days but less than 20 school days.
- Reassignment – Mandatory transfer to another school or program; a student may not return to the school from which was reassigned.
- Expulsion – Expulsion means a student may not attend any school in the district for the period of the expulsion. Expelled students may participate in a district-specified alternative school during the term of expulsion. A student may not return to the school from which expelled.

For additional questions, contact the Omaha Public Schools Student Hearing Office 531-299-9951.

Civil Rights and Discrimination Complaints/Appeals

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 and investigate complaints related to the non-discrimination policies: Superintendent of Schools, 3215 Cuming Street, Omaha, NE 68131 (531-299-0310).

The following individual has been designated to handle inquiries regarding the non-discrimination policies: Director of Equity and Diversity, 3215 Cuming St., Omaha, NE 68131, 531-299-0307, or equityanddiversity@ops.org.

Family and Community Relations

Our district has a process to address concerns from families and community members through the Family and Community Referral Process. The Ombudsperson and Family and Community Engagement Specialist(s) work alongside families, community members and school personnel to address and resolve concerns. The goal is to collaborate and support what is in the best interest of

the student. Stakeholders are encouraged to contact the school administration first to address concerns in advance of a formal Family and Community Referral. For more information, contact Family and Community Relations at 531-299-0314.

Attendance Best Practices

The single most important factor contributing to student achievement is school attendance. The Omaha Public Schools strongly believes that daily attendance is critical to academic success as well as social and emotional well-being. Students are expected to be in school regularly, on time and remain present the entire day. All OPS schools will follow the Attendance Policy found in the Buff pages of the **Student Code of Conduct**.

If a student is going to be absent –

Please contact the school before 7:30 a.m. (secondary) and 8:40 a.m. (elementary). Voicemail will be available to leave a message as to the reason for the student absence. If an absence is not reported, contact will be made to the parent(s)/guardian(s) provided phone numbers with notification of the student absence. This is to ensure

If a student is going to be late to school –

Students not present at the start of the school day are recorded as absent. Students must check in with the attendance office before reporting to class. A note or school contact from the parent/guardian reporting the

Request to leave school early –

Whenever possible, doctor, dentist, and other appointments should be made outside of school hours. However, if it is necessary to leave during the school day, the parent/guardian is asked to communicate with the office and/or the student is asked to bring a note from a parent/guardian stating the exact time for leaving and the

School Closing and Early Dismissal

The Omaha Public Schools recognizes the right and responsibility of parents/guardians to make a choice in the matter of school attendance in bad weather. If weather is questionable, please listen to the radio, watch your local weather channel, or check OPS social media for word of school closing. The district will also communicate with

STRIVE FOR 95 is the district focus on increasing the number of students reaching 95% attendance or higher throughout the school year.

- Attend regularly
- Arrive on time
- Attend the entire day
- Miss less than 9 days throughout the school year

that every child is accounted for and for the protection of all children. If the school is not notified of the student's absence or contact was not made, please provide a note of explanation as to the reason for the absence. Timely response and communication are appreciated.

reason for the late arrival is requested. Minutes late to school will accumulate and will be added to the total number of days missed. District procedures will be followed regarding late arrivals to school.

reason. This is for the safety of all students. If you plan to remove your child from school during the day, we ask that you pick the child up in the office. No student will be dismissed as a result of a phone call. All students must be checked out at the office by a parent/guardian/emergency contact, and identification must be verified.

families via voice and text messages and information will be posted on the district website and social media sites. If school closes during the day, the school will follow the instructions on your student's emergency card. If this information changes, please notify the office immediately.

Child Abuse and Neglect

OPS Child Abuse Reporting Policy (Policy 5402) is based on Nebraska State Law (28-711). Every person who is employed by Omaha Public Schools is considered a mandatory reporter. In any situation that would cause a concern to the health or well-being of a child, the staff member who became aware of or witnessed the incident is to contact Child Protective Services (CPS) or Law Enforcement. In addition to calling CPS, the employee needs to speak with his/her building principal or their immediate supervisor. The building principal or immediate supervisor will contact Human Resources if the incident is regarding a staff member causing harm to a student.

When any physician, medical institution, nurse, school employee, social worker, or other person has reasonable cause to believe that a child has been subjected to abuse or neglect or observes such child being subjected to conditions or circumstances which reasonably would

result in abuse or neglect, he or she shall report such incident or cause a report to be made to the proper law enforcement agency or to the department on the toll-free number 1-800-652-1999.

Any person who willfully fails to make any report of child abuse or neglect required by section 28-711 shall be guilty of a Class III misdemeanor. This is a maximum of three months' imprisonment or five hundred dollars fine or both.

Schools are obligated by law to allow CPS and/or Law Enforcement under Nebraska State Law (43-250) and Nebraska Administrative Code (390) to speak to your child without prior parental consent when there is an open case involving suspected abuse and or neglect. It is then the responsibility of CPS or Law Enforcement to contact you and discuss the contact with your child. School staff are instructed not to notify parents by these officials.

Child Find

Child Find requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child. Children with disabilities from birth to age 21 are covered. This includes children who are being homeschooled, attending private school, highly mobile

children, migrant children, homeless children, children who are wards of the state as well as children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. For more information, please contact: Omaha Public Schools Director of Special Education, 3215 Cuming Street, Omaha, NE 68131-2024, 531-299-9461.

Children’s Online Privacy Protection Act (COPPA)

The Omaha Public Schools may contract with publishers or online providers to offer online curriculum that aligns with district standards or other services that support the teaching and learning processes of the district. These applications or websites are offered for the benefit of the students and for the school system. Online providers

give OPS full notice of their collection, use and disclosure practices. Use of the applications or websites and the collection of information from students are solely for the use and benefit of the school, and for no commercial purpose.

Dating Violence Prevention – Policy No. 5420

Omaha Public Schools strives to provide physically safe and emotionally secure environments for all students and staff. Positive behaviors are encouraged in the educational program and are required of all students and staff. Dating violence will not be tolerated.

For purposes of this policy “dating violence” means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature. The existence of such a relationship shall be determined based on a consideration of the following factors:

- a. The length of the relationship;
- b. The type of relationship;
- c. The frequency of interaction between the persons involved in the relationship.

Dating Violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

Incidents of dating violence will be addressed within the scope and subject to the limits of the District’s authority as set forth in Policy 1210.

Staff training on dating violence shall be provided as deemed appropriate by the administration. The dating violence training shall include, but need not be limited to, basic awareness of dating violence, warning signs of dating violence, and the District’s dating violence policy.

Dating violence education that is age-appropriate shall be incorporated into the school program. Dating violence education shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

The administration will be responsible for ensuring that this dating violence policy is published in the school district’s student-parent handbook or an equivalent such publication. Parents and legal guardians shall be informed of the dating violence policy by such other means as the administration determines appropriate. If requested, parents or legal guardians shall be provided a copy of the dating violence policy and relevant information.

Emergency Protocols

Procedures are established in the event of a crisis during school hours or sponsored activities. The staff is trained in specific methods to handle crisis situations.

Hold

In the event of an occurrence that requires students and staff to remain in their classrooms, and out of the hallways until the occurrence is resolved. Students and staff would remain in their classrooms, or other needed locations, until an “all-clear” announcement is made.

Secure

Secure takes place if an external threat is identified near school grounds. All external doors are to remain locked. No entry or exit to the school will be allowed until an “all-clear” announcement is made.

Lockdown

A lockdown takes place if an internal or external threat is identified at the school. All school doors are locked and students are confined to classrooms or secured location. No entry into or exit from the school will be allowed until an “all-clear” announcement is made.

Evacuate

In the event of certain building emergencies, students will be relocated to an evacuation assembly area. Students will be released ONLY to parents/guardians/emergency contact with picture ID and permission from a district official. This procedure is necessary to account for the location of all students.

Fire Drills

In conformity with the regulations of the Nebraska State Fire Marshal, each school is required to hold fire drills. Upon the sounding of the fire drill signal, all students are dismissed immediately and are to follow, under the leadership of the teacher, the exit instructions that have been issued. Your books and wraps are to be left in the classroom; purses should be taken with you; the classroom door should be closed upon vacating the room. Remain alert, calm, and quiet as it may be necessary for a change in exit instructions to be given over the P.A. system. Avoid crowding, pushing, or shoving. Under the guidance and leadership of the teacher, students should remain in the assigned sidewalk area until the “all-clear” signal is sounded.

Severe Weather

The Omaha Public School policy recognizes the right and the responsibility of parents in the matter of school attendance when inclement weather exists. In case of extreme winter weather conditions, announcements of school closings will be made from the department of District Communications at or before 5:30 a.m. Any changes in dismissal time will also be announced. If the school is alerted to an approaching tornado, immediate directions will be announced within the school building. All students, staff, and visitors will move to sheltered areas until the emergency has passed. In cases of emergencies or of impending disaster, staff is responsible for giving specific instructions for student safety.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the “All Clear” is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

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Equal Access

As required by federal law, Omaha Public Schools provides equal access to the Boy Scouts and other designated youth groups. Please contact the building

principal or the Executive Director for District Operational Services at 531-299-2201 for inquiries regarding this policy.

Family Communication & Access to the Schools

Access to the Schools

Parent(s)/guardian(s) are encouraged to visit their children's schools, classrooms, assemblies, counseling sessions and other instructional activities. The district will encourage home and school cooperation by promoting clear, two-way communication with parent(s)/guardian(s) about the instructional program, and the child's participation and progress. Special notice is routinely given to parent(s)/guardian(s) regarding open houses, parent-teacher conferences, award and recognition ceremonies, school activities, certain assemblies, student programs, and other special events.

Parent(s)/guardian(s) are also encouraged to visit their children's classrooms and daily learning environments. Parent(s)/guardian(s) and other visitors to the schools are expected to arrange such visits in advance. All visitors need to report to the main office or designated area to

sign-in and receive visitor's badge.

Parent(s)/guardian(s) and other patrons of the district are welcome and encouraged to visit the schools. All visitors are expected to report to the main office or designated area to notify staff they are in the building or on school grounds. 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 or bar future access, remove or request the removal of any visitor whose behavior is disruptive to the educational/working environment of the school. Any visitor to the schools who has been denied access or who has been asked to leave may appeal to the Office of the Superintendent.

Communication

Establishing good communication with students is a major goal of Omaha Public Schools, one which the school considers an important factor in a student's educational success. Teachers, counselors, and principals strive to answer questions and correct misinformation by maintaining an "open door" policy with students. Parents/guardians are invited to ask questions or seek the counsel of any of these school staff to help resolve issues. Contact the main office to be directed to the appropriate staff member.

One goal of a student's success in school is correcting problem situations early. The way to do this is to encourage parents to talk with the teacher involved or to seek the advice of a counselor. Students often wait when they have difficulty in a class, thinking they will be able to help themselves without assistance. Often, however, the

problem gets worse, and the student can see no answer. Parents/guardians are encouraged to show concern and need for help early. The teacher is there to help students succeed.

Parent(s)/guardian(s) will have the opportunity to meet their child's teachers and discuss progress at Parent-Teacher Conferences scheduled during the school year. Also report cards will be distributed to parent(s)/guardian(s) at these conferences.

Newsletters mailed to parent(s)/guardian(s), electronic communication, and school websites are among the other means of communication with the home. The school newspaper and FM-radio station, KIOS, circulate school news. KIOS, which is 91.5 on the radio dial, is located at the Telecommunications Center, 3230 Burt Street.

Campus Parent Portal

The District offers parent(s)/guardian(s) the opportunity to complete the Annual Update, view their student's grades, homework, and attendance and to pay fines/fees online. The app, Campus Parent, provides anytime access via the

internet from the Omaha Public Schools homepage (www.ops.org) or from the Campus Portal link (<https://campus.ops.org/campus/portal/parents/ops.jsp>). Contact the school's main office to gain access.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) permits designated Directory Information to be disclosed without written consent from a parent/guardian unless

the parent/guardian provides written request that it NOT be allowed.

Directory Information

Directory information, as designated by the District, includes:

1. Name
2. Grade level
3. Date and place of birth
4. Dates of enrollment
5. The current and the most recent educational agency or institution attended
6. Honors and awards received
7. Participation in officially recognized activities and sports
8. Weight and height of members of athletic teams
9. Photograph

For example, Directory Information allows student information to be used in such things as:

1. OPS social media, web pages and publications
2. Graduation programs
3. The annual yearbook
4. A playbill, showing student's role in a drama production
5. National and local media stories – print, broadcast, and web
6. Honor roll or other recognition lists
7. Sports activity programs showing weight and height of athletic team members

Parent(s)/guardian(s) and eligible students who do NOT want directory information made available may indicate their preferences on the release distributed at the beginning of the school year or may notify in writing the Student Information Services office at 3215 Cuming Street, Omaha, Nebraska 68131-2024 or at sis@ops.org.

Students and parent(s)/guardian(s) have the right to obtain a copy of the policy of the School District on student records. Copies of the policy are available from the Student Information Services office, School District of Omaha, 3215 Cuming Street, Omaha, Nebraska 68131-2024 or upon request at sis@ops.org.

Release to Military or Postsecondary Institutions

In addition to disclosure of directory information, federal law also requires school districts to release to military recruiters and institutions of higher education, secondary school students' names, addresses and telephone listings, unless parents and/or secondary students request that this information NOT be released to these institutions without their prior written consent.

Parent(s)/guardian(s), eligible students or secondary

students who do NOT want their name, address, and telephone listing to be released to military recruiters or institutions of higher education may indicate their preferences on the release distributed at the beginning of the school year or may notify in writing the Student Information Services office at 3215 Cuming Street, Omaha, Nebraska 68131-2024 or at sis@ops.org.

Limited Release of Non-Directory Information

Limited Release of Non-Directory Information, such as address, phone number, and parent(s)/guardian(s) names may only be released with permission of a parent/guardian or as otherwise permitted by state and federal law. Examples of **school-related purposes** for which the District practice allows this release include:

1. Scholarship organizations
2. Senior portrait photographers
3. Student directories for student/school/parent use
4. Yearbook publishers/class ring manufacturers
5. College recruiters
6. Student financial aid entities

The District no longer lists address, phone number and

parent(s)/guardian(s) name as Directory Information, in an effort to protect students and parents from disclosure of this information for non-school purposes. However, there are many school-related purposes for disclosing this information. The District annually requests written consent from parents to release addresses, phone numbers, and parent(s)/guardian(s) names for these types of limited purposes, which are detailed on the release. The release is distributed at the beginning of the school year and can also be obtained at any time by contacting Student Information Services, 3215 Cuming Street, Omaha, Nebraska 68131-2024 or at sis@ops.org. We encourage parents to sign the limited release.

Health Services

The mission of Health Services is to support student success by providing comprehensive school health services using a collaborative approach that promotes an inclusive, safe, and healthy learning environment to foster academic engagement of all students.

An ill or injured student needs parent/guardian permission to leave school property. The exception would be in the event of an emergency requiring EMS services.

Accident Report

A written student accident report will be completed when an accident occurs on school property in which the

A health record is on file for each student in the health office and student health information is entered electronically in Infinite Campus. Parents/guardians are asked to update their child's health information by reporting to the nurse any changes in health status, newly received immunizations, and other pertinent information necessary to keep students safe, healthy and ready to learn at school.

student sustains an injury that requires an evaluation by a health care provider.

Action Plans and Rescue Medication

Asthma, anaphylaxis, seizures and diabetes are conditions which can result in potentially life-threatening episodes. There may be other conditions that require an

action plan and rescue medications in order to respond to a potential medical emergency. The school needs an updated action plan, signed by the health care provider

and the parent/guardian, at the start of each school year and if changes to the plan occur during the school year. This plan, authorizes the required rescue medication be

administered to the student at school in the event of an emergency. The parent/guardian is responsible for providing the prescribed medication(s).

Behavioral and Mental Health Community Partners

The **Methodist Community Counseling Program** has been a collaborative effort of the Methodist Hospital Foundation, Omaha Public Schools and neighborhood churches since 1996. The program's mission is to provide accessible, affordable behavioral health services in the neighborhoods where you live, work and learn. The Methodist Community Counseling Program includes a team of licensed mental health practitioners dedicated to helping clients improve their quality of life by addressing their unique mental health and emotional challenges. Counseling services are offered to students in each middle school, high school and alternative program in Omaha Public Schools and to the community at locations across Omaha.

The **Connections Program** has been a collaborative effort between Project Harmony and Omaha Public Schools since January 2015. The program's mission is to promote hope, health, and resilience for children and families in need. The Connections program offers

low- or no-cost professional therapy to students needing preventative mental health care at a convenient location and time in an individual or group setting. Connections works closely with the family and the child's school to find the right therapist to help each child build confidence, resilience and coping skills. The program is available to all Omaha Public Schools elementary students.

The **School and Family Enrichment (SAFE) Program** has been a collaboration between the Omaha Public Schools, Region 6 Behavioral Health Care, and Child Saving Institute since August 2000. The program's mission is to provide, at no cost to the family and on a voluntary basis, home-based family support, case management and/or behavioral support as needed. A SAFE Specialist will work closely with the student, family and the school in focusing on the family/child strengths and achieving agreed upon goals. The SAFE program is available to all elementary students in Omaha Public Schools.

Minimum Annual Health Screenings

In accordance with the Nebraska State Statute, #173 NAC 7, the Omaha Public Schools is required to conduct non-diagnostic health screenings to all students enrolled in grades Early Childhood – 4th, 7th, and 10th. The purpose of screening is to identify any possible health concerns needing further evaluation or assistance. Parents/guardians are to be notified of the screening result if the student is found to need further evaluation, as determined by the qualified screener. The cost of the evaluation, by a health care provider, is the responsibility of the parent or

guardian of the student.

The screening measures the following: height/weight, hearing, vision and dental health.

A parent/guardian may submit a statement signed by a health care provider stating the student has undergone required screenings within the last six months prior to the start of school. A student in the mandated grades must submit to any required screening at school for which such a statement is not received.

Nebraska School Immunization Law

- **Students are required to be immunized prior to enrollment and any student not in compliance will not be permitted to continue in school. The minimum immunizations required for enrollment are:**

Students 2–5 years of age:

- 3 doses of pediatric Hepatitis B vaccine
- 4 doses DTP, or DT vaccine
- 3 doses of Polio vaccine
- 1 dose of MMR or MMRV given on or after 12 months of age
- 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age
- 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age, or written documentation from parent(s)/guardian(s) or health care provider of the month and year of varicella disease
- 4 doses of pneumococcal or 1 dose given on or after 15 months of age

All students from Kindergarten through 12th grade:

- 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11–15 years of age
- 3 doses DTP, DT or Td vaccine, one given on or after the fourth birthday
- 3 doses of Polio vaccine
- 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age and separated by at least one month, or written documentation from parent(s)/guardian(s) or health care provider of the month and year of varicella disease

Additionally for 7th grade students (or students enrolling for the first time in grades 8–12) only:

Exemption and Provisional Status:

- Exemptions will be granted for: (1) health reasons substantiated by a written health care provider statement; (2) religious conflict substantiated by a notarized affidavit from the parent(s)/guardian(s).

- Proof of at least one immunization for each required series of immunizations is necessary, to be provisionally enrolled.
- If a student does not have proof of receiving all State required immunizations, provisional enrollment may be allowed when a parent(s)/guardian(s) provides an immunization appointment date to their child's school nurse. Written verification from the health care

provider is necessary when the student returns to school, after receiving the immunization. Provisional enrollment will continue, provided the immunizations are given as soon as it is medically possible.

- Special provisions are available for children of officers or enlisted persons on active duty in the military. Please contact your child's school for further information.

Immunization Requirement

Students who do not meet the state immunization requirement for immunization compliance may be subject to emergency exclusion until the school reviews the official

immunization record which indicates the student meets minimum requirements and/or receiving the required immunizations as quickly as medically permitted.

Physical Examination Requirements

Students initially enrolling in school, entering the seventh grade or transferring from out-of-state are required (by Nebraska Department of Health and Human Services) to have a physical examination by a licensed health care

provider within six months prior to entrance and provide proof of such an examination. Parent(s)/guardian(s) may opt out of this requirement through a written waiver obtained at the school.

Visual Evaluation Requirement

A vision evaluation by a health care provider or an optometrist is required within six months prior to entrance into kindergarten or transfer from out-of-state. The evaluation will examine for amblyopia, strabismus and

internal and external eye health, with testing sufficient to determine visual acuity. Parent/guardian may opt out of this requirement through a written waiver obtained at the school.

Procedures for Medications

1. OPS policy requires written authorization from a health care provider, or dentist, and written parent/guardian permission for any prescription or over-the-counter medication administered to any student. No unauthorized medication (aspirin, Tylenol and cough drops included) will be administered by the school nurse or other school personnel. No OPS personnel will prescribe medication at any time. When a student must take medication during school hours, adherence to the following procedures is strictly followed:
 - a. The school must have written permission from the parent/legal guardian and a written health care provider statement which provides instruction in providing the correct dosage at the correct time(s). This authorization must be submitted at the start of each school year and with any change in the medication or change in dosage. Authorization from the parent/guardian and health care provider is necessary for all over-the-counter medication also.
 - b. The medication must be brought to school by the parent/legal guardian or an adult authorized by the parent or guardian. Secondary students are allowed to bring medication to school if parent/guardian permission and physician authorization and instructions are available in the health office.

No secondary or elementary students are allowed to bring or carry home any controlled medication (methylphenidate, Adderall, etc.) to school. A parent/guardian

or parent/guardian-designated adult is to bring controlled medication directly to school personnel.

- c. Pharmacies will provide a prescription medication bottle dedicated to school with each refill. The label on the medication is to include the student's name, health care provider's name, date and directions to be followed.
 - d. Expired or outdated medication will not be accepted or administered to students at any time.
 - e. Non-emergency medication (routine, as needed and over-the-counter medication) is stored in a locked area in the health office until they are turned into OPS environmental services for disposal.
 - f. Emergency medication (e.g. EpiPen's, inhalers, glucagon and diastat) is stored in a secure but unlocked area in the health office to provide immediate access.
 - g. Medication left at school or that has expired will be disposed of by environmental services.
2. A student may self-carry or self-administer if:
 - a. The student's health care provider has provided written authorization indicating the name of the, medication, the dosage and frequency of administration. A student may not self-carry or self-administer over-the-counter medications or controlled substances, even if authorized by the health care provider.

- b. The parent/guardian provides written permission.
 - c. If a student uses medication other than as prescribed, or endangers themselves or others, the student may be subject to disciplinary action by the school and may be prohibited from carrying their medication at school.
3. A student may self-monitor a diabetic condition if:
- a. There is a written management plan developed by the school, health care provider and parent/

guardian designating the specifics of self-monitoring.

- b. The parent/guardian has completed the DHHS consent/release form.
- c. If a student uses medical supplies other than as prescribed, or endangers themselves or others, the student may be subject to disciplinary action by the school and may be prohibited from self-monitoring the diabetic condition.

School Based Health Centers

To ensure students are healthy and ready to learn, the Omaha Public Schools partners with One World Community Health Center and Charles Drew Health Center to provide quality health care within nine School Based Health Centers (SBHC) in buildings throughout the district. The SBHCs are staffed by licensed advanced practice registered nurses and physician assistants that can diagnose, treat and prescribe medications for many illnesses that keep children out of the classroom, in addition to providing school physicals, physicals to participate in athletics and administering immunizations which are required to attend school. With parent(s)/guardian(s) consent, any OPS student and their minor siblings may use the services provided in the SBHC. The relationship with a student's medical home is not disrupted if the SBHC is utilized by the student. The SBHC accepts Medicaid, Kids Connection, commercial insurance, or they can provide a low-cost sliding fee schedule for uninsured children based on family income and size. To enroll, the

“School Based Health Center Enrollment and Consent Form” must be completed by a parent(s)/guardian(s) and returned to school. For enrollment forms and more complete information about hours, services and cost, please visit <https://www.ops.org/Page/553> or call your school nurse for assistance.

- **Kellom Elementary** – 311 N. 24 Street / 402-505-5451
- **Indian Hill Elementary** – 3121 U Street / 402-933-4968
- **King Science & Technology Magnet** – 3720 Florence Blvd. / 402-502-5644
- **Liberty Elementary** – 2021 St. Mary's Ave. / 402-505-8180
- **Belvedere Elementary** – 3775 Curtis Ave. / 402-932-1232
- **Spring Lake Magnet** – 4215 S 20 Street / 402-932-7014
- **Northwest High** – 8204 Crown Point Ave. / 402-916-5964
- **Bryan High** – 4700 Giles Road / 402-991-3904
- **Buena Vista High** – 5616 L Street / 402-952-4050

Special Health Needs

It is imperative for parent(s)/guardian(s) to notify the school of any health needs/concerns their child may have, such as asthma, seizure disorders, severe allergy, diabetes, blood disorders, etc.

Parent(s)/guardian(s) must provide all of their student's

medications and medical supplies for special health care procedures, including blood glucose monitors, inhalers, tubing for nebulizers, catheterization supplies, etc. Medication and medical procedures require authorization from the parent(s)/guardian(s) and health care provider.

Special Emergency Procedures

In case of cardiac arrest, an Automated External Defibrillator (AED) may be administered by designated trained staff in CPR/AED to students as a life-saving measure. If a student sustains a life-threatening asthma attack or a severe allergic reaction (anaphylaxis), epinephrine and nebulized albuterol may be administered

by trained staff. Naloxone nasal spray may be administered by designated trained staff when an opioid overdose is suspected. Emergency Medical Services will be activated in life-threatening emergencies. AED and emergency medications are not to be taken off school grounds for individual use.

Multi-Tiered Systems of Support for Behavior (MTSS-B) & Social Emotional Learning (SEL)

The Omaha Public Schools (OPS) implements Multi-Tiered Systems of Support for Behavior (MTSS-B) to promote student use of positive behavior. Additionally, Social Emotional Learning (SEL) engages students of all ages in identifying and regulating emotions to support problem solving and academic success. Through these frameworks, OPS has committed to providing staff with tools and resources to positively engage students and families through implementation of schoolwide social, emotional and behavioral interventions. These practices are designed to support safe and encouraging learning

environments.

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.

Each school and program in Omaha Public Schools has an MTSS-B Team to ensure effective practices are in place. 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.

Nutrition Services

The Omaha Public Schools District recognizes students need access to nutritious meals during the school day to stay focused in the classroom. Studies have shown children who are not hungry perform better in school. During the 2022–23 school year and for the upcoming 2023–24 and 2024–25 school years, the district is participating in the Community Eligibility Provision (CEP). All students enrolled in an Omaha Public School where meals are provided will receive a healthy breakfast and lunch at no charge regardless of income. No further action

is required. By providing breakfast and lunch at no charge, we will be contributing to the education environment for the students. It is the parent/guardian's responsibility to pay for their student's ala-carte purchases such as additional entrees, chips, cookies, or other extras. The information below describes the standard practice the district will follow to maintain the financial integrity of the nonprofit school meals program while minimizing any undue focus on children who do not have funds.

Account Balances

Parents and/or guardians are encouraged to monitor their child's account balance online and keep an adequate amount of funds in the child's account to pay for their a la carte purchases. Prepayment is encouraged and may be made online, or at the school with cash or check. For information on accessing your child's online account visit: www.schoolcafe.com (you will need your student's ID).

Money remaining in a student's account at the end of the school year will be carried forward to the next school year unless contacted by the parent/guardian for a refund or the child leaves the district. If a student changes buildings

within Omaha Public Schools their account balance will follow them. If the student is graduating or leaving the district the money in the account may be transferred to other accounts upon request or the money will be refunded at the end of the school year. Please contact your school's cafeteria manager or the Nutrition Services Office (531-299-0230) for details.

Adults must have money in their accounts or pay cash to make a purchase. They will not be allowed to charge meals or a la carte items.

Smart Snacks

All food sold to students during the school day (from 12:00 AM through 30 minutes after the school day) must meet the Smart Snack guidelines; and the nutrition standards. The regulation applies to foods sold a la carte during breakfast and lunch, in the school store, vending machines, school offices, and fundraisers which sell foods

that can be eaten by students during the school day.

Additionally, Nebraska's Competitive Food Rule states no food items can be sold in competition with the school meals program from thirty minutes before until thirty minutes after meal service (breakfast and lunch).

Student ID Numbers

Student ID numbers are confidential and must not be shared with anyone. Unauthorized use of an ID number will result in your account being charged for the food. As

soon as you become aware someone is using your ID number, please notify Nutrition Services at 531-299-0230 immediately.

Student Meals

The United States Department of Agriculture (USDA) requires school districts to serve meals which meet federal nutrition requirements. Offer Versus Serve (OVS) applies to menu planning and the meal service. Students may decline some of the items offered at breakfast or lunch. The goals of OVS are to reduce food waste and to permit students to choose the foods they want to eat.

• Breakfast

Breakfast is available at no charge to all students during the 2022–23 school year. A variety of healthful items are available, of which, each student must

choose a minimum of three items. Students must select a fruit as part of the meal.

• Lunch:

Lunch is available at no charge to all students during the 2022-23 school year. A variety of menu items are available at lunch. A student, who participates in the lunch program, must choose a minimum of three components to a maximum of five. All students must take a fruit or vegetable as part of the meal. Additional items are available at a la carte prices.

Non-Discrimination Statement:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at 202-720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at 800-877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained

online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling 866-632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

- (1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
 - (2) Fax: 202-690-7442; or
 - (3) Email: program.intake@usda.gov.
- This institution is an equal opportunity provider.

Personal Contact Changes

Address Change

If you are moving, whether it is still in the school's attendance area or not, please report to the school's main office to inform the school and to provide proof of address such as lease agreement or utility bill. If moving from the district, advance notice should be given to the teacher so necessary paperwork can be completed for the transfer. A couple days' notice is required.

Email/Telephone Change

If there is a change of email and/or telephone contact information for parent(s)/guardian(s) or emergency contact, please notify the main office or submit the information through the Campus Parent app. This information is used to communicate with families about pertinent information.

Protection of Pupil Rights Amendment (PPRA)

PPRA affords parent(s)/guardian(s) certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –

1. Political affiliations or beliefs of the student or student's parent(s)/guardian(s);
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parent(s)/guardian(s); or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless

of funding;

2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, height and weight, oral assessment, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing sales or other distribution purposes; and
3. Instructional materials used as part of the educational curriculum.

These rights transfer from the parent(s)/guardian(s) to the student who is 18 years old or an emancipated minor under State law.

The Omaha Public Schools (OPS) has developed and adopted policies, in consultation with parent(s)/guardian(s), regarding these rights, as well as arrangements to

protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. OPS will directly notify parent(s)/guardian(s) of these policies at least annually at the start of each school year and after any substantive changes. OPS will also directly notify, such as through U.S. mail or e-mail, parent(s)/guardian(s) of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent(s)/guardian(s) to opt their own child out of participation of the specific activity or survey. OPS will make this notification to parent(s)/guardian(s) at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parent(s)/guardian(s) will be provided reasonable notification of the

planned activities and surveys. Parent(s)/guardian(s) will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution;
- Administration of any protected information survey not funded in whole or in part by ED; and
- Any non-emergency, invasive physical examination or screening as described above.

Parent(s)/guardian(s) who believe their rights have been violated may file a complaint with: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-5920 or at <https://studentprivacy.ed.gov/>.

School Counseling

The OPS School Counseling division provides a comprehensive, strengths-based program aligned with the American School Counselor Association National Model and the Nebraska Department of Education School Counseling Model. The role of the school counselor is to address all students' academic, career and social/emotional development by delivering a comprehensive program including classroom lessons, individual student planning and responsive services to all students from Kindergarten through 12th grade. School counselors prepare students to excel in college, career and life by instilling hope, increasing school connectedness and

empowering students to achieve academic success.

Omaha Public Schools SAFE Schools Hotline –

The Omaha Public Schools offers students and families the OPS SAFE Schools Hotline for help dealing with depression, anxiety, suicidal thoughts, substance abuse, bullying, relationship issues, violence, or to report a school concern. The Hotline number is **531-299-SAFE** (7233) and is available 24 hours a day, 365 days a year, staffed by trained counselors. Spanish-speaking counselors and translation services representing more than 140 languages are available.

Sexual Harassment

No individual may be discriminated against on the basis of sex in any education program or activity. Sexual harassment of students is a form of prohibited sex discrimination under the circumstances described in the Guidance. Prohibited acts of sexual harassment can take a variety of forms ranging from subtle pressure for sexual activity to physical assault. The following conduct is sexual harassment:

- **Sexual Harassment** – Conduct on the basis of sex, including gender identity and sexual orientation that satisfies one or more of the following:
 - **Quid Pro Quo Harassment.** An employee of the District conditioning the provision of an aid, benefit, or service of the District's on an individual's participation in unwelcome sexual conduct.
 - **Severe, Pervasive, and Objectively Offensive Unwelcome Conduct.** Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity. Unwelcomeness and objectively offensive are evaluated based on the totality of the circumstances from the

perspective of a reasonable person in the same or similar circumstances, including the context in which the alleged incident occurred and any similar previous patterns that may be evidenced.

- **Sexual Assault.** An offense classified as a forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- **Dating Violence.** Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the Complainant. Dating Violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating Violence does not include acts covered under the definition of Domestic Violence.
- **Domestic Violence.** A felony or misdemeanor crime of violence
- **Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress.

Stranger Danger

The present or potential danger to children that is presented when an unknown individual make physical, verbal, etc. contact or attempted contact with children/ students. Whether there is danger or perceived danger, all efforts are taken by staff to ensure safe procedures and

routines. In an event that an individual accesses school grounds without appropriate authorization or a student encounters an unsafe situation, law enforcement may be contacted.

Student Fines & Fees

PART ONE: Permissible Fees

No fees shall be charged to students, nor shall materials be required from students, for their participation in any school-related course or activity, whether curricular, co-curricular or extracurricular, except as expressly permitted below.

a. Extracurricular activities:

Extra-curricular activities are those activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District.

1. The District shall annually set a single fee for high schools, and a single fee for middle schools which may be required for participation in any extra-curricular activity, and which shall also be the fee for purchase of an activity card.
2. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading and music/ dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouthpieces and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extracurricular activities or to pay a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments or specialized attire, or to pay a reasonable usage cost for such equipment or attire.

3. Any student who participates in an extra-curricular activity will receive an activity card. All extra-curricular participation fees shall be deposited into the Student Fee Fund as described in PART TWO of this policy, and as further described in the accounting practices of the District.
4. The extra-curricular participation fee shall be waived for students who qualify for a fee waiver pursuant to PART THREE of this policy.
5. Students who do not participate in extra-curricular activities but wish to purchase an activity card to obtain admission as a spectator to those extra-curricular activities open to spectators may do so on a voluntary basis.
6. The fee for the purchase of an activity card shall be waived for students who qualify for a fee waiver pursuant to PART THREE of this policy. Fees collected from the purchase of activity cards shall be deposited into the Student Fee Fund as described in PART TWO of this policy, and as further described in the accounting practices of the District.
7. Fieldtrip fees may only be charged if participation by the student is voluntary, if the fieldtrip is not part of the curriculum or an extension of the curriculum, and if the fieldtrip occurs after school hours and/or does not count toward school attendance. All extra-curricular fieldtrip fees shall be deposited into the Student Fee Fund as described in PART TWO of this policy, and as further described in the accounting practices of the District.
8. Students may be required to furnish minor personal or minor consumable items necessary for participation in extracurricular activities.
9. Schools may continue to seek and accept donations and participate in fundraisers according to District policy in order to fund school day and/or curriculum-related fieldtrips.
10. Clubs, teams and organizations for which there may be a fee required for participation may also, as a club, team, or organization, decide to make purchases, and may fundraise and/or seek donations according to District policy to assist in the funding of their organizations and such purchases, which may include, but are not limited to, apparel and trips. Fundraising by an

organization for the activities of that organization is not a fee charged by the District

11. Money raised through fundraising and donations should not be deposited in the Student Fee Fund.

b. Spectator events:

Spectators may be charged admission fees and transportation charges, if transportation is provided, to attend extracurricular activities, as defined by this policy.

c. Minor personal or minor consumable items for classes or courses:

The District may request students to furnish minor personal consumable items, including but not limited to, pencils, paper, pens, erasers and notebooks, for courses and activities which count for graduation or advancement between grades, or in which participation is otherwise required by the District. The request for such items shall be made in such a way that it is clear the furnishing of same is voluntary. If a student is unable to provide the minor personal consumable item required, the school may supply the item to the student.

d. Clothing:

In addition to school guidelines about general appropriateness of attire, schools may require students to furnish and wear nonspecialized clothing meeting general written guidelines for specified courses and activities, if the written guidelines are reasonably related to the course or activity.

e. Musical instruments:

Students who take elective (optional) music courses such as band and orchestra shall be permitted to supply their own instrument, and music stand, or shall be provided without charge by the District an instrument and stand, if a stand is necessary. The District shall not be required to provide for the use of a particular type of musical instrument for any student. The District shall supply music for such courses.

1. Personal supplies related to musical instruments, including but not limited to, such as reeds, cork lubricant, pipe cleaners, cleaning cloths and other cleaning supplies are considered minor personal or minor consumable items, and shall be the responsibility of the student. If a student is unable to provide the minor personal or minor consumable item required, the school may, as appropriate, supply the item to the student.
2. For music courses that are extracurricular activities, schools may require fees or require students to provide specialized equipment, such as musical instruments, or specialized attire consistent with the Public Elementary and Secondary Student Fee Authorization Act.

f. Lost or damaged school district property:

Students are responsible for the careful and

appropriate use of school property. Students and their parents or guardians may be held responsible for damages to school property where such damage is caused or aided by the student and may be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student. A school may require a student to reimburse the school district or educational service unit for school district or educational service unit property lost or damaged by the student, and pursuant to Neb. Rev. Stat. 79-737.

g. Parking:

Students may be charged a fee to park their cars on school property. Each school shall publish its parking fee, if any, in the student handbook.

h. Yearbooks, class rings and other optional purchases:

Students may be charged for the purchase of items such as yearbooks, class rings, class sweatshirts and other such voluntary purchases.

i. Graduation items:

Students may be required to pay the necessary fee to cover the cost of graduation robes, caps, tassels and other items required to participate in graduation ceremonies.

j. Food:

Due to the district participation in the Community Eligibility Provision (CEP), all students enrolled in an Omaha Public School where meals are provided will receive a healthy breakfast and lunch at no charge regardless of income.

Students are, however, responsible for the cost of a la carte purchases such as additional entrees, chips, cookies, or other extras. Additionally, they are responsible for the cost of food, beverages and personal or consumable items which the students purchase from the District or at school, whether from a "school store", a vending machine, a booster club or parent group sale, a book order club or the like. Students may be required to bring money or food for field trip lunches and similar activities.

k. Next Level Learning (Summer School):

The District may annually set fees for student participation in non-remedial classes offered during the summer. There shall be no fee charged for courses offered by the District in summer school for remediation which is provided as defined in Nebraska Statute for students between ages 6-15 for which participation is recommended by the District. Fees collected pursuant to this subsection shall be deposited into, and expended from, the Student Fee Fund as described in PART TWO below and as further described in the accounting practices of the District.

l. Night school/Adult education:

The District may annually set fees for student participation in classes offered to students taking

classes through the District's night school/adult education program or summer school for students age 16 or beyond. Any and all fees collected pursuant to this subsection shall be deposited into, and expended from, the Student Fee Fund as described in PART TWO below and as further described in the accounting practices of the District.

m. Post-secondary education costs:

For a course in which students receive high school credit and for which they may also choose to apply for postsecondary education credit, a student may be charged the tuition and other fees only associated with obtaining credits from a post-secondary educational institution. Any and all

fees collected pursuant to this subsection shall be deposited into, and expended from, the Student Fee Fund as described in PART TWO below and as further described in the accounting practices of the District.

n. Student files and records:

Fees may be charged for copies of student files or records pursuant to Neb. Rev. Stat. 79-2, 104.

o. Transportation:

Students may be assessed a fee for transportation pursuant to Neb. Rev. Stat. 79-241, 79-605, and 79-611.

PART TWO: Procedures for the collection and expenditure of student fees

The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate School District fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which

it was collected from students. Funds subject to the Student Fee Fund consist of money collected from or on behalf of students for: (1) participation in extracurricular activities, (2) post-secondary education costs and (3) summer school or night school.

PART THREE: Waiver of student fees

Required fees that are charged to students pursuant to PART ONE, subsections a and b, shall be waived for students who qualify. To qualify, a family must complete an Educational Benefits Form. The information provided on the form determines eligibility for the fee waiver. Students shall be provided forms prior to, or at the beginning of each school year, or upon initial enrollment in the District, or may complete the form online at www.schoolcafe.com. Students who qualify shall be provided a fee waiver

or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Students or their parents may request a fee waiver prior to participating in or attending the activity, and prior to the purchase of the materials, and the fee waiver must be submitted prior to the time the fee is due or the time the specialized equipment or attire is needed.

Student Unpaid Obligations

Students are required to assume the financial responsibility for their actions. This may include, but not necessarily be limited to obligations for: (a) the loss or damage to school owned supplies and/or equipment; (b) fines resulting from the late return of library books; and (c) any other fines/fees as permitted under state statutes. A fee will be assessed for returned checks (\$20.00) and refund requests (\$5.00.)

Those students who fail to meet their obligations outlined above or others as indicated in the student handbook shall be subject to the following restrictions until such time as the financial obligations are met:

1. The student and his/her parents or legal guardians shall not receive an official transcript. An official transcript will only be issued to a school to which the student transfers. The student and his/her parents or

legal guardians may review the student's permanent record by following the established practices and procedures.

2. The student's name may not appear on the school's honor roll and the student may not receive any other academic recognition provided through the school.
3. The student may be ineligible to participate in any activity (apart from graduation) or on any team that represents the school.
4. The student may be ineligible to receive any awards.
5. The student, upon becoming eligible for graduation, will not receive a diploma.

Upon payment of all outstanding debts, the student will be eligible to receive any or all of the above at a time and in a manner designated by the school officials.

Student Records

Any person other than the student, his/her parent(s), guardian(s), teachers, counselors, or school officials, may gain access to the student's records if the parent(s)/guardian(s) (or student if over 18) present a release of information stating specific items to be released and to whom the information is to be given. Records are also released to other educational institutions as provided for in the Family Educational Rights and Privacy Act (FERPA)

without prior parental or student consent.

FERPA affords parent(s)/guardian(s) and students 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the

District receives a request for access. (By action of the School Board the number of days for the school to act has been shortened to 10.) Parent(s)/guardian(s) or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent(s)/guardian(s) or eligible student believes are inaccurate or misleading. Parent(s)/guardian(s) or eligible students may ask the District to amend a record that they believe is inaccurate or misleading. They should write the school principal or the Student Information Services Office (3215 Cuming St. Omaha, NE 68131-2024) or at sis@ops.org, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent(s)/guardian(s) or eligible student, the District will notify the parent(s)/guardian(s) or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member; a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another school district or school in which a student seeks or intends to enroll. Upon request, the District also discloses education records of former students, without consent to officials of another school district or school in which the former student is then enrolled.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5920.

Students Responsibilities and Rights

A student's basic responsibility in school is to act in a manner that enhances his/her and others opportunity to learn. A student does not have a right to engage in

conduct or actions that would materially and substantially interfere with the requirements of appropriate discipline in the operation of a school.

Textbooks

Textbooks are supplied by the Omaha Public Schools. Textbooks not returned or that have been damaged are subject to fines. It is the responsibility of the student and/

or parent(s)/guardian(s) to work with the school to pay textbook fines.

Volunteers

If there is interest assisting school personnel in the operations of the school; i.e. library work, aiding classroom teachers, tutors, reading to students, cafeteria, etc., contact the main office at the school. The principal will then follow the Volunteer Process through Human

Resources. District volunteer forms (which include a background check component) are utilized at all schools for any individual (parent, relative, or otherwise) wishing to volunteer or provide any type of support that would bring them in contact with students.

Withdrawal from School

Pursuant to Neb. Rev. Stat. 79-202, a person who has legal or actual charge or control of a child who is at least sixteen years of age but less than eighteen years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements of section 79-201 if an exit interview is conducted and the withdrawal form is signed and filed with the Commissioner of Education.

To begin the withdrawal process, the person with legal or

actual charge or control of a child who is at least sixteen years of age but less than eighteen years of age submits a request to the school where the student is enrolled.

The principal or his/her designee (Administrator, School Support Liaison, and/or School Social Worker and/or School Counselor), will schedule the exit interview which shall be personally attended by: (a) the child, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible

or impracticable; (b) the person who has legal or actual charge or control of the child who requested the exit interview; (c) the child's principal or the principal's designee (Administrator School Support Liaison, and/or School Social Worker and/or School Counselor) if the child at the time of the exit interview is enrolled in a school operated by the school district; (d) the superintendent designee (School Support Liaison) and (e) any other person requested by any of the required parties.

During the exit interview, the person making the written request shall present evidence that (a) the person has legal or actual charge or control of the child and (b) the child would be withdrawing due to either (i) financial hardships requiring the child to be employed to support the child's family or one or more dependents of the child or (ii) an illness of the child making attendance impossible or impracticable.

During the exit interview, the School Counselor will identify all known alternative educational opportunities, including vocational courses of study, that are available to the child in the school district and how withdrawing from school is likely to reduce potential future earnings for the child and increase the likelihood of the child being unemployed in the future. During the exit interview, the School Social Worker will identify all known community and family resources and opportunities that will be available to the child and family after withdrawing. Any other relevant information may be presented and discussed by any of the parties in attendance.

At the conclusion of the exit interview, the person

making the written request may either sign the withdrawal form provided by the school district or may rescind the written request for the withdrawal. The principal or his/her designee will complete the Nebraska Withdrawal From Mandatory Attendance Form found at:

<https://www.education.ne.gov/aded/nebraska-mandatory-withdrawal-from-attendance-form/>.

All information must first be inputted into the form and then printed off to be signed. The withdrawal form signed by the person making the written request is valid only if (i) the child signs the form unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable and (ii) the Principal or the Principal's designee signs the form acknowledging that the interview was held, the required information was provided and discussed at the interview, and, in the opinion of Principal or the Principal's designee, the person making the written request does in fact have legal or actual charge or control of the child and the child is experiencing either financial hardships requiring the child to be employed to support the child's family or one or more dependents of the child or an illness making attendance impossible or impracticable. The signed withdrawal form is forwarded to the Student Information Services office to be entered into the data management system and reported to the Department of Education.

Students who have withdrawn may re-enter school the following semester by contacting the last school attended, or the Student Placement office at 531-299-0302. Contact should be made prior to the start of the semester.

Omaha Public Schools Student Code of Conduct

2022-2023 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.

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Multi-Tiered Systems of Support for Behavior (MTSaS-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.

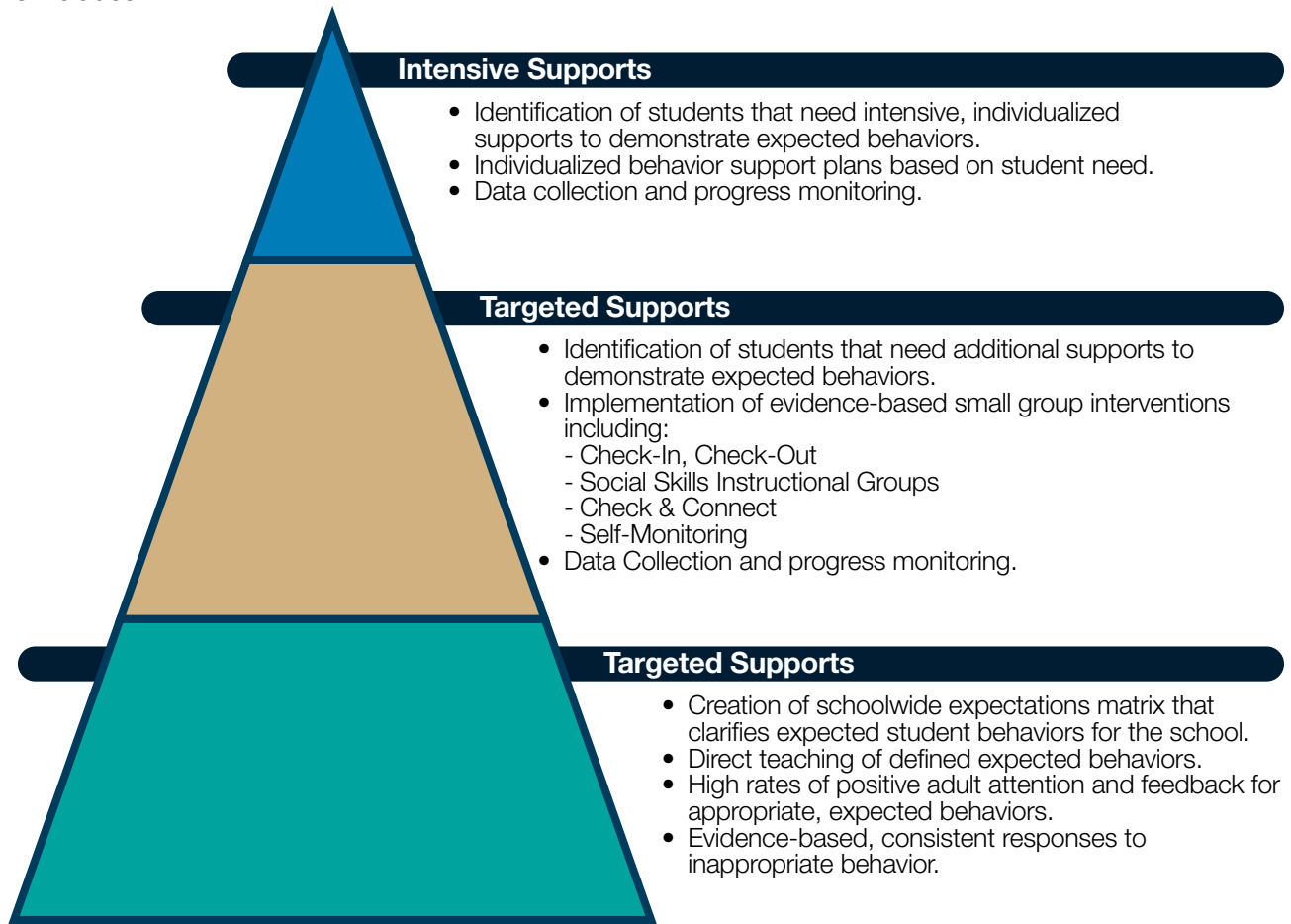
We believe that we cannot “make” students learn or behave. But we can create environments to increase the likelihood of positive behaviors occurring.

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, OPS 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.

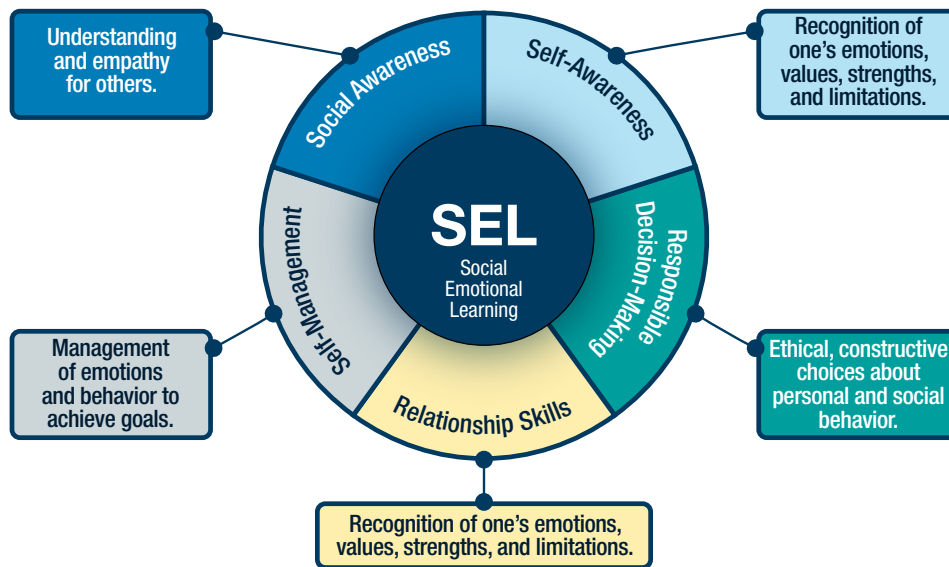
Within the Omaha Public Schools, our goal is to focus on CASEL's five SEL competencies:

- 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 OPS 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. 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 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 (ex. Intervention Plan, Student Assistance Team, Community Resources) should be considered.</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 Responses Guidelines for Grades K-6

Suspension as a discipline resolution should be avoided whenever possible when working with students in Early Childhood programs and Kindergarten.

If an elementary student must be removed from the school environment, the following short-term suspension guidelines are recommended (per event):

- 1st and 2nd Grade: 2-day maximum
- 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 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.

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

Levelled 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 (ex. Intervention Plan, Student Assistance Team, Community Resources) should be considered.</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 rang	•	•			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 Clothing which is construed to be distracting to the learning environment, per district and/or school guidelines * also see Dress and Personal Appearance on page 22	•				
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	•	•	•		
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 11, and a note regarding level of response, see page 3. Full definitions for all violations can be found in the Glossary, beginning on page 12.

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(s)/guardian(s) collaboration [a parent(s)/guardian(s) meeting is a mandatory element of response to chronic Level 2 misbehavior]
- School or Community Counselor support
- Change in schedule or class
- House Call
- Behavior Interventionist support
- 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
- School Transition Program
- Student Success Center (SSC)/Positive Action Center (PAC)
- Additional restorative practices that teach desired behaviors and repair the relationship

Leveled Interventions and Responses

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.

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.

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 (ex. Intervention Plan, Student Assistance Team, Community Resources) should be considered.

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.

Level 2 Violations	Level 1	Level 2	Level 3	Level 4	Administrative Response
<p>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</p>	•	•			There will be no out of school suspension for attendance infractions; OPS attendance policy will be followed
<p>Bus Misconduct Activity on the bus which is unsafe; refusal to follow directions of the driver or aide</p>	•	•			
<p>Careless Driving Driving on school grounds carelessly or without due caution so as to endanger a person or property</p>			•		
<p>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.</p>			•	•	Law enforcement may be contacted
<p>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</p>			•	•	
<p>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)</p>	•	•	•		Law enforcement may be contacted
<p>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.</p>			•	•	Law enforcement may be contacted
<p>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.</p>	•	•	•		
<p>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.</p>			•	•	•
<p>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.</p>			•	•	
<p>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 14</p>		•	•		
<p>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</p>	•	•			
<p>Vulgarity/Profanity Written or oral language that is disgusting and/or repulsive, but does not constitute harassment</p>	•	•			

For more information on Repeated Violations, see page 11, and a note regarding level of response, see page 3. Full definitions for all violations can be found in the Glossary, beginning on page 12.

**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 Interventionist
- 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 (ex. Intervention Plan, Student Assistance Team, Community Resources) should be considered.</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 definitions for level of interventions and response for Secondary Students, page 15.	•	•	•	•	Referral to Counselor for Substance Abuse Screening
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 16			•	•	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 16		•	•	•	
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 16		•	•	•	Law enforcement may be contacted Report to the OPS Title IX coordinator
Public Indecency Behaviors described in Nebraska Statute 28-806		•	•	•	
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 Code 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 11, and a note regarding level of response, see page 3. Full definitions for all violations can be found in the Glossary, beginning on page 12.

**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, ie., an Intervention Plan, for the student's ongoing success at school.

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 (ex. Intervention Plan, Student Assistance Team, Community Resources) should be considered.</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.		•	•	•	Contact Fire Investigator 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
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 17).					Per federal law, expulsion for one calendar year; law enforcement will be contacted Conduct a threat assessment
Selling, Distributing, Intent to Distribute, or Attempting to Distribute, Alcoholic Beverages, or a Controlled/ Imitation Controlled Substance			•	•	Law enforcement may be contacted
Sexual Assault Sexual Assault in the first or second degree as defined in Nebraska Statutes 28-319 thru 28-320.01 * see Glossary page 17				•	Mandatory reassignment away from the victim or expulsion/Contact law enforcement/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 18 for listing and definition of a weapon).			•	•	Law enforcement may be contacted Conduct a threat assessment

For a note regarding level of response, see page 3.
Full definitions for all violations can be found in the Glossary, beginning on page 12.

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 **Code**.

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 of 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 has rang

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

Clothing which is construed to be distracting to the learning environment, per district and/or school guidelines. Refer to section: **Dress And Personal Appearance**.

Inappropriate Language

Using inappropriate words or topics of conversation in school

* also see Dress and Personal Appearance, page 22

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

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 Rules for Students Receiving District-Provided Transportation" on page 21.

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 where the **Student Code of Conduct** applies. Please be aware that vaping substances other than tobacco may result in additional violations being applied that may merit a higher level of response.

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. Refer to section: **Personal Cell Phone/Portable Device Guidelines for Students.**

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 (72-2, 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 Policy No. 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:

- Bullying disrupts a school's ability to educate students; and
- 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.

Level of Interventions and Response Guidelines for Secondary Students

First Offense:

- Suspension 3-5 days
- Recommendation/requirement (school choice) to visit community counselor, social worker, and/or SRO.
- Provide the parent(s)/guardian(s) a list of community agencies that can address substance use/abuse.
- Required SRO notification.

Second Offense:

- Suspension 5 days
- Mandatory visit with community counselor for drug & alcohol screening with invitation of parent(s)/guardian(s) participation.
- SRO notification
- Social worker will follow up upon student's return to school.
- SAT will be scheduled.
- Mandatory intake with administrator and parent(s)/guardian(s) will be held before student is allowed to return. Student will be marked as suspended until parent(s)/guardian(s) attends intake.
- Other interventions as appropriate and determined by the school such as transition room, student success center, etc.

Third Offense:

- Suspension 6–10 days
- Mandatory visit to community counselor for discussion of further interventions and support. Student may return any time during days 7–10 once community counselor visit is complete. If community counselor visit is not complete, student may not return until day 11.
- Required SRO notification
- Second SAT will be scheduled.
- Social Worker to continue to follow up.
- Mandatory intake with administrator and parent(s)/guardian(s) will be held before student is allowed to return. Student will be marked as suspended until parent(s)/guardian(s) attends intake.

Fourth Offense:

- Expulsion
- Required SRO notification.

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.
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the [their] education program or activity. (34 CFR § 106.03)

Public Indecency

As described in Nebraska Statute 28-806: (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.

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. Fire Investigator will be contacted. The school will conduct a threat assessment evaluation

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.

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.

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.

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 stiletos 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 evaluation.

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: exacto 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 at the time in the student's possession will be considered a weapon for purposes of the **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 schools 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 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.

Secondary Transition Programs

The high school transition programs provide on-site behavioral intervention for students. Students are assigned to the Transition Program through the Student Assistant Team (SAT) problem solving process. Students work in the transition room to acquire the necessary skills to be successful in the school setting, while receiving support to stay on track academically. The transition room staff provides coordination of intervention for each student.

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

SSC/PAC is an in-school suspension option, provided to students as an effort to keep students in school and to minimize absences. 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 – Policy No. 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 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 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 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 Policy 5101.

BEHAVIOR RULES FOR PARTICIPANTS IN EXTRACURRICULAR ACTIVITIES – Policy No. 5104

Students who participate in extracurricular activities, including but not limited to NSAA activities as set forth in 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 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 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:
3. Investigated the alleged misbehavior;
4. Given the student written or oral notice of the charges against the student;
5. Explained the evidence against the student; and
6. Given the student a chance to tell the student's version of what happened.
7. The coach, activity sponsor or responsible staff has decided the student, in fact violated the participation and/or eligibility rules.
8. 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 your school's 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 other's 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

Middle and High School

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

DRESS AND PERSONAL APPEARANCE

Your personal appearance is basically a concern of you and your parent(s)/guardian(s). However, a student's appearance should promote positive opportunities for learning and not disrupt the school environment. The following guidelines shall apply to all regular school activities:

1. Students must be fully clothed, with a covered torso and shoes.

2. Pictures of words promoting alcohol, drug use, weapons, or words or images that insult or demean others 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.

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 No. 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. The registration for and completion of a district substance abuse assessment may take place prior to the beginning of the next semester if either a hearing on the misconduct is waived or any hearing requested

is completed sufficiently in advance of the beginning of the next semester to permit successful completion of the assessment. If the assessment is not successfully completed prior to the beginning of the next semester, the penalties otherwise provided for in the **Student Code of Conduct** shall be enforced on the student 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 or 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, i.e., specific threats, posturing, or actions
2. Presents a disruption to the learning environment adversely affecting students/staff (i.e., yelling or destroying property)

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

PERSONAL CELL PHONE/PORTABLE DEVICE GUIDELINES FOR STUDENTS

The purpose of these guidelines is to provide a district-wide procedure regarding the use of cell phones and other Personal Electronic Devices (PEDs) by students and the consequences for noncompliance with the procedure to ensure that the use of cell phones and PEDs does not interfere with teaching and learning during the school day.

GUIDELINES

High schools and Middle schools have building expectations for cell phone use that are to be followed

by all students. Students may be permitted to use cell phone and PEDs only when directed by school staff as acceptable for classroom instruction. Elementary school students shall leave cell phones powered off in their backpacks or lockers and may only use them before or after school and/or at the approval of their building administration.

The use of cell phones and PEDs should not interfere with teaching and learning during the school day. 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.

DEFINITIONS

1. "Cell phone" includes, and is not limited to, iPhones, "smart" phones, Internet enabled phones and other PEDs that are capable of placing and/or receiving telephone calls (including personal listening device such as earphones, ear buds, "Bluetooth", etc.), text messages, creating and distributing videos, taking photographs, and the like.
2. "Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to, a smartphone, cellular phone, or tablet.
3. "Personal Electronic Device" is an electronic device that emits an audible signal, visual signal, vibration, displays a message, or otherwise summons the possessor, including, but not limited to, iPads, paging devices, electronic emailing devices, radios, CD players, DVD players, video cameras, iPods or other MP3 players, laser pointers, portable video game players, personal digital assistants (PDAs), cameras, and any device that provides a connection to the Internet.
4. "School Hours" means the time a student enters the school bus or school property until the end of the school's designated "school day." "School Day" means the regular school day with a designated starting time and ending time as defined by the local school building.
5. "School property" includes parking lots, school buses, and outside or inside all areas of the school building.
6. "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.
7. "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 "manner mode" 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, pocket, purse, vehicle, locker, etc. shall be not be deemed "in use."

PROCEDURES

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

- Before school hours on school property (as directed by school administration).

- After school hours on school property (as directed by school administration).
- Lunch period (high school students only).
- Passing periods (high school students only).
- At evening or weekend activities on school property.
- An emergency situation with the permission of the teacher, instructor, coach, program director, or administrator.
- For approved instructional use by the student's teacher (high school students only).

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 14)

If guidelines for use are not followed, then the Personal Electronic Device (PEDs) and/or cell phone may be confiscated:

When a PED and/or cell phone is confiscated the device should be turned over to the designated staff member. The individual who confiscated the item shall take reasonable measures to secure the item until such time the PED and/or cell phone is given to the building administration by the end of the day. Once the device is turned over to the designated staff member, the staff member shall take appropriate action to store the device in a secured location within the school building. Return of the device will occur according to building policy, which may include communication with the parent(s)/guardian(s) and possible disciplinary action.

Noncompliance with Attempted Confiscation:

Students committing repeated violations of this Procedure shall be subject to additional disciplinary action consistent with the **Student Code of Conduct**. Students who refuse to comply with a request to turn over their cell phone and/or PED shall be subject to discipline for insubordination and such other disciplinary action consistent with the **Student Code of Conduct**.

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. 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 in effect. See OPS Policy No. 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, an IEP Manifestation Determination (Due Process) 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 – Policy No. 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 – Policy No. 5008

A. Addressing Barriers to Attendance:

1. After a student has accumulated FIVE days of unexcused absence (as set forth in Paragraph D. below), or its hourly equivalent, the District shall render services to address barriers to that student's attendance. Such services shall include, but are not limited to:
 - a. Verbal or written communication by school officials with the parent/guardian of the child; and
 - b. One or more meetings between, at a minimum, a School Support Liaison (SSL)/Attendance Designees, school counselor, a school social worker, a school administrator, (collectively, the "School Attendance Team"), the parent/guardian of the student and, when appropriate, the student, to attempt to address the barriers to attendance. During this meeting or meetings a **Collaborative Plan** will be developed to improve attendance. This Collaborative Plan shall consider, but not be limited to:
 - i. Illness related to physical or behavioral health of the child;
 - ii. Educational counseling;
 - iii. Educational evaluation;
 - iv. Referral to community agencies for economic services;
 - v. Family or individual counseling;
 - vi. Assisting the family in working with other community services; and
 - vii. Referral to restorative justice practices or services.
2. After a student has accumulated TEN cumulative days of unexcused absences (as set forth in Paragraph D. below), or its hourly equivalent, the student's records will be reviewed by the School Attendance Team and individualized problem solving or updating of the Collaborative Plan may occur as needed.

3. After a student has accumulated FIFTEEN cumulative days of unexcused absences (as set forth in Paragraph D. below), or its hourly equivalent, a letter will be sent to the parent/guardian of that student by the designated school official. This letter shall provide notice to the parent/guardian that the District may refer the absences of the child to the county attorney upon twenty days of unexcused absences, or its hourly equivalent. This letter shall also provide notice to the parent/guardian that they may request a meeting to review the Collaborative Plan.

B. Reporting Excessive Absenteeism to the County Attorney:

The District may report to the county attorney when the school has documented the efforts made as required by the Collaborative Plan have not been successful in improving regular attendance by a student and the student has accumulated TWENTY cumulative days of unexcused absences (as set forth in Paragraph C. below), or its hourly equivalent, since the beginning of the current school year. The designated school official shall also provide notice to the parent/guardian prior to the referral to the county attorney being made.

A referral cannot be made to the county attorney's office until a student has accumulated TWENTY cumulative days of unexcused absences (as set forth in Paragraph D. below), or its hourly equivalent; however, the school may involve the county attorney at any point in the process of addressing the student's absences. The designated school official will provide notice to the parent/guardian when a referral is made to the county attorney.

The School Attendance Team will be responsible for implementing and monitoring the process set forth in this paragraph B. above.

C. Excused Absences:

The following circumstances will not be counted toward intervention as required by Neb. Rev. Stat. § 79-209:

Excused absences will only include:

1. School Sponsored Activities – School related activities that take a student out of their scheduled classes, i.e. field trips, competitions, athletic events, school matinees, speakers, testing, etc.
2. Bereavement – Parent/guardian notifies the school the student is attending a funeral.
3. Court/Legal Appearance – Parent/guardian notifies the school the student is required to attend a court or legal proceeding. This is specific to only the student.
4. Ill – Parent/Guardian notifies the school the student is ill.
5. Medically Excused – A medical provider’s note is required to verify the absence to include: a medical appointment, hospitalization, or a long term chronic illness; or the school nurse is required to send the student home.
6. Military Leave – Parent/guardian notifies the school the student absence is specific to deployment and/or military leave activities.
7. Office – The student is in the school, but has written authorization from a school administrator or nurse identify the reason the student was not in class.
8. Post-Secondary Visit – Parent/guardian notifies

the school the student is visiting a post-secondary program.

9. Religious Holiday Observance- Parent/guardian notifies the school of the religious holiday observance.
10. Student Success Center – Student is assigned to the Student Success Center.
11. Suspension – Student absence while s/he has been suspended.
12. Bus – The Principal, or designee, provides notice that there has been a delay due to District provided transportation.

D. Unexcused Absences (Absences Requiring Intervention):

The following circumstances will require intervention as required by Neb. Rev. Stat. § 79-209:

Unexcused absences will include:

1. Absent – The school has been notified of an absence that does not constitute an excused absence pursuant to Paragraph C. above.
2. Truant – Neither the family nor school officials know the student’s whereabouts, the student is refusing to attend school, class, remote learning, or the school has been notified that the student has been reported as a run-away.
3. Unverified – No one has contacted the school, or the school has been unable to confirm the reason for the absence, or the school has not confirmed the reason for absence.

Student Attendance: STRIVE FOR 95

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.

STRIVE FOR 95 focuses on students missing no more than 9 days throughout the year. Students are expected to arrive on time and be engaged in learning throughout the academic day.

Attendance matters. Students who maintain the STRIVE FOR 95 goal 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 bed time and morning routines
- Understand the importance of STRIVE FOR 95 and why attendance matters
- Arrive on time
- Attend school the entire day
- Miss less than 9 days of school throughout the year

Parent/Guardian Responsibilities

- Establish bed time and morning routines
- Ensure your child(ren) arrive to school on time
- Encourage and acknowledge the importance of STRIVE FOR 95
- Schedule any medical or other appointments after school or on non-school days
- Report any absences to the school attendance secretary

Teacher Responsibilities

- Create a positive classroom culture of why attendance matters
- Encourage and acknowledge the importance of STRIVE FOR 95
- Set and monitor progress attendance goals with students

- Collaborate with school staff 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 acknowledge the importance of STRIVE FOR 95
- Set and monitor progress attendance goals with staff, students and parent(s)/guardian(s)
- Collaborate with school staff and families to address attendance concerns
- Celebrate students who are meeting attendance goals

Secondary School Attendance Practices (Middle and High School guidance)

Student attendance in school is the key to learning. The goal is for each student to be in class every day, on time and for the entire day. The responsibility for attendance is shared by the student, the parent(s)/guardian(s), the teacher, and other school staff. Although each person's performance affects reaching the goal and STRIVING FOR 95, everyone will be responsible for the student's actions and consequences for their actions will follow.

Students:

Secondary students have the primary responsibility to be at school on time, every day, for the entirety of the day, and to report on time to their scheduled class each period. All absences are instructional minutes missed, with the exception of a school sponsored activity, shall count as an absence from school. Work covered in each class period is important, and any time missed affects student performance.

Students who are absent more than ten days in a semester may have difficulty completing the required work at a passing level.

Students have the responsibility to make arrangements for makeup instruction and complete all work missed due to absences. Teachers should follow the Omaha Public Schools common grading practices.

Promptness to class is also very important. Practices dealing with tardiness must be in place at the classroom as well as the school level and be clearly communicated to all students.

Parent(s)/Guardian(s):

Parent(s)/guardian(s) have the responsibility to emphasize the importance of school attendance and see that the student is in school on time and through its entirety every day. STRIVE FOR 95 is a collaborative

effort and with parent/guardian support we can reach this goal. Parent(s)/guardian(s) shall call the school if a student is absent and shall provide appropriate written notice including doctor's notes if applicable. Parent(s)/guardian(s) have the responsibility to encourage their students to make up work. Parent(s)/guardian(s) should attend parent-teacher conferences and contact the teacher, principal or other school official if they have questions. Parent(s)/guardian(s) involvement in or attendance at school events and activities supports the importance of school and also creates better understanding and communication.

Teachers:

Teachers will provide the classroom climate, instruction and acceptance of all students that promote learning and good attendance. Clear expectations for student performance and activities that are essential parts of instruction must occur at the very beginning of each class as well as throughout the class period. Teachers are responsible for assisting students in completing makeup work following the student's absence.

Administrative and Support Staff:

Principals, Assistant Principals, Counselors, and other support staff will demonstrate a firm but caring demeanor that communicates high expectations and concern for the individual and attendance. Parent(s)/guardian(s) will be informed of cumulative absences at regular intervals.

Students who are absent must be given the support, encouragement and instructional help they need to master the appropriate learning outcomes. Although any absence may lower a student's academic achievement, the goal shall be to support the student in learning with the overall goal to be mastery of learning outcomes.

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 the accepted 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.

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. These cameras are present to assist school officials in providing a safe learning environment for all students. Video from these cameras although otherwise confidential student records, may be reviewed in the presence of school officials by parent(s)/guardian(s) of students being disciplined as a result of misconduct recorded on tape. If an incident involves two or more students, then all parent(s)/guardian(s) must provide written consent to view the video. Written consent is not needed for students

who are seen in the video, but who are not involved in the incident. Video may be used as evidence in student hearings. See OPS Policy No. 3231 for more information on video surveillance.

Students should know that they have no expectation of privacy in those places where surveillance cameras are installed and that student hearing records become public records if a student in an appeal to the Ad Hoc Student Discipline Hearing Committee of the Board of Education requests a public hearing on the appeal or files a lawsuit challenging the decision of the Committee.

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.

UNAUTHORIZED VISIT TO OTHER CAMPUSES

A violation committed by a student on school grounds other than those of the school to which the student is assigned or at any school sponsored activity or athletic

event shall be punished in the same manner as if the offense had been committed at the student's assigned school.

