

**Student
and
Family
Handbook
2025
2026**



OMAHA PUBLIC SCHOOLS

**Fontenelle
Elementary**

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

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

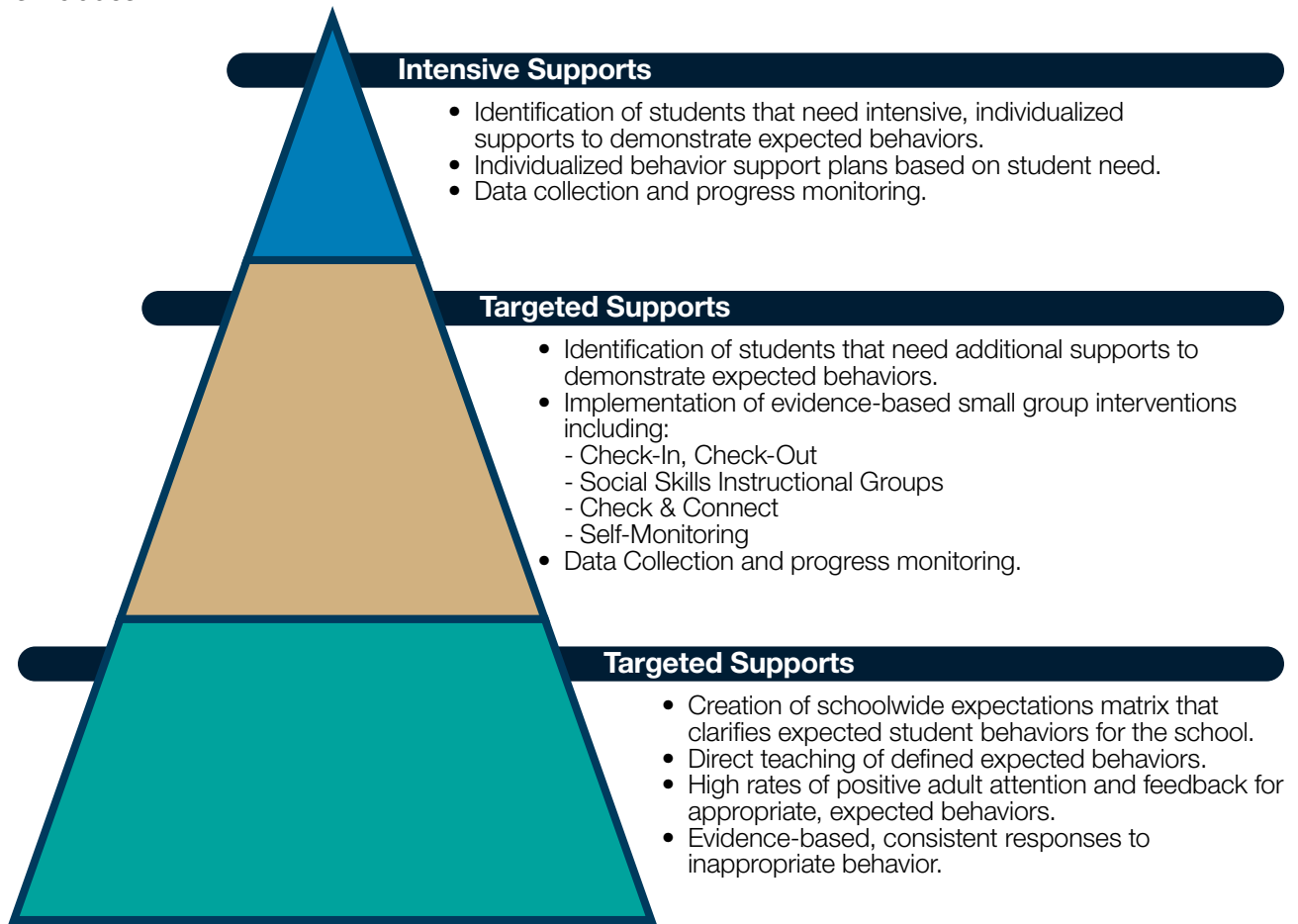
We believe that we cannot “make” students learn or behave. But we can create environments to increase the likelihood of positive behaviors occurring.

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

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

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

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



Social Emotional Learning (SEL)

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

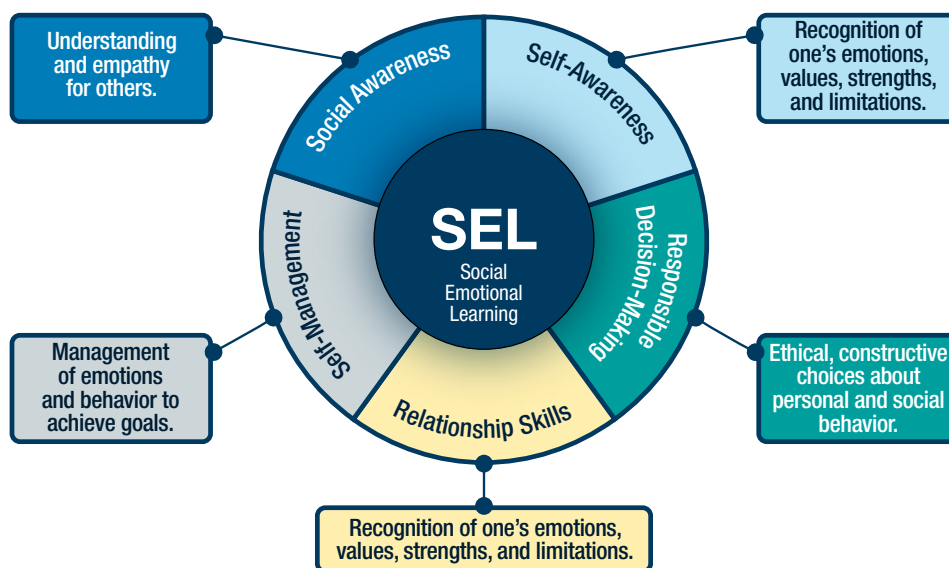
Within the Omaha Public Schools, our goal is to focus on CASEL's five SEL competencies:

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

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

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

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



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



Fontenelle Elementary

Student and Family Handbook 2025-2026

3905 North 52 Street / Omaha, Nebraska 68104-2999
531-299-1420 / www.ops.org/fontenelle

2025-2026 Under Construction: Building Excellence

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

Dear Fontenelle Families,

Welcome to Fontenelle Elementary where every child is valued, every voice is heard, and every day is an opportunity to grow!

At Fontenelle, we are proud to serve a diverse and vibrant community of learners. Our mission is to create a welcoming, inclusive, and academically rich environment where students are empowered to reach their fullest potential. We believe in building strong relationships, setting high expectations, and nurturing the unique talents of every student.

As your principal, I am committed to working alongside our dedicated staff, engaged families, and supportive community partners to ensure that Fontenelle is a place where curiosity thrives, learning is joyful, and success is celebrated. Whether your family is new to Fontenelle or returning for another great year, I look forward to partnering with you to make the 2025-2026 school year a positive and rewarding experience for all.

Together, let's build excellence every day!

With gratitude and excitement,

Jeona Jensen

Principal, Fontenelle Elementary

Fontenelle Mission Statement

Our mission is to create a welcoming, inclusive, and academically rich environment where students are empowered to reach their fullest potential.

Vision for Fontenelle

Our vision is to nurture a vibrant, inclusive community where diversity is celebrated, curiosity is ignited, and every student is empowered to grow into a confident, compassionate, and capable global citizen.

GENERAL INFORMATION

Daily Schedule

- 8:00 Administrators, Security, and Secretary on duty
- 8:35-8:50 Breakfast Program
- 8:30 Counselors and Teachers on duty
- 8:50 School begins
- 4:05 All classes dismissed
- 4:20 Teachers off duty
- 4:30 Principal, Asst. Prin., Security, and Secretary off duty

Students should not be dropped off prior to 8:35 a.m. Staff supervision is not available until 8:35 a.m.

Parents and Educational Rights/Access to Students

Both parents will be presumed by the school to have equal rights in educational matters, and both parents will be allowed to:

- Visit the child at school (classroom/school activities, volunteering, lunch)
- Be contacted by the school when the child is sick at school or has some other need
- Pick up the child during the day (such as for illness, medical appointments, emergency dismissals, etc.)
- Pick up the child at the end of the school day
- Attend parent-teacher conferences
- Receive copies of school mailings, grades and educational records

If you wish to request that the other parent not be allowed one or more of the above rights, you must notify the building principal and provide a court order or other legal document specifically restricting the other parent's rights to do so.

The school will review any information submitted and make a determination as to whether the other parent's rights have been legally restricted. Both parents shall continue to have equal access until a review of the legal documents has been conducted and a determination made.

Visitors

Visitors are always welcome at Fontenelle. Visitors who wish to confer with a teacher are required to arrange for an appointment at **a time outside of regular class hours.**

All visitors are asked to report to the office to sign in and pick up a visitors pass before going to the classroom. This is to ensure the safety of all children.

There Will Be No Exceptions To This Rule.

Traffic Safety

As with all large schools, traffic congestion can be very frustrating at dismissal time. *Please use common sense and courtesy at all times to ensure the safety of our students and the cooperation of our school neighbors. Be patient! Be safe!*

The following traffic guidelines should be adhered to at Fontenelle:

1. Spaulding Street, between 52nd and 50th, is one way 8:00-9:00 a.m. and 3:30-4:30 p.m.
2. There is no parking or picking up of students in the back driveway, bus lane or on Spaulding Street.
3. There should be no parking or picking up of students in the Montessori parking lot. This is a private business and drive.
4. When waiting for students, please use the parking lot or pull over to the curb. Do not block other vehicles.
5. The staff parking lot behind the school (Off Spaulding Street) is reserved for daycare

Bell to Bell Instruction

Instruction begins at 8:50 a.m. and ends at 4:05 p.m. In order for our students to learn and achieve to their highest potential, we need them here. Please reserve late starts and early check-outs for dental or medical appointments and family emergencies only. Students who check in late or check out early will accrue minutes absent, which may add up to days absent from school. A medical note must be provided for absences to be excused. If a student is ill, a parent/guardian should contact the absence line and leave a message.

Telephone Use

Telephones in the office are for business purposes. **Students are not allowed to use the phone except in emergencies.** You may call the office and a message will be delivered to your child.

Dress Code

Good grooming and awareness of appearance help to develop personal pride and good feelings in children. Students should dress comfortably and appropriately for school and playground activities.

The following clothing is **not** appropriate for school and will not be allowed:

1. See-through/fishnet tops or athletic shirts.
2. Clothing with inappropriate slogans or pictures dealing with such things as tobacco, guns, alcohol, crime/criminals, sexual themes or profanity.
3. Midriff tops, tight, revealing tops, low-cut tank tops or short-shorts. (A good rule of thumb to follow if shorts are worn during warm weather: the hem of the shorts should be to the bottom of the students fist, when arms are at his/her side.)
4. Any type of clothing which detracts from school purposes.
5. Any gang related clothing, or clothing that distracts others or may cause friction.
6. Bagging and sagging of pants will not be allowed. If the student does not have a belt, we will provide yarn or some other material to be used to keep pants at the waist.
7. Coats should not be worn in the classroom. We encourage all students to keep a sweatshirt at school due to changes in classroom temperatures.
8. Hats, hoods, headgear, do-rags, bandanas and other head ware.

Field Trips

Field trips may be scheduled at various times throughout the year. A permission slip will be sent home before each trip along with a letter explaining the details of the trip. A signed permission slip must be received from parents before a child is allowed on a field trip. Field trips are an important learning experience and we expect all students to benefit from these experiences. **However, because we are concerned about the safety and welfare of all students on these excursions away from the school, we may exclude those students whose behavior is not consistently appropriate.**

iPad Expectations

- Student iPads are the property of Omaha Public Schools. Students are expected follow all district and school rules while in possession of any school device.
- All usage of the technology device shall be subject to Omaha Public Schools policies and rules regarding Network/Internet use.
- The Parent/Guardian is solely responsible for ensuring that the software settings, default configurations, and administrative privileges are not changed or altered from the original settings the device had upon delivery.
- The Parent/Guardian and student are jointly responsible for keeping User IDs and passwords confidential to prevent unauthorized usage.
- The Parent/Guardian is responsible for the loss, theft, or damage to the device.

Lost and Found

Fontenelle students are responsible for all their school and personal items. *Fontenelle cannot be responsible for lost or damaged items. This includes musical instruments.*

A Lost and Found box is located in the hallway for any misplaced items that have been turned in or found. Students may check this box for any lost items. Parents, whenever you are in the building, you might plan to check the Lost and Found for lost articles.

Personal Items

Students should not bring unnecessary personal items to school. If it is necessary to bring items for school projects or activities, these items should be labeled.

Students should not bring the following items:

1. Candy, gum or other snack items
2. Cell phones, headphones, and other technology (check in to teacher)
3. Toy or real guns, play weapons or pocket knives
4. Trading cards or comic books
5. Balls or sports equipment
6. Purses and other handbags
7. Any other item that would interfere with school purposes

Students and parents should be aware that the possession of any type of knife or other item considered to be a weapon is strictly prohibited and carries strict and severe consequences. If a student realizes he or she has accidentally brought a weapon to school, it should immediately be given to an adult.

Cell Phone and Electronics

Students bringing cell phones and other electronics to school are **required to turn them into teachers in the morning.** They will then be returned to students at dismissal.

Class Parties

Class parties are held at Halloween and Valentine's Day.

Treats will be furnished according to the health regulations established by the school district. *No homemade treats may be served at class parties or for other special activities.*

Cafeteria

Wholesome meals are served daily for breakfast and lunch in our school cafeteria. Parents may complete an application for free or reduced meals. A child's status is determined by federal guidelines.

We expect our lunchroom atmosphere to be pleasant and a relaxing time for children. Children are permitted to visit quietly as they eat. We expect the same courtesy and respect shown to all school personnel who assist in the cafeteria that we expect children to show to their teachers and parents.

No food or drink which are sold in competition to the federally sponsored food program are allowed in the cafeteria during breakfast or lunch. This includes such items as Burger King, Taco Bell or cans of pop. We ask your cooperation in not sending these items to school with your child.

If your child has a food allergy or must avoid certain foods for religious reasons, please make us aware of it in a written note. Alternatives may be provided when possible.





FONTENELLE ELEMENTARY "The Falcon Way"

Falcon Expectations

	All Settings	Classrooms/ Specials	Hallway/Restrooms	Cafeteria	Playground/Recess
Be Respectful	<ul style="list-style-type: none"> I will use kind words and actions. I will follow directions the first time given. I will take care of all property (school, self, and others). 	<ul style="list-style-type: none"> I will listen when others are speaking. I will raise my hand to get staff attention. I will use appropriate Voice Levels (0-3). 	<ul style="list-style-type: none"> I will use a Voice Level of 0. I will respect other's privacy & personal space. I will be quick in the restroom so others can use it. 	<ul style="list-style-type: none"> I will get water before sitting & raise my hand and ask for any condiments. I will use good manners by saying "please" & "thank you". I will clean up after myself & raise my hand to get trash thrown away. 	<ul style="list-style-type: none"> I will take turns and follow all staff directions. I will include others. I will play fairly and respect everyone's personal space.
Be Responsible	<ul style="list-style-type: none"> I will take ownership of my actions and words. I will help take care of the cleanliness of my school. I will use appropriate voice levels. 	<ul style="list-style-type: none"> I will participate in class. I will complete my work. I will stay on task and focused. 	<ul style="list-style-type: none"> I will use supplies soaps, tissues, etc. appropriately. I will go directly to destination while carrying a hall pass. I will walk at a perky pace and stay with my classroom. 	<ul style="list-style-type: none"> I will speak at a level 3 voice to cafeteria staff about my preference for food. I will talk to my face and shoulder partner at a level 2. I will only eat my food. 	<ul style="list-style-type: none"> I will gather all personal belongings. I will remain with my classroom. I will line up as soon as the teacher signals to line up.
Be Safe	<ul style="list-style-type: none"> I will keep my hands, feet, and other objects to myself. I will walk. I will report unsafe situations to staff. 	<ul style="list-style-type: none"> I will keep hands, feet, and other objects/clothes to myself. I will stay in seat/area until otherwise instructed to leave. I will listen to teacher's instructions the first time given. 	<ul style="list-style-type: none"> I will walk to the right side. I will keep hands, feet, and other objects off the wall while walking. I will wash my hands after using the restroom. 	<ul style="list-style-type: none"> I will remain seated until given permission. I will use food and utensils appropriately. I will wait my turn in line patiently and at a 0-voice level. 	<ul style="list-style-type: none"> I will use all equipment fairly and appropriately. I will keep clothes and shoes on at all times. I will stay in areas where staff can see me at all times.

Combined District and School Title I Parent and Family Engagement Policy

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

In General

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

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

Parent Right To Know Clause

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

Fontenelle Elementary

Title I Parent and Family Engagement Policy - Omaha Public Schools

Fontenelle Elementary 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 and the school plan have been developed jointly with, updated periodically and distributed to parents, family members, 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 parent of all children in a format, and to the extent practicable, in a language the parents can understand.
 - At least one annual meeting will be held with Fontenelle parents and community members to explain the Title I program, and the requirements associated with it.
 - Translators will be provided in Spanish, Karen, and Burmese.
 - Staff is available for phone conferences & home visits if needed.
- Parents and family members are involved in the planning, review and improvement of the Title I program, Parent and Family Engagement Policy and the Parent/Student/School 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.
 - At the beginning of the school year meeting, creating an outline of how parents, community members, the entire school staff, and students will share the responsibility for improved students' academic achievement.
 - Fontenelle staff and parents will build and develop a partnership to help children achieve the state's high standards
 - At the end of each activity, we will pull a small group of parents, community members and Fontenelle staff to discuss the pros and cons of the activity, and discuss possible changes for the next event.
- 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.
 - At our year end meeting with parents, community members and staff, we will identify and discuss removing barriers to greater participation by parents in Title I activities.
 - Identify the needs of parents and family members to assist with the learning of their children.
 - Strategies to support successful school and family interactions.
- Opportunities are provided for parents and family members to participate, as appropriate, 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.
 - Back to School Night
 - Annual Parent Meeting
 - Curriculum Night
 - Parent-Teacher Conferences
 - Climate Survey
 - Open House
 - Title 1 committee meetings
 - Superintendent's Advisory Board
 - Development of the School Improvement Plan
 - STEM Night
 - Superintendent's Advisory Board
 - Development of the School Improvement Plan
 - STEM Night

- Parents and family members of all children will be provided in a timely manner information about programs under this part, a description and explanation of the regarding curriculum, academic assessments used and proficiency levels in a format, and when feasible, in a language the parents and family members can understand through.
 - The student handbook
 - Curriculum Night
 - Parent-Teacher Conferences
 - Standardized Tests results
 - Progress reports & report cards
 - Open House
 - Math Night
 - Reading Night
 - Reading & Math take home activities
 - Parent Night handouts
 - District standards handouts
 - Workshops for parents
 - 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 parent programs
 - Build ties between parent and the school
 - Fontenelle APP
 - 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. The school will offer a flexible number of meetings.
 - Fontenelle Elementary Preschool program
 - Parent resource centers
 - Tutoring for 20 weeks for our students who are below the state standards
 - Summer School for our students who are below the state standards
-

School-Parent Compact Fontenelle Elementary 2025-2026 School Year

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.

Teacher:

It is important that students achieve. I agree to do the following:

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.
4. Provide opportunities for families to be involved in school decisions, volunteer in school functions, and receive strategies to help students to be successful.

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.
5. Attend conferences, school functions, and other activities important to my child's academic success.

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.

I support and will share in these responsibilities.

Omaha Public Schools 2025-2026 Calendar



Next Level Learning – May 28-July 3, 2025

Please check with your child(ren)'s school regarding dates of specific school related activities.

Juneteenth - No School For Next Level Learning Students – June 19, 2025

Independence Day July 4

STAGGERED SCHOOL START - indicated by asterisk*

- **August *13** – Kindergarten, and Entry Level Grades at Middle and High School
- **August *14** – First Day of School for All Other K-12 Students
- **August *20** – First Day of School for Pre-K Students

Labor Day – No School For All Students September 1

Two Hour Late Start For All Students September 23

No School For All Students October 3

First Quarter Ends – October 10

Second Quarter Begins – October 13

ALL CONFERENCES ARE THE WEEK OF OCTOBER 13

No School For All Students – October 16 & 17

HIGH SCHOOL – PreACT Day for 9th & 10th Grade October 21
No School for 11th & 12th Grade High School Students

Two Hour Late Start For All Students October 28

No School For All Students November 4

Thanksgiving Recess – No School For All Students November 24-28

Second Quarter Ends – December 19

Winter Recess – No School For All Students December 22-January 2

Third Quarter Begins – January 5

District Kindergarten Registration Day January 16

Martin Luther King Day – No School For All Students January 19

Two Hour Late Start For All Students January 27

No School For All Students February 13

Presidents' Day – No School For All Students February 16

Two Hour Late Start For All Students February 24

Third Quarter Ends – March 6

Fourth Quarter Begins – March 9

ALL CONFERENCES ARE THE WEEK OF MARCH 9

No School for All Students – March 12 & 13

Spring Recess - No School For All Students March 16-20

HIGH SCHOOL – ACT Day for 11th Grade April 7
No School for 9th, 10th & 12th Grade High School Students

No School For All Students April 17

No School For All Students April 20

Two Hour Late Start For All Students May 5

High School – Last official day for seniors *May 8*

Last student day – *Fourth Quarter Ends* May 20

Memorial Day May 25

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.

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

June 2025

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

December 2025

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

July 2025

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

January 2026

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 2025

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

February 2026

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 2025

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

March 2026

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

October 2025

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

April 2026

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

November 2025

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

May 2026

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						

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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 · 2025-26

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



Omaha Public Schools Student Code of Conduct

2025-26 School Year

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



Parent(s)/Guardian(s) and Students

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

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