# Student and Family Handbook

## 2026
## 2027

OMAHA A+ Public Schools

OMAHA PUBLIC SCHOOLS

# Minne Lusa Elementary

PNP# 4292

## 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.

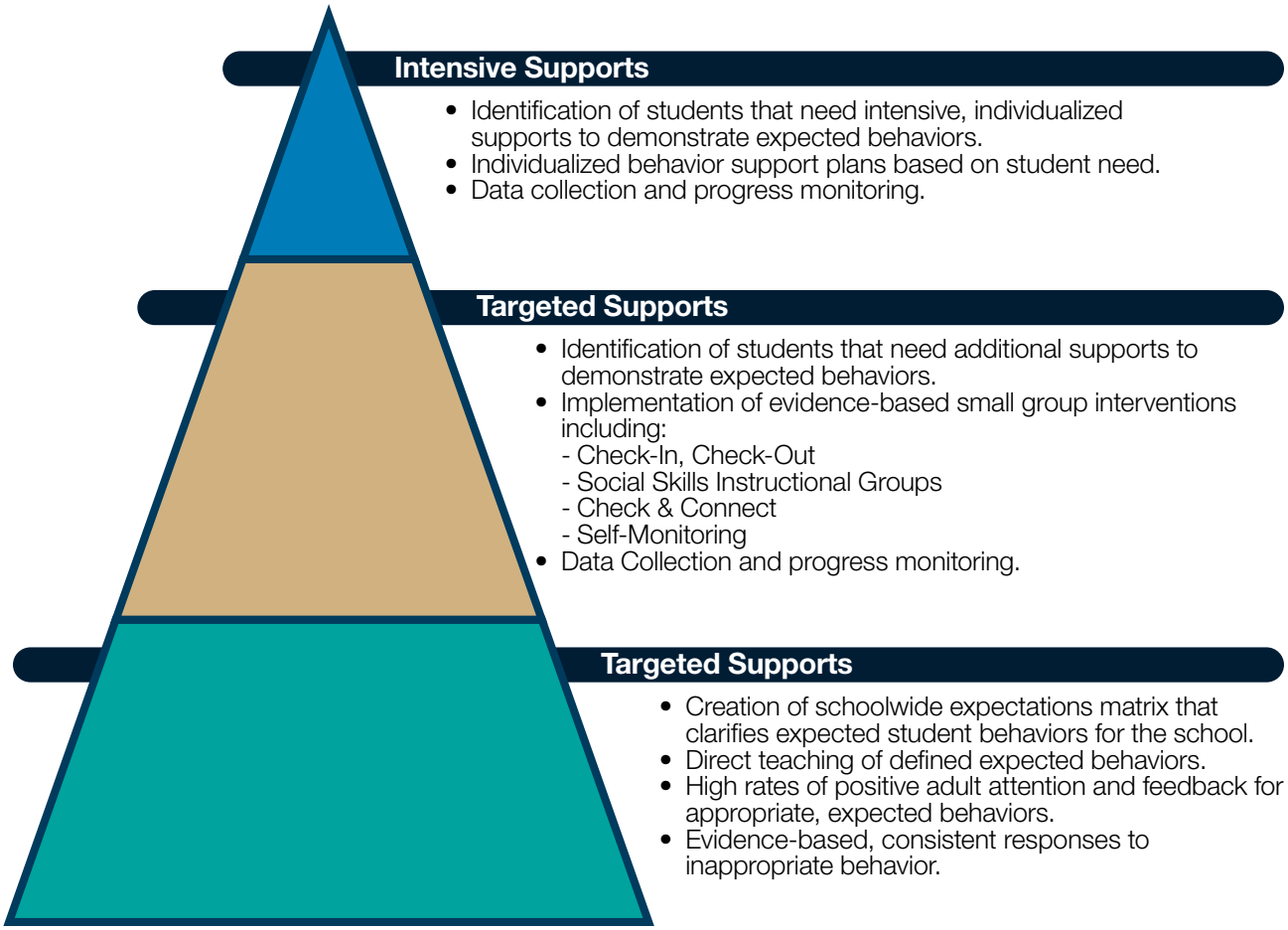
We believe that we cannot "make" students learn or behave. But we can create environments to increase the likelihood of positive behaviors occurring.

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.

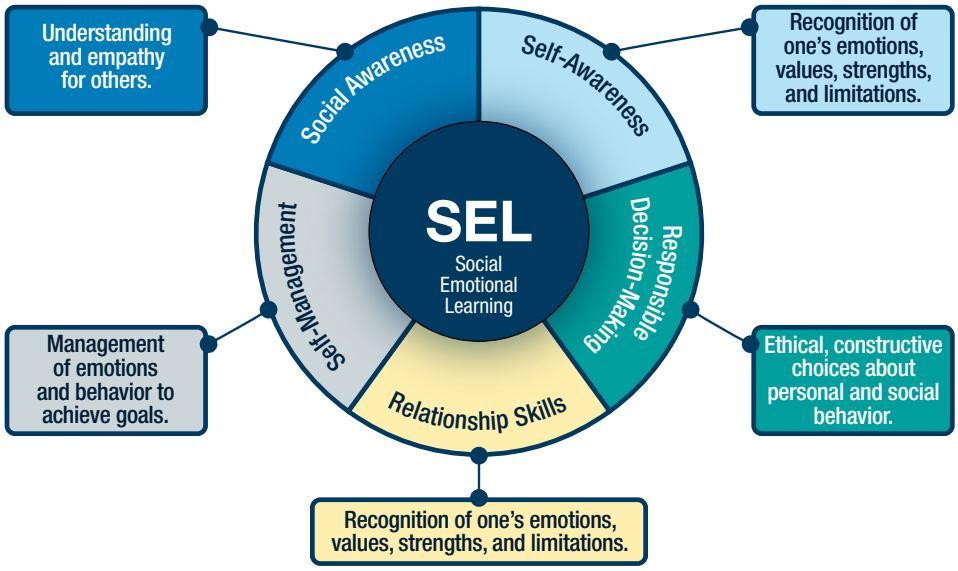
Within the Omaha Public Schools, our goal is to focus on CASEL's five SEL competencies:

- 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.

# Minne Lusa Elementary

## Student and Family Handbook 2026-2027

2728 Ida Street / Omaha, Nebraska 68112-4971
531-299-1840 / Fax 402-451-4971 / www.ops.org/minnelusa

Ms. MeLitta Wilson
Principal

Mrs. Kari Hubbard
Assistant Principal

*This handbook is prepared to serve as a guide to Minne Lusa Elementary students. In it you will find the policies and procedures that are followed at Minne Lusa. 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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## *Dear Minne Lusa Parents & Guardians,*

The Minne Lusa staff and I extend to you a warm welcome to the 2025-2026 school year. We are excited about the instruction and programs implemented at Minne Lusa Elementary.

Minne Lusa Elementary provides an intentionally inviting atmosphere. We want you to feel welcome. It is important that your student sees connection and acceptance between home and school. We will work together to ensure student needs are met through clear communication and collaboration.

In this handbook, you will read about the various ways that our school provides a learning environment that fosters respect, responsibility, effort, collaboration, and safety. All of these support positive behavior and academic achievement. We need **your help** and **support** in the following ways.

1. Set time aside each night to read or have your student(s) read to you. All students should read each night for 15-20 minutes.
2. Monitor and limit the amount of time your student uses the following:
   a. a.Television
   b. Video Games
   c. iPads
   d. Smart Phones
   e. Tablets
3. Be sure to contact your student's teacher if you have any questions or need additional information.
4. Please encourage and support Minne Lusa's Schoolwide Behavior Expectations.
   a. **P**ractice Respect
   b. **A**lways Try Your Best
   c. **W**ork Together
   d. **S**tay Safe

We are honored to join you in the effort of educating your student! We look forward to our collaboration!

**Sincerely,**
**Ms. MeLitta Wilson** — **Principal**
**Mrs. Kari Hubbard** — **Assistant Principal**

# ABOUT OUR SCHOOL

## Mission:

To provide opportunities for students to experience behavior and academic success.

## Vision Statement:

Every student. Every Staff. Every Day. Prepared for success.

## Omaha Public Schools Shard Values:

Results. Equity. Accountability. Leadership. Joy.

## Belief Statement:

All students can learn. Family and community matter. Every school can improve. Change is an ongoing process.

**Core Subject Areas:**

- Reading
- Writing
- Math
- Science
- Social Studies
- Structured Literacy

**School Mascot:**

- Panthers

**School Colors:**

- Royal Blue
- Black
- Gray

## Minne Lusa Elementary Daily Schedule

8:00 a.m. to 4:30 p.m. ..... Office staff on duty
8:25 a.m. to 4:15 p.m. ..... Teachers on duty
8:30 a.m. to 8:50 a.m. ..... Grab & Go Breakfast
8:30 a.m. ..... Students may enter the school
8:50 a.m. ..... Tardy bell - Instruction begins
4:05 p.m. ..... Dismissal

# *General Information*

## School Partnerships/Stakeholders

Minne Lusa is fortunate for partner with various stakeholders. These organizations provide our students and staff with opportunities to experience behavior and academic success.

- Trinity Lutheran Church
- Musa Lusa/Miller Park Neighborhood Association
- Lozier Foundation
- Kids Can
- Omaha Public Schools Foundation
- Teammates
- Success Mentors through Mentor Nebraska
- Backpack Program

## Animals on Campus

In order to provide a safe environment for everyone, animals are not allowed on school grounds. Any animal running loose on school grounds between 8:30 a.m. and 4:30 p.m., will result in a call to the Humane Society. If you walk to school with an animal, please wait across the street.

## Arrival and Dismissal Procedures:

Arrival: Prior to 8:30 a.m., there is **NO** staff supervision outside. **At 8:30 a.m., only students are allowed to enter the building.** We have staff in place to support all students with breakfast and finding their classrooms daily. Students should not arrive at school prior to 8:30 a.m.

- Kdg - 5th students enter the doors on Ida Streets
- **Early Childhood students enter the doors on 28th Avenue and need to be signed in and out by a parent or guardian/sibling who is at least 18 years of age.**
    - Any early childhood students who arrive after 9:00 a.m., will need to enter through the main doors on Ida Street.

**Dismissal:** Students exit at 4:05 p.m. on Ida Street. **Please remain in your vehicle,** this keeps the flow of traffic moving and our students safe. Staff will bring students to your vehicle. Students who walk will be dismissed with a staff member at 3:55 p.m. Please review safe behavior about walking to and from school with your student(s). **If you walk to pick up your student, please wait on the sidewalk and not the stairs.**

If there are any changes to dismissal for your student, please contact the main office no later than 3:30 p.m. **School personnel will make DAILY calls to parents for all students who are not picked up by 4:10 p.m. Staff are off duty at 4:15 p.m.**

## Parent/Guardian School Visitation

Parents/guardians are invited and encouraged to be active participants in their student's educational experience at Minne Lusa Elementary. **Please FIRST inform the classroom teacher and the principal/assistant principal at least one day in advance to arrange a classroom visit.** Your student will be pleased to have you visit, as will the teacher. Please report to the office or security desk for a visitor's badge and to sign-in. **Classroom visits are no longer than 30 minutes. When you visit, please be mindful of your attire and appropriate writing on shirts. We also ask that you silence your phone during classroom visit.**

## Special Occasions, Parties, & Treats

By policy of the Omaha Board of Education, treats made at home may **not** be given out at school. All treats must be store bought. Please contact your child's teacher and the main office ahead of time in order to schedule a time to bring in treats for your student(s). **Classroom treats will be handed out between 3:00 p.m - 3:40 p.m.** You can drop items off at the front office. We are happy to deliver. If you plan to go to the classroom, remember that visits are no longer than 30 minutes. If you plan to have lunch with your student, please call the front office to find out the cost. Exact amount is required.

## School Communication

Important dates and reminders are sent via our school website, email, Facebook, Twitter, and Seesaw. Please check frequently, to stay up to date on Minne Lusa happenings.

## Student Items at Minne Lusa

- Hoodies may be worn, but hoods/hats are not allowed in school.
- Backpacks and coats go in lockers each morning and remain there until dismissal.
- Coats are not allowed in the classroom, if possible, provide your student with a sweater or long sleeve shirt to accommodate for temperature changes.
- Cell phones **must be given** to the classroom teacher each morning. Phones will be returned at the end of each day.
- If you need to contact your child, call the main office.
- Purses and fanny packs will be placed in lockers each morning and remain there until dismissal.
- We ask that students do not bring personal items to school such as basketballs, toys, money, items resembling weapons, items that can be used to harm someone, or other valuable items. **Minne Lusa is not responsible for lost/stolen items.**
- To keep us all as safe as possible, please check your child's backpack daily.

## Field Trips

It is possible that children will experience learning outside of the classroom. Permission slips for these experiences will be sent home. A parent/guardian must fill out and sign the permission slip in order for a student to participate in learning away from the school. **Parents may not ride the school bus on any field trips.** If you plan to attend, you must make arrangements with the classroom teacher. **Please check to see if there is a cost that you will need to pay.** Students should never bring money or other valuables on a field trip.

## Guardian, Student, and Teacher Conferences

It is important for each student to attend his or her conference **with** a parent or guardian.

- Fall Conferences: Wednesday, October 21st & Thursday, October 22nd
- Spring Conferences: Wednesday, March 10th & Thursday, March 11th

## School Counselor and Social Worker

They are available to help families and coordinate levels of support with various community resources. They are also available to visit with you or your student about any challenges or support needed. The school counselor teaches lessons related to social and emotional learning.

## Phone Communication

Students are not to make or receive calls from the classroom phone or their cell phone during the school day. This interferes with classroom learning. Teachers do not take phone calls during instructional contact time with students. A message can be left with the secretary, and the teacher will return the phone call at his/her earliest convenience. Feel free to email your child's teacher as well.

## Student & Family Information Updates

Be sure the registration packet and student birth certificate is on file. **If there is a change of address, phone number, or email, please be sure to provide updated information with the secretary as soon as possible.** The online data requires parents/guardians to include emergency contact information. If this information changes at any point throughout the school year, please inform the main office. It is important to know who has legal custody of a child when parents are separated or divorced. It is the responsibility of the custodial parent to notify the school with current or pertinent legal information. We want to maintain open communication and to ensure that your student is safe. In order for the school to support any custody changes, current legal documentation **MUST** be on file.

## Reporting Absences

If your student will be absent, please call in the absence at (531)299-1840 or text (402)965-1546. Include your child's name and the reason for the absence. Should the school not be contacted, you will receive a phone call to verify the absence. You may also email Mrs. Kari Hubbard at Kari.Hubbard@ops.org and/or MeLitta Wilson at MeLitta.Wilson@ops.org regarding attendance.

## Arriving Late to School

Please ensure your student arrives to school on time each day by 8:50 a.m. When students arrive after 8:50 a.m., Those minutes count toward lost instructional time. Attendance is calculated by minutes whenever a student is not in school, including doctor appointments, dental appointments, therapy appointments, late arrivals, or early pick-ups. All of these impact your student's overall attendance. If your student is late or absent due to an appointment, please provide documentation to the office.

## Early Student "Check Out" Procedure

Please call the main office when you have arrived to pick your student up for early dismissal. Allow 5-7 minutes for your student to be dismissed to you. This gives us time to properly check the student out and ensure the student has his/her belongings & assignments for the day. Please remain in your car. If you walked, please wait outside near the front doors. **NO** student will be dismissed without a guardian present unless a phone call has been made for verification. We will not call students down from learning in the classroom, until you are outside for pick up. As a reminder, when students leave early, those minutes count toward absences.

## Practice Safety Drills

Staff at Minne Lusa take the safety of students and staff seriously. Below is a brief description of WHY and how often we practice each district required safety drill.

- **Evacuate/Fire (10)** – Students practice exiting the building quickly (fire)
- **Lockdown (2)** – Locks, lights, silent, and out of sight (danger inside of the building)
- **Hold (2)** – Precaution about hallway activity (medical/chemical spill) so we remain in classrooms, but teach as usual **within** the classroom only.
- **Secure (2)** – Take precaution for an outside threat, so we remain in the school and do business as usual. We can move about the building but must remain inside of the school. No one is allowed to enter or exit during this time.
- **Shelter/Severe Weather (2)** – Go to safe designated area within the building (tornado/severe storm)
    - **During active Shelter/Severe Weather, no one is allowed IN or OUT of the building.**

## Schoolwide Expectations

We know that students learn best when they:

- **P**ractice Respect
- **A**lways Try Your Best
- **W**ork Together
- **S**tay Safe

Appropriate behavior in our school is the shared responsibility of the students, parents, and staff of the Minne Lusa community. As a parent you have a very important role in helping to support the educational process. Below are some ways that you can assist us in making Minne Lusa the best it can be:

1. Read and review the Student Code of Conduct (buff pages in this book)
2. Cooperate with the school staff when discipline is necessary.
3. Make sure that your student attends school daily, on time, and remains for the entire day.
4. Review the Title 1 Parent and Family Engagement Policy.

# 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.

# Minne Lusa Parent and Family Engagement Policy

Omaha Public Schools recognizes that a student's education is the responsibility shared by both school and parent/guardian and family. This shared responsibility requires that parents/guardians and family members actively participate in the education of their student(s) and that they are informed of the education practice affecting their student(s). In compliance with federal law, Section 1118(a) (2), ESEA, the Omaha Public School District agrees to implement the following statutory requirements:

1. **To involve parents/guardians and family members in the development and review of this plan.**

   An annual meeting will be held first semester at which time parents/guardians will review and update the parent and family engagement policy, identify appropriate parents/guardians and family activities for the school year, and determine the most appropriate means of communicating with all parents/guardians and family members in a language/format they can understand.

2. **To plan effective parent/guardian and family engagement activities**.

   Minne Lusa staff will partner with parents/guardians and families to plan and implement a variety of activities designed to enhance parent/guardian's opportunities to support their student's academic achievement throughout the school year. This may include: providing support materials they can use at home, parent training events, volunteer opportunities within the school, or increasing communication sent home.

3. **To build capacity for strong parent/guardian and family engagement.**

   The school district will build capacity through workshops, meetings, and providing materials to assist parents and families of students served by our school.

   - Trinity Lutheran Church
   - Minne Lusa/Miller Park Neighborhood Association
   - Lozier Foundation
   - Kids Can
   - Omaha Public Schools Foundation/Sherwood Foundation
   - Success Mentors through Mentor Nebraska
   - Leland and Dorothy Olsen Foundation
   - Backpack Program

4. **To coordinate and integrate parent and family engagement strategies with other programs.**

5. **To conduct an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy.**

   The content of the Parent and Family Engagement Policy is reviewed by parents/guardians and families at an annual meeting. A survey of parents is conducted to determine if their needs have been met. We will use this information to be more effective in supporting students and families.

6. **To involve parents/guardians and families in activities.**

   Parents/guardians and families will be invited and encouraged to participate in the development and implementation of a variety of activities related to their student's education through personal contacts, phone calls, audio-dialer, flyers, emails, newsletters, and district announcements. This may include such things as: student & guardian conferences, guardian training activities, back-to-school welcome events, family nights, make-and-take events, and student performances.

# Minne Lusa Elementary School/Parent Compact

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 student & guardian conferences, the compact shall be discussed as it relates to the individual child's achievement.

**As a school, we will:**

*It is important that students achieve.*

- Communicate regularly with parents on their child's progress
- Provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the challenging state academic achievement standards
- Recognize that each student can learn
- Show respect for each child and family
- Respect the cultural difference of children and their families
- Provide a safe, healthy learning environment
- Seek ways to actively involve parents in their child's learning
- Help each child grow to his/her fullest potential
- Provide an effective environment to enable children to meet state standards

**As a family, we will:**

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

- Communicate and work with my child's teachers and school staff on ongoing basis to be involved and support my child's learning
- Support your child's learning-volunteer in their classroom; participate, as appropriate, in decisions related to their education, guide positive use of extra-curricular time
- See that my child begins the day rested and well-nourished
- See that my child attends school regularly and on time, unless my child is ill
- Attend parent meetings
- Talk with my child about his/her activities each day
- Provide a home environment that encourages my child to learn

**As a student, I will:**

*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:*

- Arrive on time
- Be ready to learn
- Learn and use social skills
- Follow school expectations
- Keep my iPad at school charged and ready for learning
- Be responsible for completing my work
- **Practice Respect** towards others and school property
- **Always try my best** to achieve my highest potentia
- **Work Together** to learn and support others
- **Stay Stay**

# 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

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| 29 | 30 | | | | | |

### July 2025

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### August 2025

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### September 2025

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| 21 | 22 | *23* | 24 | 25 | 26 | 27 |
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### October 2025

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| 19 | 20 | *21* | 22 | 23 | 24 | 25 |
| 26 | 27 | *28* | 29 | 30 | 31 | |

### November 2025

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### December 2025

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### January 2026

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### February 2026

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### March 2026

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### April 2026

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### May 2026

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| 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).



Updated 1/27/2025
11315

# Omaha Public Schools

# District Student Handbook

*Elementary · 2026-27*

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

OMAHA A+ Public Schools

17660

Rev. 5/2026

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 Omaha Public Schools 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
2 - Trust
3 - Fairness
4 - Respect
5 - Responsibility

The following activities show a lack of academic 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 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 Omaha Public Schools.

## Grading Scale

**Omaha Public Schools Grading Scale – Elementary**

| Grades K-2 | Grades 3-6 | Grade Points |
|---|---|---|
| Advanced | A | 4.0 |
| Proficient | B | 3.0 |
| Basic | C | 2.0 |
| Below Basic | D | 1.0 |
| Failing | F | 0 |

## 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.

## Report Cards

Student report cards are designed to inform parent(s)/guardian(s) of the student's level of proficiency in each course at the end of each quarter. Grades at the end of the semester will appear on the student's transcript.

## Grade Reporting Timeline – Secondary

October – First Quarter Grade Report
December – Second Quarter Grade Report (posted to transcripts)
March – Third Quarter Grade Report
May – Fourth Quarter Grade Report (posted to transcripts)

# Access to the Schools

## Access to the Schools

For purposes of this Policy, the following definitions shall apply:

**Parent** shall mean the lawful father or mother of a child, including adoptive parents.

**Guardian** shall mean a legal Guardian who has been appointed by a court or who has accepted a testamentary appointment, as provided in Nebraska Revised Statute Section 30-2605.

**Educational Decisionmaker** shall mean a person who has been appointed by a court to make educational decisions for the child.

Parents, Guardians, and/or Educational Decisionmakers as well as other interested individuals are encouraged to visit schools and are to be made welcome by the respective building staff and student bodies in accordance with this Policy. The District will promote home and school collaboration by implementing clear, two-way communication with Parents, /Guardians and/or Educational Decisionmaker about the instructional program, and the child's participation and progress. Communication is also shared with Parents, Guardians and/or Educational Decisionmaker regarding open house, parent-teacher conferences, award and recognition ceremonies, assemblies and other special events.

Parents, Guardians and/or Educational Decisionmaker are also encouraged to visit or monitor their children's classrooms and daily learning environments. Parent, Guardian and/or Educational Decisionmaker visits to the school and/or classroom during instruction must be arranged in advance with the building administration and coordinated with the classroom teacher. Coordinated classroom visits will be limited to thirty minutes. Under ordinary circumstances, the teacher being visited by a Parent, Guardian and/or Educational Decisionmaker should continue with the regular classroom work. Any individual conference with a teacher should be held before or after school in order that the normal instructional activities not be disrupted. Parents, Guardians, and/or Educational Decisionmakers are not permitted to take photographs, video and/or audio recording of students and teachers. Visits during District and state testing are prohibited.

During the school day, all visitors are expected to report to the school's main entrance to notify staff they are in the building or on school grounds and must provide identification. Contacts with school personnel during school hours with non-school individuals and agencies for materials, service, or programs may be made only with the approval of the principal. At all times, visitors to the school buildings and on school grounds must respect the learning environment and maintain proper behavior and decorum. Disruption of the orderly process of the school is prohibited. Visitors are not permitted to take photographs, video and/or audio recording of students and teachers during visits. The principal or the principal's designee is authorized to deny entry, ban or bar future access, remove or request the removal of any visitor in the building or on school grounds whose behavior is disruptive to the educational/working environment of the school.

Employees in school buildings shall report to the principal immediately any person loitering on or near the school grounds. If necessary, the principal will notify the appropriate law enforcement agency to investigate the situation.

Any visitor to the school buildings and grounds who has been denied access or who has been asked to leave, may contact the Office of Family and Community Relations in Student and Community Services to report concerns.

## Campus Parent Portal

The District offers parent(s)/guardian(s) the opportunity to complete the Annual Update, view their student's grades, coursework, and attendance via Campus Parent. The Campus Parent app and the website (**campus.ops.org**) provide anytime access. Contact the school's main office to gain an activation key.

## 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 Workers' Compensation and Insurance Management at (531) 299-0308.

## Accreditation

Accreditation reflects Omaha Public Schools' enduring commitment to excellence, disciplined reflection, and continuous improvement. It is a rigorous, research-based process through which school systems examine the effectiveness and coherence of their practices, structures, and outcomes to ensure alignment with state expectations and national standards for a high-quality education.

Omaha Public Schools is system accredited through Cognia, in partnership with the Nebraska Department of Education, for the current five-year accreditation term. This distinction is granted following a comprehensive external review and affirms that the district meets rigorous standards for performance, governance, and continuous improvement. System accreditation ensures coherence across all schools and departments, establishing a unified framework for quality, accountability, and aligned practices that advance student success.

## Advertising and Promotion in the Schools – OPS Policy 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 Communications 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 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 (up 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.

For additional questions, contact the Omaha Public Schools Student Hearing Office (531) 299-0466.

## 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 St., Omaha, NE 68131, (531) 299-8907.

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) 299-8907, or equityanddiversity@ops.org.

## Title IX/Sexual Harassment Formal Complaint

An individual who is alleged to be the victim of the conduct that could constitute sexual harassment under Title IX (i.e., a "complainant"), or a parent or guardian who is acting on behalf of such an individual, may file a formal complaint of sexual harassment, as defined under Title IX (34 C.F.R. § 106.30). A formal complaint may be in addition to or in lieu of any other report(s) of the same alleged conduct. For more information regarding Title IX Complaint procedures, please see Board of Education Policy No. 1210, on the OPS website in the "Board Policies" section or contact the District's Title IX Coordinator at (531) 299-0307.

# Attendance Best Practices

Attendance is a priority in the Omaha Public Schools. Daily attendance is critical to academic success as well as social and emotional well-being. Students are expected to attend regularly, arrive on time, remain in attendance for the entire day and miss less than 9 days throughout the school year. Every minute counts. All Omaha Public Schools will follow the Attendance Policy found in the **Student Code of Conduct**.

## Student Absence

Communicate with school including the reason for student's absence:

- Call Attendance Office
- Leave voice message
- Respond to Attendance Calls
- Respond to Text Messages

Please contact school in advance or prior to start time:

- Secondary before 7:40 a.m.
- Elementary before 8:50 a.m.

If an absence is not reported, contact will be made with the parent(s)/guardian(s) provided phone numbers with notification of the student absence. This is to ensure that every student is accounted for and for the safety of all students.

## Arriving Late

Communicate with school:

- Call Attendance Office
- Provide a reason upon arrival

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. 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.

## Leaving 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, parent(s)/guardian(s) are asked to communicate with the office.

- Provide a medical note to include date(s) and 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 your 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.

## 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 the weather is questionable, please listen to the radio, watch your local weather channel, or check Omaha Public Schools social media for communication of school closing. The district will also communicate with 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

Omaha Public Schools Child Abuse Reporting Policy (OPS Policy 5402) is based on Nebraska State Law (28-711). Every person who is employed by Omaha Public Schools is considered a mandatory reporter.

Any employee who has reasonable cause to believe that a child has been subjected to child abuse or neglect, or observes such child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect, shall report that abuse or neglect to Child Protective Services by calling 1.800.652.1999 or the appropriate law enforcement agency. The report shall be made immediately or as soon as practicable, but in no event shall such report be made later than 24 hours after becoming aware of such possible abuse. In addition to calling CPS, or law enforcement, the employee shall inform the building principal or immediate supervisor as soon as CPS, or law enforcement, has been notified. The building principal or immediate supervisor shall contact Talent Services if the abuse or neglect involves a staff member. Any OPS employee who fails to make any report of child abuse or neglect required by law will be subject to discipline up to and including discharge.

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 students without prior parental/guardian 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 the parent/guardian and discuss the contact had with the student. School staff are instructed not to notify parents by these officials.

## Child Find

All children with disabilities residing in the district, including children with disabilities who are homeless children or wards of the State and children with disabilities attending nonpublic schools, regardless of the severity of their disabilities, and who are in need of special education and related services, shall be identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services. 92 NAC 51-006.01

Schools are obligated to actively seek out any and all children who need an evaluation and special education services. Schools should use the following activities to consider whether a referral for an evaluation is needed:

- Attendance team meetings
- Review of health records
- Academic indicator dashboard
- Grade reports
- Behavior dashboard
- SAT team meetings
- A pattern of suspensions

At-risk students are not required to be evaluated but are required to be found and determined whether or not they should be evaluated.

For more information, please contact: Special Education Division, 3215 Cuming St., Omaha, NE 68131-2024, (531) 299-0244

## 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 Omaha Public Schools 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** – OPS Policy 5420

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

For purposes of this policy "dating violence" means a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse, to control his or her dating partner. "Dating partner" means any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious, or long term.

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 as the administration determines appropriate, within the scope and subject to the limits of the District's authority.

Training on dating violence shall be provided to staff deemed appropriate by the administration. The length of such training shall be a reasonable amount but in no case less than one hour annually. 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 for students shall be age-appropriate and conducted by trained staff members or a professional. 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 District's student-parent handbook or an equivalent such publication. Parent/guardian 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 and given the opportunity to meet with the Principal or other person designated by the Principal to discuss any questions they may have.

## Equal Access

As required by federal law, Omaha Public Schools provides equal access to our facilities to designated student and youth groups, and 36 USC Subtitle II: Patriotic and National Organizations. Please see OPS Policy 1101 for more information. For inquiries, contact the building principal or the Executive Director of Facilities at 531-299-4915.

## Family and Community Relations

Our district provides a grievance process to address concerns raised by families and community members. The Ombudsperson and Family and Community Relations Specialists collaborate with families, community members, and school staff to resolve concerns and develop effective, solution-focused outcomes. Our goal is to foster open communication and achieve resolutions that are in the best interest of each student.

Stakeholders are encouraged to contact the school administration first. If additional support is needed, please contact Family and Community Relations at (531) 299-0314.

## 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 Board Policy 5202, 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. Graduation programs
2. The annual yearbook
3. A playbill, showing student's role in a drama production
4. National and local media stories – print, broadcast, and web
5. Honor roll or other recognition lists
6. Sports activity programs showing weight and height of athletic team members
7. Omaha Public Schools social media, web pages and publications

Parent(s)/guardian(s) and eligible students who do NOT want directory information made available may indicate their preferences via the annual update process on Campus Parent or may notify in writing the Student Information Services office at sis_updates@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 eligible students (students over the age of 18) request that this information NOT be released to these institutions without their prior written consent.

Parent(s)/guardian(s), or eligible 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 via the annual update process on Campus Parent or may notify in writing the Student Information Services office at sis_updates@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 consent to release addresses, phone numbers, and parent(s)/ guardian(s) names for these types of limited purposes via the annual update process on Campus Parent or may notify in writing the Student Information Services office sis_updates@ops.org.

# 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.

Parents/guardians are asked to update the school nurse with any changes in their child's health status, immunization status, and other pertinent information necessary to keep them safe, healthy, and ready to learn at school.

## Annual Health Screenings

Students enrolled in Omaha Public Schools are provided a free non-diagnostic health screening in accordance with Nebraska State Statute #173 NAC 7. Students in early childhood, kindergarten, first, second, third, fourth, seventh, and tenth grades are screened for hearing, vision, dental, height, and weight per the rules and regulations set forth by the state of Nebraska. The purpose of screening is to identify any possible health concerns needing further evaluation. Parents/guardians are notified of the screening result if the student is found to need further evaluation, as determined by the qualified screener. The cost of the health care provider evaluation is the responsibility of the parent/ guardian of the student.

Per Nebraska State Regulations, a parent/guardian may supersede the mandated school health screening by submitting a statement signed by an authorized health care provider attesting that the required screening has been completed in the previous six months. An updated healthcare provider statement must be submitted each school year.

## Emergency Procedures

In the event of cardiac arrest, an Automated External Defibrillator (AED) will be used by staff trained in the use of CPR/AED. If a student experiences a life-threatening breathing emergency or severe systemic allergic reaction (anaphylaxis), epinephrine and nebulized albuterol will be administered by trained staff in accordance with the Nebraska Department of Education (NDE) Rule 59 regulation. Narcan nasal spray will be administered by trained staff when an opioid overdose is suspected. Emergency Medical Services will be activated in life-threatening emergencies.

## Health Conditions

If your child requires management of their condition by the health office, it is the responsibility of the parent/ guardian to ensure the school nurse has the necessary supplies/medications, and authorization forms signed by the parent/guardian and health care provider.

Asthma, anaphylaxis, seizures and diabetes are examples of conditions which can result in potentially life-threatening episodes. The school needs an updated action plan for these conditions, signed by the health care provider and the parent/guardian annually. This plan authorizes the required rescue medication to be administered. It is the responsibility of the parent/ guardian to provide updated action plans and/or medication orders annually and as changes occur. Work with your healthcare provider and school nurse in developing a specific plan to keep your child safe, healthy, and ready to learn.

## Nebraska School Immunization Law

The Omaha Public Schools follows the immunization requirements outlined by the Nebraska Department of Health and Human Services. A copy of each student's immunization record must be presented to the school's health office prior to attending school. Students who do not meet the state rules and regulations must have a medical waiver or a notarized religious waiver on file. Any student who does not comply with the state immunization requirements shall not be permitted to continue in school until proof of progress toward compliance is received.

Below is a list of required immunizations.

**Early Childhood Programs (ages 2-5):**

- 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

**Kindergarten – 6th Grade:**

- 3 doses of pediatric Hepatitis B vaccine
- 3 doses DTP, DT or Td vaccine, one given on or after the fourth birthday
- 3 doses of Polio vaccine
- 2 doses of MMR or MMRV given on or after 12 months of age
- 2 doses 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

**7th – 12th Grade:**

- 1 dose of Tdap vaccine
- 3 doses of pediatric Hepatitis B vaccine
- 3 doses DTP, DT or Td vaccine, one given on or after the fourth birthday
- 3 doses of Polio vaccine
- 2 doses of MMR or MMRV given on or after 12 months of age
- 2 doses 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

## Physical Examination Requirements

A physical examination completed by a health care provider is required by Nebraska state law for all students entering school for the first time (early childhood or kindergarten), transitioning into seventh grade, or transferring into Omaha Public Schools from out-of-state/country. Required school physical exams must be completed on or after March 1 of the current year to be valid for the upcoming school year. It is the responsibility of the parent/guardian to provide a copy of the physical examination to your child's school. Parents/guardians 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 by Nebraska state law for all students entering school for the first time (early childhood or kindergarten) or transferring from out-of-state/country. Required school vision exams must be completed on or after March 1 of the current year to be valid for the upcoming school year. The evaluation will assess for amblyopia, strabismus, internal and external eye health, and visual acuity. Parents/guardians may opt out of this requirement through a written waiver obtained at the school.

## Procedures for Medications

The Medication Procedures of the Omaha Public Schools prohibit administration of any medication by school staff or self-administration by a student without a written order from a licensed prescriber. No unauthorized medication (including Tylenol, cough drops, Advil, antacids, homeopathic medications, etc.) shall be administered by the school nurse or other trained school personnel without a written order from a licensed prescriber. It is the responsibility of the parent/guardian to provide updated medication orders annually and as changes occur. Medication orders must be completed by a health care provider and signed by the parent/guardian. When a student must take medication, these procedures will be adhered to:

- The school has a written, signed order from a licensed prescriber which includes the student's name, the name of the medication, dosage, route, frequency/time of administration, and the date of the order.
- The parent/guardian shall provide a written statement that authorizes school personnel to administer the medication as ordered by the health care provider.
- **Medication must be brought to school by the parent/guardian or designated adult and given directly to school personnel. Students are not allowed to bring or carry any controlled medication (methylphenidate, Adderall, etc.).**
- The medication must be provided by the parent/guardian in the original pharmacy or manufacturer's labeled container.
- Expired medication will not be accepted or administered to students at any time.

- Medication left at school or that has expired will be turned in to Omaha Public Schools Environmental Services for disposal.
- Medication shall only be administered by a registered nurse or competency trained school personnel.
- If needed, the school nurse may contact the prescribing provider for clarification on medication administration.

## 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 at nine School Based Health Centers (SBHC) in buildings throughout the district.

The SBHCs are staffed by licensed advanced practice registered nurses and physician assistants to provide the following services:

- Administer immunizations
- Complete school and sport physicals
- Diagnose and treat common illnesses and conditions
- Prescribe medications
- Create action plans for conditions
- Provide mental health services
- Provide preventative care and screenings

With parent/guardian consent, any Omaha Public Schools 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, or commercial insurance. For uninsured students, the SBHC will provide a low-cost sliding fee schedule based on family income and size, and may assist in obtaining insurance coverage.

Prior to the appointment, the "School Based Health Center Enrollment and Consent Form" must be completed by a parent/guardian and returned to school or the SBHC. 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.

**Belvedere Elementary –** 3775 Curtis Ave., (402) 451-3553
**Benson High –** 5120 Maple St., (402) 451-3553
**Bryan High –** 4700 Giles Rd., (402) 991-3904
**Buena Vista High –** 5616 L St., (402) 952-4050
**Indian Hill Elementary –** 3121 U St., (402) 933-4968
**King Science & Technology Middle –** 3720 Florence Blvd., (402) 451-3553
**Liberty Elementary –** 2021 St. Mary's Ave., (402) 505-8180
**Northwest High –** 8204 Crown Point Ave., (402) 451-3553
**Spring Lake Elementary –** 4215 S 20 St., (402) 932-7014

## 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, Omaha Public Schools 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. The district participates in the National School Lunch Program (NSLP), which provides nutritionally balanced, low-cost or no-cost meals to children. Breakfast is free to all students. Children can qualify for free or reduced-price lunch meals either via participation in certain federal assistance programs or based on household income and family size. School staff can assist families in determining eligibility status and completing a free and reduced-price meal application. Select district schools participate in the Community Eligibility Provision, which provides free breakfast and lunch to all 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 a.m. 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 2026-27 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 to all students at a cost of $2.50 for elementary and $2.85 for secondary for the 2026-27 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 school so necessary paperwork can be completed for the transfer. Several days' notice is needed to ensure a smooth transition to another school district.

### 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 the administration 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 family;
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 student's family; 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. Omaha Public Schools 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. Omaha Public Schools 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. Omaha Public Schools 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 & School Social Work

The Omaha Public Schools School Counseling department 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 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.

The mission of the Omaha Public Schools School Social Work department is to be a link between the student, home, school, and community; providing direct and indirect services to students, families, and school staff to promote and support students' academic, social, and emotional success. These services include assisting students and families to build upon their strengths, access community resources, address mental health concerns, assist with conflict resolution, develop social/coping skills, and build healthy relationships.

### Behavioral and Mental Health Supports and Partnerships

School social workers and school counselors provide information about accessing behavioral and mental health through community providers. Omaha Public Schools partners with Methodist Community Counseling Program, Connections at Project Harmony, and school-based health centers for low- to no-cost mental health therapy.

The **Safe2HelpNE** reporting system is available to students, families, staff, and community members to anonymously report concerning behavior that could impact the safety of students or schools across Nebraska. The **Safe2HelpNE** system can be used to report any safety concern including, but not limited to school threats, bullying, suicide concerns, crime, domestic violence, abuse, or a friend's physical or mental health. To make a report, visit the website Safe2HelpNE.org, download the app on Apple or Android, or call (833) 980-7233. Crisis counselors are available to respond any time of the day or night, any day of the year.

## Standard Response Protocol

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

### Hold

A Hold occurs for an incident that requires students tand staff to remain in their classrooms, and out of the hallways until the occurrence is resolved. Students and staff will remain in their classrooms, or other needed locations, until and “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

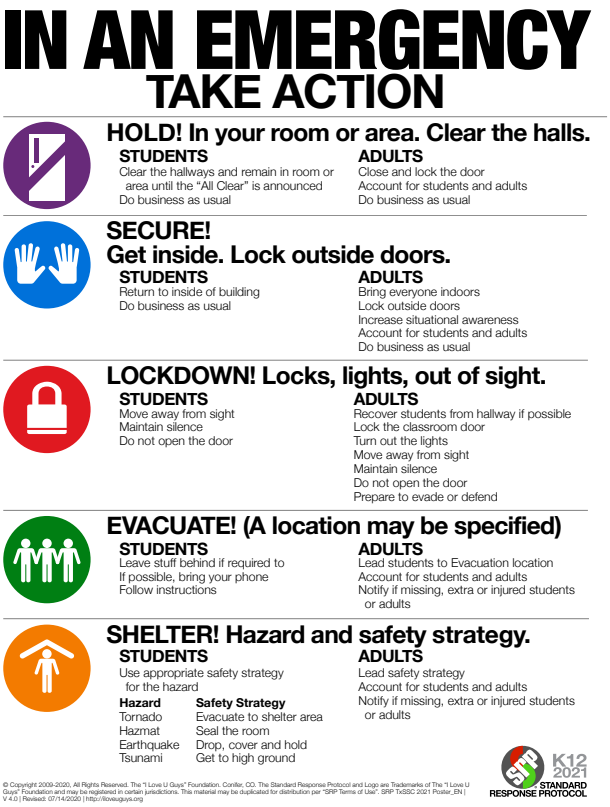
In the need that a building is to be evacuated for an emergency, students will be relocated to an evacuation assembly area until the “all-clear” announcement is made.

### Shelter

When specific protective actions are needed based on a threat or hazard, Shelter will be implemented. This response may be for an incident such as a tornado. Students should follow the directive of their teacher and report to the designated shelter area. Students will not be released to families until the “all-clear” announcement is made.

### Fire Drills

In conformity with the regulations of the Nebraska State Fire Marshal, each school is required to hold monthly 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. 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 designated area until the “all-clear” is given.




### 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. Whenever possible, our district will announce changes to a daily routine the night before. We also know weather conditions and other emergencies can develop rapidly and a morning decision may be necessary. When that happens, we will communicate as early as possible.

## Student Fees

The Board of Education of Omaha Public Schools adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fees Authorization Act.

The District’s general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution and state and federal law. This generally means that the District’s policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment and materials necessary for such instruction without charge or fee to the students.

The District does provide activities, programs and services to children which extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the District’s efforts to provide such activities, programs and services. The District’s general policy is to continue to

encourage and, to the extent permitted by law, to require such student and parent contributions to enhance the education program provided by the District.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be accepted from time to time. Parents, guardians and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

## *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 extra-curricular, except as expressly permitted below.

**A. Extracurricular activities:**

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.

1. 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.
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 for paying 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 for paying 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 is not deposited in the Student Fee Fund.

**B. Spectator events:**

Spectators may be charged admission fees and transportation charges, if transportation is provided, to attend extra-curricular 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 or 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 will 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 non-specialized 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 the music for such courses.

1. Personal supplies related to musical instruments including but not limited to items such as reeds, cork lubricant, pipe cleaners, cleaning cloths and other cleaning supplies are considered minor personal consumable items, and shall be the responsibility of the student. If a student is unable to provide the minor personal 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 guardian 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:**

Students may be charged a fee for the purchase of breakfast or lunch. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations.

Students are also 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 are: 1) in households receiving benefits from the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) or the Food Distribution Program on Indian Reservations (FDPIR); 2) under the legal responsibility of a foster care agency or court; 3) participating in the Head Start program; 4) homeless, runaway, or migrant; or 5) in households with income below the federal poverty guidelines. Students shall be provided with an Educational Benefit Form prior to, or at the beginning of each school year, or upon initial enrollment in the District, which shall permit the District to use information the student has provided to determine eligibility for the fee waiver. Students who qualify for the fee waiver shall 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 Organizations

Approval from the Principal or Program Director shall be required by any student organization or activity that uses the school/program building. The principals and program directors shall, provide adequate supervision, including but not limited to designating a staff employee as sponsor and supervisor, for approved student organizations and activities and shall provide administration of any fees or proceeds of approved student finances for student organizations and activities. As a vital part of the total education program, student organizations should reflect the following objectives:

- Extend and reinforce the instructional program.
- Give students practice in democratic self-government.
- Develop student morale and support for the school.
- Honor outstanding student achievement.

- Provide wholesome social and recreational activities.

**Adult Sponsors:** Adult Sponsors must be in attendance at all school sponsored activities.

### Establishing a New Student Organization

Any student organization, to include clubs and/or activities, seeking to use school facilities must receive approval from the Principal or Program Director. Requests to establish a new student organization must include:

- Demonstrated student interest
- A staff sponsor or monitor
- Application and submission of a club charter to the Activities Director
- Approval of the Principal
- Curriculum-related or student interest approved by Activities Director

## Student Records

The privacy of student records is protected by the Family Educational Rights and Privacy Act (FERPA). Under FERPA, parent(s) and guardian(s) of students have the right to review records, request amendment of those records and consent to the release of records. FERPA does allow for some exceptions to the consent for release. For instance, records may be released to other educational institutions 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 they need to review an education record to fulfill their 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 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.

## Technology Use and Responsibility

The Omaha Public Schools may provide students with a 1 to 1 take home device for use during the school year.

1. **Ownership:** The technology device remains the sole property of Omaha Public Schools and will not be transferred to the parent or student at any time.
2. **Use:** The device is only intended for District-approved instructional activities and for student use.
3. **Return of the device:** Upon termination of the student's enrollment, the parent or guardian must return the technology device within two days to the school in the same condition it was received.
4. **Liability:** Failure to return the device may result in the parent or guardian being liable to Omaha Public Schools for the full value of the device and accessories, as well as any administrative and attorney fees related to recovering the device.
5. **Reporting damage or loss:** The parent or guardian must notify the school of any damage or loss to the device within two days of the occurrence and will be solely liable for the full value of the loss or damage.
6. **Policy compliance:** All usage of the technology device must be in accordance with Omaha Public Schools policies and rules regarding network and internet use. The district reserves the right to terminate possession if the parent, guardian, or student is believed to have violated any part of this **Technology Agreement**, the **School Handbook**, or the **Student Code of Conduct**.
    a. Per District Policy #6800 Online and Digital Access and Education. The school district shall monitor online activities of students and staff when using district or online applications while using District network resources and or devices.
    b. 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. It is the primary responsibility of the parent or guardian to establish and convey the standards that their student should follow.
    c. **Voluntary Device Protection Program:** The district offers a voluntary device protection program. The protection is offered annually for a cost of $20 per device. This program covers loss or damage beyond the warranty for the entire school year, including summer school. The program can be purchased through the parent portal or at the student's school.
7. **Day Use only devices:** If your student has violated any of the agreements listed above, or lost multiple devices, the school may issue a "day use" device. The day use devices are not part of the 1 to 1 program and may not provide the same level of individual customizations as a 1 to 1 device. The school may also choose to provide ***other forms*** of instructional resources for student learning.

## 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.

## Title IX/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. For more information regarding offenses that are classified as a forcible or non-forcible sex offense, please see Board of Education Policy No. 1210 on the Omaha Public Schools website in the "Board Policies" section or contact the District's Title IX Coordinator at (531) 299-0307.

- **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.

## Volunteers

If there is interest in 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 to discuss a volunteer opportunity. All interested persons must complete an online application. Talent Services will respond and notify the applicant when the volunteer opportunity has been approved. ***Volunteer activity must not begin until after the approval email is received from Talent Services.***

The volunteer application process is 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. The school principal will determine what volunteer opportunities are available at each school.

# Omaha Public Schools

# Student Code of Conduct

## 2026-27 School Year

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

OMAHA A+ Public Schools

### Parent(s)/Guardian(s) and Students

Please sit down together and read through these guidelines. We prioritize the education, safety, and well-being of each student individually as well as all members of the school community. Please note that Level 3 or 4 violations could result in an out-of-school consequence. If you have questions about this Code, please contact your child's administrator.

May 2026
P&P # 26921

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

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

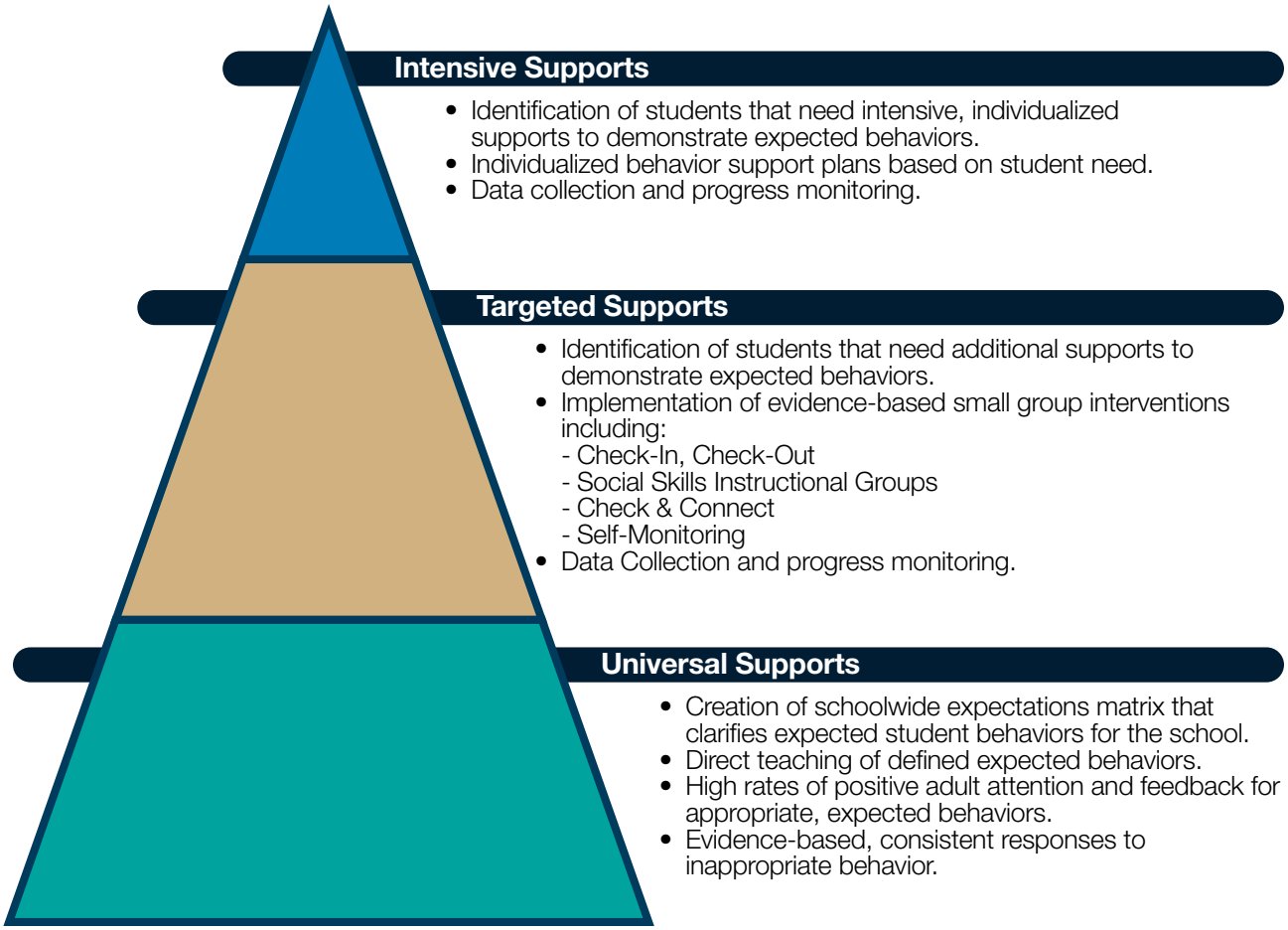
We believe that we cannot "make" students learn or behave. But we can create environments to increase the likelihood of positive behaviors occurring.

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

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

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

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



## Social Emotional Learning (SEL)

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

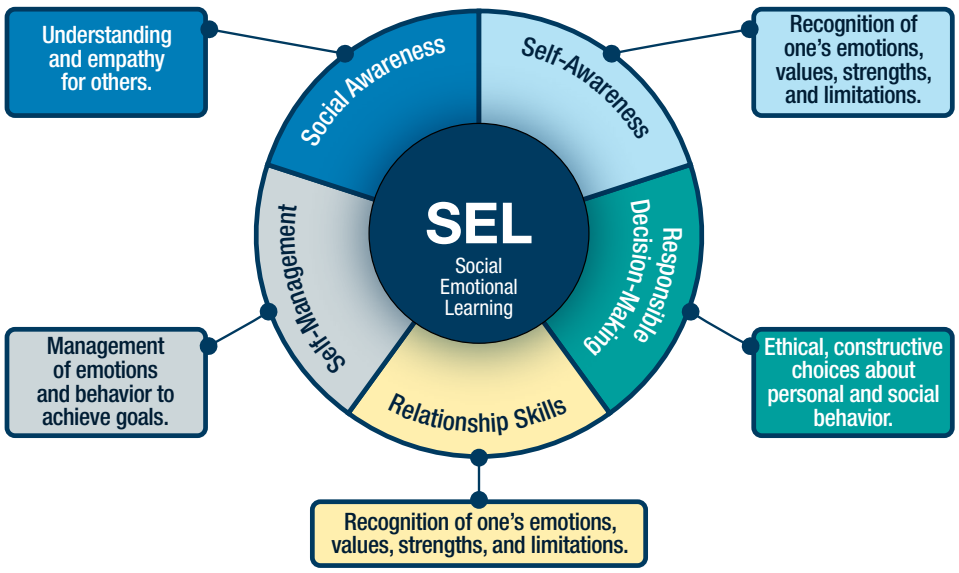
Within the Omaha Public Schools, our goal is to focus on CASEL's five SEL competencies:

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

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

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

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




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

**Omaha Public Schools**

# *STUDENT CODE OF CONDUCT*

The Board of Education believes school is an appropriate setting for all children and youth. We believe that students learn best when we provide safe, positive, predictable, and equitable spaces for learning. We believe that it is important that students and their families feel valued and connected to the school community. School culture and climate play a tremendous role in creating and maintaining positive conditions for learning.

The **Student Code of Conduct** is designed to support this concept by providing guidance in responding to student behavior. The goal of school discipline is never to punish, but to teach students self-management and responsible decision-making, among other self-advocacy skills while promoting a safe school environment. In all cases, school staff will prioritize the needs of each individual student as well as the safety and well-being of the school community at large. When determining discipline resolutions, school staff will consider the age, developmental level, and intent of the student, as well as other relevant factors.

The **Student Code of Conduct** applies to all students attending the Omaha Public Schools. While effective school discipline is the responsibility of all school adults, 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 schoolsponsored activity or athletic event.

**Early Childhood Education**

Interventions & Responses

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

## Early Childhood Practices

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

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

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

# Behavior Violations and Response Levels

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

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

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

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

| | |
|---|---|
| **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 (e.g. Early Intervention Plan, Student Assistance Team, MTSS-B Tier II or III Intervention, Community Resources) should be implemented. | **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. |

## Behavior Response Guidelines for Grades PK-2

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

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

## Behavior Response Guidelines for Grades 3-6

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

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

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

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

## LEVEL 1
### Interventions & Responses

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

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

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

## Leveled Interventions and Responses

| | |
|---|---|
| **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 (e.g. Early Intervention Plan, Student Assistance Team, MTSS-B Tier II or III Intervention, Community Resources) should be implemented. | **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 1 Violations | Level 1 | Level 2 | Level 3 | Level 4 | Administrative Response |
|---|---|---|---|---|---|
| **Cheating or Plagiarizing**<br>Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests, using the ideas or writings of another person, or using generative artificial intelligence tools to answer questions or complete assignments in place of original student work without proper citation and teacher approval | • | • | | | |
| **Classroom Disruption/Other Behavior Disruptive to the School Environment** | • | • | | | |
| **Disrespectful to Adults/Others**<br>Using words or actions that are impolite or indicate a lack of respect or courtesy | • | • | | | |
| **Engaging in Verbal Conflict**<br>Disrupting the school environment by engaging in a loud argument that includes disparaging comments or discussion of potential physical conflict | • | • | | | |
| **Excessive Tardies/Hall Sweep**<br>Arriving late to class excessively, as determined by individual school procedures or is caught in the hallway by school staff after the tardy bell has rung | • | • | | | There will be no out-of-school suspension for attendance infractions; OPS attendance policy will be followed |
| **Failure to Serve Detention**<br>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**<br>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**<br>Attire promoting violence, drugs, alcohol, profanity, obscenity or hate speech is not acceptable at school.<br>See Dress and Personal Appearance, page 24 | • | | | | |
| **Inappropriate Language**<br>Using inappropriate words or topics of conversation in school | • | | | | |
| **Insubordination/Non-Compliance with Behavioral Expectations**<br>Failure to comply with the instructions of school staff when current behavior prevents success of the student or impacts learning | • | • | • | | |
| **Non-compliance with Cell Phone/Personal Electronic Device Expectations**<br>Failure to comply with district expectations regarding use of cells phones and Personal Electronic Devices, necessitating an administrative response<br>See Cell Phone/PED Guidelines for Students, page 25 | • | • | | | |
| **Parking, Unauthorized**<br>Parking in an unauthorized area on school property | • | | | | |
| **Truancy**<br>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 13; for information regarding level of response, see page 5.
Full definitions for all violations can be found in the Glossary, beginning on page 14.

## LEVEL 2
### Interventions & Responses

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

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

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

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

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

## Leveled Interventions and Responses

| | |
|---|---|
| **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 (e.g. Early Intervention Plan, Student Assistance Team, MTSS-B Tier II or III Intervention, Community Resources) should be implemented. | **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 |
|---|---|---|---|---|---|
| **Absence or Tardiness, Excessive**<br>In accordance with Student Attendance Policy 5008, school staff will intervene when a pattern of attendance emerges that is concerning or seems counter to the student's continued school success | • | • | | | There will be no out of school suspension for attendance infractions; OPS attendance policy will be followed |
| **Bus Misconduct**<br>Activity on the bus which is unsafe; refusal to follow directions of the driver or aide | • | • | | | |
| **Careless Driving**<br>Driving on school grounds carelessly or without due caution so as to endanger a person or property | | • | | | |
| **Exposure to Bodily Fluid**<br>Intentionally creating or attempting to create an exposure to bodily fluids, including but not limited to, spitting, throwing, wiping, or otherwise dispersing bodily fluids on or to another person for any reason | | • | • | • | Law enforcement may be contacted |
| **Fighting, Less Serious**<br>Mutual physical combat that does not result in injury or a substantial disruption to the school environment, other than the disruption of the fight itself | | • | • | | |
| **Misuse of Computers, Digital Devices, or Network**<br>Creation or access of inappropriate material; vandalizing; gaining or attempting to gain unauthorized access; using computers, digital devices or networks for harassing or threatening or other non-educational purpose * see full definition in Glossary | • | • | • | | Law enforcement may be contacted |
| **Possession of Obscene or Pornographic Literature, Materials, or Electronic Images**<br>The possessing, taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise | | • | • | | Law enforcement may be contacted |
| **Reckless Behavior**<br>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**<br>Recklessness involves the creation of an unjustifiable risk of harm to others and a conscious (and sometimes deliberate) disregard for or indifference to that risk resulting in personal injury | | • | • | • | |
| **Refusal to Cooperate with School Administrative Staff**<br>A student, who has already been referred to school administration for misbehavior, continues to fail to comply with directions from staff | | • | • | | |
| **Tobacco and Vapor Devices**<br>To include students found to be in use or possession 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<br>See Glossary, page 16 | • | • | | | |
| **Trespassing**<br>To enter or remain on any school district property or property where a school event is being held without authorization and with no legitimate purpose for entry | | • | • | • | Law enforcement may be contacted |
| **Unauthorized Entry**<br>Allowing or assisting any individual to enter a district building other than through the designated entrances or that breaches any method of established security | | • | • | • | Law enforcement may be contacted |
| **Unauthorized Use of Camera, Video Device, Personal Device that Attaches to School/District Network, Cell Phone or Recording Device**<br>Student use of cameras/video devices without explicit, prior written authorization of the principal is prohibited | • | • | | | |
| **Vulgarity/Profanity**<br>Written or oral language that is disgusting and/or repulsive, but does not constitute harassment | • | • | | | |

For more information on Repeated Violations, see page 13; for information regarding level of response, see page 5.
Full definitions for all violations can be found in the Glossary, beginning on page 14.

## LEVEL 3
### Interventions & Responses

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

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

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

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

## Leveled Interventions and Responses

| | |
|---|---|
| **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 (e.g. Early Intervention Plan, Student Assistance Team, MTSS-B Tier II or III Intervention, Community Resources) should be implemented. | **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 3 Violations | Level 1 | Level 2 | Level 3 | Level 4 | Administrative Response |
|---|---|---|---|---|---|
| **Assault, No Injury**<br>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**<br>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**<br>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**<br>Drugs, alcoholic beverages, controlled or imitation controlled substances, or other mood-altering chemicals<br>See Glossary, page 17 | • | • | • | • | Law enforcement may be contacted |
| **False Allegations Against Staff**<br>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**<br>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<br>See Glossary, page 18 | | | • | • | Law enforcement may be contacted |
| **Harassment**<br>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<br>See Glossary, page 18 | | • | • | • | Law enforcement may be contacted |
| **Sexual Harassment**<br>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<br>See Glossary, page 18 | | • | • | • | Law enforcement may be contacted<br>Report to the OPS Title IX coordinator |
| **Public Indecency**<br>Behaviors described in Nebraska Statute 28-806 **except** that this violation shall apply only to students **at least 12 years of age**. For students under age 12, other violations may apply<br>See Glossary, page 18 | | • | • | • | |
| **Theft**<br>Stealing or attempting to steal property | • | • | • | | Restitution may be required, additional consequences may be applied if restitution is not made |
| **Threats or Intimidation**<br>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**<br>Engaging in any activity forbidden by state or federal law and not otherwise specifically included in this **Student Code of Conduct** which creates potential danger in the school environment or interferes with school purposes | | • | • | • | Law enforcement may be contacted |

For more information on Repeated Violations, see page 13; for information regarding level of response, see page 5.
Full definitions for all violations can be found in the Glossary, beginning on page 14.

## LEVEL 4
### Interventions & Responses

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

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

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

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

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

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

## Leveled Interventions and Responses

| | |
|---|---|
| **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 (e.g. Early Intervention Plan, Student Assistance Team, MTSS-B Tier II or III Intervention, Community Resources) should be implemented. | **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 4 Violations | Level 1 | Level 2 | Level 3 | Level 4 | Administrative Response |
|---|---|---|---|---|---|
| **Arson**<br>Intentionally setting or attempting to set a fire on or in school property | | • | • | • | Law enforcement will be contacted<br>Conduct a threat assessment |
| **Assault with Injury (Intentional)**<br>Assault of another person, including staff, when the student has knowingly and intentionally used force to cause personal injury | | | • | • | Law enforcement may be contacted |
| **Distribution**<br>Selling, Distributing, Intent to Distribute, or Attempting to Distribute Alcoholic Beverages, or a Controlled/ Imitation Controlled Substance | | | • | • | Law enforcement will be contacted |
| **False Alarm**<br>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**<br>Knowing and intentional possession, use or transmission of a firearm as defined in 18 U.S. Code 921<br>See firearm definition in Glossary, page 18 | | | | | Per federal law, expulsion for one calendar year; law enforcement will be contacted<br>Conduct a threat assessment |
| **Sexual Assault**<br>Sexual Assault in the first or second degree as defined in Nebraska Statutes 28-319 thru 28-320.01<br>See Glossary, page 19 | | | | • | Mandatory reassignment away from the victim or expulsion/ Law enforcement will be contacted/ Report to the OPS Title IX coordinator |
| **Weapon (other than firearm)**<br>Knowing and intentional possession, handling, transmission, or use of any knife or dangerous weapon<br>See Glossary, page 19, for listing and definition of a weapon | | | • | • | Law enforcement may be contacted<br>Conduct a threat assessment |

For information regarding level of response, see page 5.
Full definitions for all violations can be found in the Glossary, beginning on page 14.

**Repeated Violations**

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

# *Glossary*

## Level 1 Violations

### Cheating or Plagiarizing
Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests, using the ideas or writings of another person, or using generative artificial intelligence tools to answer questions or complete assignments in place of original student work without proper citation and teacher approval

### Classroom Disruption/Other Behavior Disruptive to the School Environment
Behaving in such a way that interferes with teaching and learning

### Disrespectful to Adults/Others
Using words or actions that indicate a lack of respect or courtesy

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

### Excessive Tardies to Class/Hall Sweep
Arriving late to class excessively, as determined by individual school procedures or caught in the hallway by school staff after the tardy bell

### Failure to Serve Detention
Student does not serve an assigned detention, whether it is scheduled during the school day or after school hours

### Inappropriate Clothing
Attire promoting violence, drugs, alcohol, profanity, obscenity or hate speech is not acceptable at school

Also see ***Dress and Personal Appearance***, page 24

### 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

### 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

### Non-compliance with Cell Phone/Personal Electronic Device Expectations
Failure to comply with district expectations regarding use of cell phones and Personal Electronic Devices, necessitating an administrative response.

Also see ***Personal Cell Phone/Personal Electronic Device Guidelines***, page 24

### Parking, Unauthorized
Parking in an unauthorized area on school property

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

## Level 2 Violations

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

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

### Bus Misconduct
Any offense committed by a student on a district owned, leased or contracted bus being used for a school purpose shall have the same level of Intervention or Response in the same manner as if the offense had been committed at the student's assigned school; this will include activity on the bus which is unsafe and refusal to follow directions of the driver or aide. Also see "Behavior Expectations for Students Receiving District-Provided Transportation" on page 23.

### 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 referred to school administration for misbehavior, continues to fail to comply with directions from staff.

### Tobacco and Vapor Devices

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

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

Vapor devices have been show to trigger building fire alarm systems. Please be aware that using vaping devices on campus may result in additional violations being applied. See ***False Alarm***, page 18

### Trespassing

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

### Unauthorized Entry

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

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

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

Also see **Personal Cell Phone/Personal Electronic Device Guidelines**, page 24

### Vulgarity/Profanity

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

## Level 3 Violations

### Assault, No Injury

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

### Bullying

Any intentional ongoing pattern of written or verbal expression, electronic abuse, physical acts, or gestures intended to cause distress/harm upon one or more students and includes an imbalance of power; see Nebraska Revised Statute 79-267 (79-2,137). Bullying on the basis of disability, gender, race, color, national origin, gender identity, sexual orientation, age, religion, or marital status constitutes a violation of the Board's policies prohibiting unlawful discrimination or harassment. For support with discrimination claims please contact The Office of Equity and Diversity at 3215 Cuming St., Omaha, NE 68131, (531) 299-0307, or **equityanddiversity@ops.org**.

### Bullying Prevention – OPS Policy 5415

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

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

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

The school district shall review the bullying prevention policy annually.

#### Forms of Bullying

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

#### Rationale

The Nebraska State Legislature finds and declares that:

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

(b.) Bullying threatens public safety by creating an atmosphere in which such behavior can escalate into violence.

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

## Damage to School, Staff, or Student Property

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

## Drugs, Possession or Under the Influence

Drugs, alcoholic beverages, controlled or imitation controlled substances, or other mood-altering chemicals.

Possession includes any knowing and voluntary having, taking, receiving or handling of drugs, alcoholic beverages or controlled/imitation controlled substances.

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

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

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

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

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

Also see **Tobacco and Vapor Devices,** page 16.

## 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 themself when responding with physical combat may not be considered a defense against a charge of **Fighting, Serious.**

## Harassment

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

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

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

## Sexual Harassment

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

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

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

## Public Indecency

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

## Theft

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

## Threats or Intimidation

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

## Unlawful Activity

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

# Level 4 Violations

## Arson

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

## Assault with Injury (Intentional)

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

## Distribution

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

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

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

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

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

Contact law enforcement.

## False Alarm

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

## Firearm

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

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

1. Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosion.
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer; or
4. Any destructive device which includes:
   a. Any explosive, incendiary, or poison gas –
      i. bomb,
      ii. grenade,
      iii. rocket having a propellant charge of more than four ounces,
      iv. missile having an explosive or incendiary charge of more than one-quarter ounce,
      v. mine, or
      vi. device similar to any of the devices described in the preceding clauses;
   b. Any type of weapon by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter, and
   c. Any combination of parts either designed or intended for use in converting any device into any destructive device described in subparagraph (a) or (b) and from which a destructive device may be readily assembled. The term "destructive device" shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordnance sold, loaned or given by the Secretary of the Army pursuant to the provisions of federal law; or any other device which the Secretary of the Treasury finds is not likely to be used as a weapon, or is an antique.

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

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

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

## Sexual Assault

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

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

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

Mandatory response for this violation:

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

### Weapon (other than firearm)

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

It is not a defense to a charge of possessing, handling, transmitting or using a weapon that the student did not intend to hurt anyone.

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

### Immediate Surrender of an Unknown Weapon

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

## Weapons – Notice To All Students

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

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

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

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

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

**WEAPON POSSESSION** – Read Carefully

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

# Intervention and Response Terms

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

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

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

### MTSS-B Tiered Support
MTSS-B is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health.

**Tier 1 Support –** Tier 1 systems and practices support all students by defining schoolwide expectations, explicitly teaching expectations and skills to set students up for success, encouraging and acknowledging expected behavior, responding to unwanted behavior in a respectful, instructional manner, and fostering school-family partnerships.

**Tier 2 Intervention –** A Tier 2 Intervention is a targeted, small group, and research-based support system within Multi-Tiered Systems of Support for Behavior. These interventions are for students who demonstrate a need for additional behavior support beyond the universal systems.

**Tier 3 Plan –** A Tier 3 Behavior Intervention Plan is a highly individualized behavior plan for students with significant and persistent behavioral needs.

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

### Restorative Practices
Behavioral interventions are a part of the teaching and learning process, to hold students accountable for their actions, by providing meaningful opportunities to build social and emotional skills. They are intended to focus on problem-solving, repairing harm, and restoring relationships. All participants in the process have a voice and are valued in the resolution so that relationships are built and strengthened in the school community.

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

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

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

### Safety Plan
A student-specific safety plan is created by a team that includes the parent or guardian. The safety plan assists school staff in supporting a particular student while maintaining a safe learning environment. The safety plan will outline strategies to help the student be successful, possibly including providing support during less-structured times of day or identifying preferred adults. The plan may also include measures such as reviewing and adjusting schedules and identifying safe spaces or check-in supports. In some cases, it may address safety procedures such as student searches when appropriate and consistent with OPS Policy 5406 Search and Seizures.

### 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

### Threat Assessment
A threat assessment is a systematic process designed to identify individuals whose behavior may pose a risk of violence. The Threat Assessment Team gathers relevant information in a lawful and ethical manner, assesses the threat in context based on the totality of the information available, and creates a plan to support the student and mitigate potential violence. A threat assessment must be held anytime the following violations occur:

Threats or Intimidation, Weapon (Other than a Firearm), Firearm, or Arson. In each school and program, the threat assessment team includes an administrator, a counselor, a school psychologist and/or social worker, the school resource officer and/or school security officer, a school safety specialist, and other staff on a case-by-case basis.

# *Additional Information*

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

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

### Disciplinary Action

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

1. Emergency exclusion if the student's conduct presents a clear threat to the physical safety of self, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education;
2. Short-term suspension by the principal for up to five (5) school days as provided in OPS Policy 5101;
3. Participation in and successful completion of a district substance use screening by a qualified community provider or community counselor at the discretion of District or school administration; and/or
4. Suspension or exclusion from extracurricular and/or co-curricular activities in accordance with the provisions of OPS Policy 5104.

### Appeal Process

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

## BEHAVIOR RULES FOR PARTICIPANTS IN EXTRACURRICULAR ACTIVITIES – OPS POLICY 5104

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

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

First Offense: 15 Calendar Days
Second Offense: 90 Calendar Days
Third Offense: 180 Calendar Days

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

### Rules Regarding Other Conduct

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

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

## BEHAVIOR EXPECTATIONS FOR STUDENTS IN REMOTE LEARNING ENVIRONMENTS

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

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

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

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

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

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

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

## BEHAVIOR EXPECTATIONS FOR STUDENTS RECEIVING DISTRICT-PROVIDED TRANSPORTATION

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

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

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

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

- Remain seated until the driver directs you to unload.
- Do not extend your arms or head outside the bus window.
- Do not throw any items out of the bus window.
- Keep your voices at a quiet level, so to not distract the bus driver.
- Eating, drinking, and smoking are not permitted on school buses.
- The school district is not responsible for items left on the bus.
- Be on time to your bus.

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

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

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

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

## BOOK BAGS AND PERSONAL ITEMS

Students may carry book bags, backpacks, and similar items to transport books, supplies, and other belongings. Bags are subject to inspection, and the student is responsible for all contents. Objects that have no school-related purpose or that create a disruption to the learning environment may be confiscated until the end of the school day, and/or a parent/guardian may be required to pick up the object. Repeated violations may be viewed as insubordination, resulting in additional application of the **Student Code of Conduct**.

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

## DRESS AND PERSONAL APPEARANCE

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

1. Students must be fully clothed, with a covered torso and shoes.
2. Words or images that promote alcohol, drug use, weapons, that insult or demean others, or that disrupt the school environment are not acceptable at school.
3. Any exception to these guidelines, such as for Spirit Days, special events and/or extracurricular activities, must be approved by the school administration.

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

## MAKE-UP WORK DURING SUSPENSION

Students will be given an opportunity and must assume responsibility for making up work, including tests, missed during suspension. Completion of make-up work is equal to the time the student has been suspended from school but is not to exceed ten (10) days. Credit will be awarded for acceptable makeup work. See OPS Policy 5207 for more information on make-up work.

## MISCONDUCT BETWEEN SEMESTERS OR BETWEEN SCHOOL YEARS

If misconduct otherwise covered by the **Student Code of Conduct** occurs between semesters or between school years, the penalties provided for in the **Student Code of Conduct** shall be enforced during the next semester.

## NO TRESPASSING/BAN AND BAR WARNING AND RESTRICTION

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

1. Presents a risk to the safety of others resulting in the likelihood of violence (e.g. specific threats, posturing, or actions)
2. Presents a disruption to the learning environment adversely affecting students/staff (e.g. yelling or destroying property)
3. Repeated failures to follow school policy/procedures (e.g. refuses direction from school administrators or check-in process)
4. Does not have legitimate purpose to be on school grounds or activities (e.g. loitering or wandering inside building)

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

## CELL PHONE/PERSONAL ELECTRONIC DEVICE GUIDELINES FOR STUDENTS

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

### DEFINITIONS

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

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

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

## PROCEDURES

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

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

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

### Prohibited Use of Cell Phones and PEDs:

- The use of cell phones and PEDs at any time other than those specified.
- The sharing or electronic posting of images taken or stored on cell phones or PEDs during school hours and/or on school property.
- Student use of cell phone camera/video recording without consent from school administration is prohibited and considered a violation of the **Student Code of Conduct** (see additional information under **Unauthorized Use of Camera, Video Device, Personal Device that Attaches to School/District Network, Cell Phone or Recording Device**, page 16)

### Noncompliance with Cell Phone and PEDs Guidelines

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

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

### No Liability

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

## SCHOOL EXCLUSION AND DUE PROCESS RIGHTS

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

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

The administrator will take action based upon first-hand

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

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

### Rights for the Student Receiving Special Education Services

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

## SCHOOL RESOURCE OFFICERS (SRO)

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

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

## STUDENT SEARCHES – OPS POLICY 5406 SEARCH AND SEIZURE

### 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.

### 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.

1. 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.
2. A 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 officers.
3. 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**.
4. The student's parent(s)/guardian(s) shall be notified should illegal drugs and/or contraband be discovered.

5. 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.

## SECRET ORGANIZATIONS

Under state law, it is "unlawful for the pupils of any public secondary school to participate in or be members of any secret organization." The Board of Education is empowered to deny to any student who violates the law any or all privileges of the school, or it may expel such student for failure to comply with the law.

## STUDENT ATTENDANCE

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

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

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

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

### Student Responsibilities

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

### Parent/Guardian Responsibilities

- Establish bedtime and morning routines
- Ensure your child(ren) arrive to school on time and attend the entire day
- Encourage and monitor attendance
- Schedule any medical or other appointments after school or on non-school days
- Communication is key – talk with teachers and school staff to report absences

### Teacher Responsibilities

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

### Administrative and Support Staff Responsibilities

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

Please see OPS Policy 5008 Student Attendance for more information.

## STUDENT SIGNATURE OF RECEIPT OF SCHOOL RULES

The signature on the Receipt of Student Handbook verifies that a copy of the Student Handbook, which contains the **Student Code of Conduct** and other school rules, was received. In every school, staff will explicitly teach school expectations, including the **Code of Conduct**. In elementary schools, the signature is received by the parent(s)/guardian(s) of the student. In elementary grades 3-6, the student will also sign. In secondary schools, the student signs the Receipt of Student Handbook form or may sign electronically via Student Portal. Refusal to sign does not exempt a student from the responsibility to follow the rules nor does it exclude a student from consequences as outlined in the **Student Code of Conduct.**

## NEXT LEVEL LEARNING (SUMMER SCHOOL) AND DUE PROCESS

Students attending school classes during non-traditional times, such as spring and summer sessions, are also held to the requirements of the **Student Code of Conduct**. However, disciplinary consequences may be limited to short-term suspension, long-term suspension and Expulsion from Next Level Learning instructional programs. Students have the right to a hearing if more than five days of the session are missed due to a disciplinary action.

## SURVEILLANCE CAMERAS – STUDENTS

Surveillance cameras are located on all school buses and in various public spaces in school buildings. Students have no expectation of privacy in places where surveillance cameras are installed. These cameras are present to assist school officials in providing a safe learning environment for all students. Video from these cameras is not generally a student record. The video may become a student record if it is directly related to a student rather than just incidentally related, which is determined on a case-by-case basis. Videos that are student records may be reviewed by the parent(s)/guardian(s) of the student in the presence of school officials. Videos that are student records may be used as evidence in student hearings and may become public if the parent(s)/guardian(s) request an open hearing. See OPS Policy 3231 for more information on video surveillance.

## TOBACCO, ALCOHOL, DRUGS

The use of tobacco, drugs, vapor devices, 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.