

**Agenda for the Board of Education Meeting, 7:00 PM**  
**Monday, July 13, 2026 at the Central Office at the Falls City Middle School**

*The agenda sequence is provided as a courtesy. The board reserves the right to consider items in the sequence it deems appropriate. Therefore, we encourage patrons to attend the meeting from the beginning.*

1. **Business Items:**
  - 1.1. Roll Call, Open Meetings Act Notice, and Pledge of Allegiance
  - 1.2. Approval of Absences
  - 1.3. Approval of Agenda
  - 1.4. Approval of Previous Minutes
  - 1.5. Public Comment
  - 1.6. Approval of Treasurer's Report
  - 1.7. Approval of Claims
  - 1.8. Annual hearing on Student Fees, Parent Involvement, Bullying, Attendance, Employee Boundaries, and Multicultural Policies. We reaffirm these policies.
2. **Informational Items/Reports:**
  - 2.1. Staff/Student/Organization Report:
  - 2.2. Principal's Reports:
    - 2.2.a. Mrs. Leyden - North Elementary School Principal
    - 2.2.b. Mr. Gibson - South Elementary School Principal
    - 2.2.c. Mrs. Robeson - Middle School Principal
    - 2.2.d. Mr. Sullivan - High School Principal
  - 2.3. Board President's Report:
  - 2.4. Superintendent's Report:
    - 2.4.a. Dr. Offner - Superintendent
  - 2.5. Board Committee/Member Reports:
3. **Old/New Action Items:**
  - 3.1. Final Reading on Policy Reviews and Revisions - 1000 - 9000
  - 3.2. Discuss and take action on approving all new policies 1000 - 9000
  - 3.3. Take action to reaffirm that the account signers for the general fund and special building fund are the current board president, Cassondra Goff, and Andrew Offner, superintendent of schools.
  - 3.4. Discuss and take action to approve the handbooks as presented for the 2026 - 2027 school year
  - 3.5. Discuss dates for a budget retreat in August
4. **Executive Session: Requested by member, approved by majority, as per statute**
5. **Adjournment and Next Meetings: The next regular monthly Board of Education meeting is scheduled for August 10th, 2026, at 7:00 P.M. in the Central Office at Falls City Middle School. Regular and special meeting agendas are kept in the Office of the Superintendent. Board Committee meetings TBD.**

FALLS CITY PUBLIC SCHOOLS  
Minutes of the June 8, 2026  
School Board Meeting

The Falls City Board of Education met at 7:00 PM on June 8, 2026 in the Central Office at the Falls City Middle School.

1. Business Items:

Cassondra Goff: Present  
Anthony Johansen: Present  
Teresa Olberding: Present  
Gabe Ramsey: Present  
Kevin Scheitel: Present  
Roger Windle: Present

1.1. Roll Call, Open Meetings Act Notice, and Pledge of Allegiance

President Goff announced that the open meetings act notice is posted on the wall of this meeting room.

1.2. Approval of Absences

The Pledge of Allegiance was recited.

1.3. Approval of Agenda

It was moved by Roger Windle and seconded by Anthony Johansen to approve the agenda.

Motion Passed

Anthony Johansen: yes, Cassondra Goff: yes, Gabe Ramsey: yes, Kevin Scheitel: Absent, Roger Windle: yes, Teresa Olberding: yes  
yes: 5, no: 0, Absent: 1

1.4. Approval of Previous Minutes

It was moved by Teresa Olberding and seconded by Gabe Ramsey to approve the previous minutes as printed. Motion Passed

Anthony Johansen: yes, Cassondra Goff: yes, Gabe Ramsey: yes, Kevin Scheitel: yes, Roger Windle: yes, Teresa Olberding: yes  
yes: 6, no: 0

1.5. Public Comment

1.6. Approval of Treasurer's Report

It was moved by Teresa Olberding and seconded by Anthony Johansen to approve the Treasurer's Report. Motion Passed

Anthony Johansen: yes, Cassondra Goff: yes, Gabe Ramsey: yes, Kevin Scheitel: yes, Roger Windle: yes, Teresa Olberding: yes  
yes: 6, no: 0

1.7. Approval of Claims

It was moved by Anthony Johansen and seconded by Kevin Scheitel approve the claims as

presented. Motion Passed

Anthony Johansen: yes, Cassandra Goff: yes, Gabe Ramsey: yes, Kevin Scheitel: yes, Roger Windle: yes, Teresa Olberding: yes

yes: 6, no: 0

## 2. Informational Items/Reports:

### 2.1. Staff/Student/Organization Report:

### 2.2. Principal's Reports:

2.2.a. Mrs. Leyden - North Elementary School Principal

2.2.b. Mr. Gibson - South Elementary School Principal

2.2.c. Mrs. Robeson - Middle School Principal

2.2.d. Mr. Sullivan - High School Principal

### 2.3. Board President's Report:

### 2.4. Superintendent's Report:

#### 2.4.a. Dr. Offner - Superintendent

Dr. Offner gave an update on the building and grounds. The control system has been completed. Middle School is waiting for the boiler to be installed. The policy committee will be reviewing policies 1000-9000. A review schedule will be established. We are looking at the last week of July for a date for the Budget/Financial retreat. This will be three hours overall. The MOE for the SPED department was not met for the 2024-2025 school year. The cost requirement for this will be \$113,000. I have notified Herrick Bruxellas Properties about the end date for our current lease. Alternative school will be moving to the High School. Reminder that we will be reviewing my second evaluation tonight in executive session.

### 2.5. Board Committee/Member Reports:

## 3. Old/New Action Items:

3.1. Final Reading on Policy Reviews and Revisions: review 1000 - 9000. Final approval will be at the July meeting. A new monthly review schedule will be created

3.2. Discussion on policies 1000 - 9000

3.3. Discuss and take action to set a board retreat during the week of July 6th.

3.4. Discussion on Mission and Vision statement

## 4. Executive Session: Requested by member, approved by majority, as per statute

It was moved by Roger Windle and seconded by Teresa Olberding to go into executive session to discuss review of Superintendent evaluation at 8:32 pm. Motion Passed

Anthony Johansen: yes, Cassandra Goff: yes, Gabe Ramsey: yes, Kevin Scheitel: yes, Roger Windle: yes, Teresa Olberding: yes

yes: 6, no: 0

It was moved by Roger Windle and seconded by Teresa Olberding to close executive session at 9:03 pm. Motion Passed

Anthony Johansen: yes, Cassondra Goff: yes, Gabe Ramsey: yes, Kevin Scheitel: yes, Roger Windle: yes, Teresa Olberding: yes  
yes: 6, no: 0

5. Adjournment and Next Meetings: The next regular monthly Board of Education meeting is scheduled for July 13th, 2026, at 7:00 P.M. in the Central Office at Falls City Middle School. Regular and special meeting agendas are kept in the Office of the Superintendent. Board Committee meetings TBD.

It was moved by Roger Windle and seconded by Teresa Olberding to adjourn the meeting at 9:04 pm. Motion Passed

Anthony Johansen: yes, Cassondra Goff: yes, Gabe Ramsey: yes, Kevin Scheitel: yes, Roger Windle: yes, Teresa Olberding: yes  
yes: 6, no: 0

---

President

---

Secretary

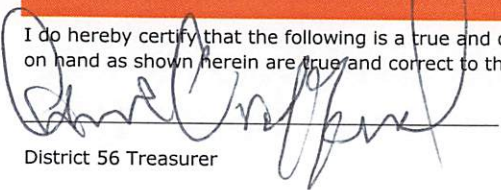
|                                                      |                       |
|------------------------------------------------------|-----------------------|
| <b>GENERAL FUND CHECKING ACCOUNT - BEGINNING BAL</b> | \$3,455,566.67        |
| Richardson County Treasurer (\$240,287.38)           |                       |
| District 56 Taxes                                    | \$173,427.00          |
| ProRate Motor Vehicle Tax                            | \$46,826.03           |
| Local Fines                                          | \$294.00              |
| County Fines                                         | \$8,658.55            |
| Homestead Tax                                        | \$15,277.96           |
| State of NE(State Aid)                               | \$142,025.00          |
| Sate of NE(SPED)                                     | \$213,624.00          |
| State of NE(CTE Grant)                               | \$1,150.00            |
| State of NE(PCC Meals)                               | \$291.60              |
| State of NE(DHHS)                                    | \$349.65              |
| State of NE(MIPS)                                    | \$4,735.98            |
| State of NE(IDEA)                                    | \$62,950.00           |
| State of NE(Title I)                                 | \$16,651.00           |
| State of NE(Title IV)                                | \$11,609.00           |
| SCC(Career Academy)                                  | \$5,547.94            |
| JW Pepper(Reimbursement)                             | \$119.99              |
|                                                      | <b>\$4,159,104.37</b> |
| Less Checks Paid                                     | <u>\$1,227,630.17</u> |
|                                                      | <b>\$2,931,474.20</b> |
| Interest Earned                                      | <u>\$7,113.87</u>     |
| <b>Bank Statement Balance June 30, 2026</b>          | <b>\$2,938,588.07</b> |
| Less Outstanding Checks                              | <u>\$4,894.28</u>     |
| <b>General Fund Balance June 30, 2026</b>            | <b>\$2,933,693.79</b> |
| <b>General Fund Balance June 30, 2025</b>            | <b>\$4,684,228.81</b> |

|                                             |                    |
|---------------------------------------------|--------------------|
| <b>STUDENT FEE FUND-BEGINNING BALANCE</b>   | <b>\$18,999.00</b> |
| HS Activity Fund                            | <u>\$0.00</u>      |
| <b>Bank Statement Balance June 30, 2026</b> | <b>\$18,999.00</b> |
| Outstanding Checks                          | <u>\$0.00</u>      |
| <b>Fund Balance June 30, 2026</b>           | <b>\$18,999.00</b> |

|                                                    |                       |
|----------------------------------------------------|-----------------------|
| <b>SPECIAL BUILDING FUND INV ACCT - A</b>          | <b>\$1,520,230.60</b> |
| Richardson County Treasurer (Local District Taxes) | <u>\$15,235.05</u>    |
|                                                    | <b>\$1,535,465.65</b> |
| Transfer to SBF - CD Transfer                      | <u>\$0.00</u>         |
|                                                    | <b>\$1,535,465.65</b> |
| Interest                                           | <u>\$3,736.22</u>     |
| <b>Bank Statement Balance June 30, 2026</b>        | <b>\$1,539,201.87</b> |

|                                                  |                    |
|--------------------------------------------------|--------------------|
| <b>SPECIAL BUILDING FUND - BEGINNING BALANCE</b> | <b>\$25,000.00</b> |
| Transfer from Investment Account                 | <u>\$0.00</u>      |
|                                                  | <b>\$25,000.00</b> |
| Less Checks Paid                                 | <u>\$0.00</u>      |
|                                                  | <b>\$25,000.00</b> |
| Interest Earned                                  | <u>\$62.85</u>     |
| <b>Bank Statement Balance June 30, 2026</b>      | <b>\$25,062.85</b> |
| Outstanding Checks                               | <u>\$0.00</u>      |
| <b>Fund Balance June 30, 2026</b>                | <b>\$25,062.85</b> |

I do hereby certify that the following is a true and correct abstract of the records in my office and that the collections, disbursements and balance on hand as shown herein are true and correct to the best of my knowledge.

  
District 56 Treasurer

| EXPENSES                                | FUNCTION #        | BUDGET                 | MTD                   | YTD                    | %             |
|-----------------------------------------|-------------------|------------------------|-----------------------|------------------------|---------------|
| <b>FOR MONTH ENDING 06/30/2026</b>      |                   |                        |                       |                        |               |
| ALL INSTRUCTION                         | 1100-1400         | \$6,675,223.00         | \$550,750.51          | \$5,597,831.29         | 83.86%        |
| SPED                                    | 1200              | \$1,954,160.00         | \$149,998.61          | \$1,805,862.90         | 92.41%        |
| Guidance,Nurse,Psych,Speech, OT, PT     | 2100-2150         | \$627,781.00           | \$57,035.10           | \$544,161.11           | 86.68%        |
| Library, School Improvement             | 2200              | \$230,746.00           | \$48,517.05           | \$414,435.76           | 179.61%       |
| Curriculum                              | 2212              | \$65,000.00            | \$0.00                | \$0.00                 | 0.00%         |
| Technology                              | 2230              | \$75,000.00            | \$40,621.30           | \$99,121.32            | 132.16%       |
| Board of Education                      | 2310              | \$203,011.00           | \$0.00                | \$186,107.57           | 91.67%        |
| General Administration - Central Office | 2320/2330         | \$439,817.00           | \$36,308.65           | \$377,952.72           | 85.93%        |
| Principals                              | 2400              | \$1,019,612.00         | \$81,434.05           | \$823,176.36           | 80.73%        |
| Business Support Services               | 2510              | \$315,002.00           | \$3,922.61            | \$120,778.60           | 38.34%        |
| Maintenance, Grounds, Custodial         | 2600              | \$1,208,946.00         | \$92,999.90           | \$1,141,498.03         | 94.42%        |
| Bus Barn                                | 2710              | \$650,843.00           | \$42,725.76           | \$604,093.53           | 92.82%        |
| Sped Transportation                     | 2712              | \$36,000.00            | \$5,981.72            | \$61,213.07            | 170.04%       |
| State Programs                          | 3000              | \$562,617.00           | \$52,225.53           | \$452,594.74           | 80.44%        |
| Federal Programs                        | 6000              | \$538,000.00           | \$61,839.28           | \$496,130.99           | 92.22%        |
| Transfers Lunch Program                 | 8000              | \$70,000.00            | 8855.41               | \$98,661.02            | 140.94%       |
| <b>TOTALS</b>                           |                   | <b>\$14,671,758.00</b> | <b>\$1,233,215.48</b> | <b>\$12,823,619.01</b> | <b>87.40%</b> |
|                                         |                   |                        |                       |                        |               |
|                                         |                   |                        |                       |                        |               |
| <b>REVENUE</b>                          |                   |                        |                       |                        |               |
| <b>FOR MONTH ENDING 06/30/2026</b>      | <b>FUNCTION #</b> | <b>BUDGET</b>          | <b>MTD</b>            | <b>YTD</b>             | <b>%</b>      |
| PERSONAL & REAL PROPERTY TAX            | 1100              | \$8,007,940.00         | \$173,429.00          | \$7,901,417.77         | 98.67%        |
| OTHER LOCAL REVENUES                    | 1000-1900         | \$886,051.00           | \$54,233.90           | \$707,679.05           | 79.87%        |
| COUNTY REVENUES                         | 2000-2210         | \$147,000.00           | \$8,658.55            | \$85,602.24            | 58.23%        |
| STATE REVENUE                           | 3110-3990         | \$4,035,142.00         | \$372,426.61          | \$3,563,700.32         | 88.32%        |
| FEDERAL PROGRAMS                        | 4100-4995         | \$508,200.00           | \$96,237.58           | \$447,816.24           | 88.12%        |
| MISCELLANEOUS REVENUE                   | 5300-5690         | \$10,000.00            | \$5,667.93            | \$76,042.06            | 760.42%       |
| NECESSARY CASH RESERVES                 |                   | \$1,254,291.00         | 0                     | \$702,303.35           | 55.99%        |
| <b>Budget TOTALS</b>                    |                   | <b>\$14,848,624.00</b> | <b>\$710,653.57</b>   | <b>\$13,484,561.03</b> | <b>90.81%</b> |



| DISBURSEMENTS                     |                 |                 |                 |                 |                 |                 |              |  |
|-----------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------|--|
|                                   | 2020-2021       | 2021-2022       | 2022-2023       | 2023-2024       | 2024-2025       | 2025-2026       |              |  |
| September                         | \$1,145,811.57  | \$1,173,430.66  | \$1,229,500.75  | \$1,373,594.98  | \$1,338,818.36  | \$1,400,447.50  |              |  |
| October                           | \$1,117,227.35  | \$1,078,198.50  | \$1,073,661.16  | \$1,263,802.63  | \$1,209,440.04  | \$1,276,704.06  |              |  |
| November                          | \$999,726.69    | \$1,052,284.37  | \$1,176,038.64  | \$1,172,457.50  | \$1,164,850.93  | \$1,254,403.88  |              |  |
| December                          | \$996,227.13    | \$1,040,119.84  | \$1,055,631.96  | \$1,142,394.47  | \$1,105,743.65  | \$1,217,332.34  |              |  |
| January                           | \$960,203.36    | \$998,080.64    | \$1,040,571.41  | \$1,099,778.85  | \$1,119,166.94  | \$1,410,299.88  |              |  |
| February                          | \$1,009,750.23  | \$1,047,847.89  | \$1,219,528.28  | \$1,125,780.78  | \$1,145,865.85  | \$1,229,566.95  |              |  |
| March                             | \$973,820.59    | \$1,109,240.57  | \$1,051,221.56  | \$1,144,466.27  | \$1,179,162.97  | \$1,222,082.80  |              |  |
| April                             | \$1,004,026.49  | \$1,105,508.17  | \$1,046,963.94  | \$1,157,614.57  | \$1,179,844.02  | \$1,268,666.73  |              |  |
| May                               | \$1,022,772.85  | \$1,098,594.60  | \$1,081,284.51  | \$1,312,266.08  | \$1,219,988.95  | \$1,197,072.54  |              |  |
| June                              | \$996,617.19    | \$1,201,626.85  | \$1,087,954.61  | \$1,103,949.15  | \$1,388,472.91  | \$1,103,733.21  |              |  |
| July                              | \$954,721.72    | \$976,732.23    | \$970,198.19    | \$1,099,797.24  | \$1,262,313.97  |                 |              |  |
| August                            | \$1,068,045.98  | \$1,261,241.58  | \$1,202,639.48  | \$1,340,161.57  | \$1,255,047.25  |                 |              |  |
| <b>TOTAL</b>                      | \$12,248,951.15 | \$13,142,905.90 | \$13,235,194.49 | \$14,336,064.09 | \$14,568,715.84 | \$12,580,309.89 |              |  |
|                                   |                 |                 |                 |                 |                 |                 |              |  |
| RECEIPTS                          |                 |                 |                 |                 |                 |                 |              |  |
|                                   | 2020-2021       | 2021-2022       | 2022-2023       | 2023-2024       | 2024-2025       | 2025-2026       |              |  |
| September                         | \$2,450,516.58  | \$2,195,680.87  | \$2,089,539.06  | \$2,359,632.19  | \$2,088,379.05  | \$1,402,134.93  |              |  |
| October                           | \$427,069.39    | \$456,923.17    | \$514,697.75    | \$612,092.20    | \$538,813.11    | \$447,107.11    |              |  |
| November                          | \$143,880.39    | \$249,530.33    | \$395,648.74    | \$281,358.73    | \$306,306.47    | \$134,127.96    |              |  |
| December                          | \$401,819.11    | \$490,760.34    | \$334,781.53    | \$735,801.71    | \$723,583.97    | \$1,394,348.46  | SBF Transfer |  |
| January                           | \$2,116,847.27  | \$2,425,408.48  | \$2,528,161.03  | \$2,526,230.18  | \$1,847,616.27  | \$1,910,438.07  |              |  |
| February                          | \$1,154,506.50  | \$1,210,745.73  | \$1,127,098.12  | \$1,303,385.43  | \$1,403,258.10  | \$1,370,107.59  |              |  |
| March                             | \$368,020.68    | \$711,788.00    | \$673,910.38    | \$778,119.63    | \$1,927,274.80  | \$1,369,792.64  |              |  |
| April                             | \$1,013,520.12  | \$984,547.94    | \$979,388.10    | \$866,287.19    | \$771,616.82    | \$744,654.54    |              |  |
| May                               | \$2,751,195.09  | \$2,563,402.94  | \$2,934,730.97  | \$3,213,286.73  | \$3,491,087.00  | \$3,722,226.55  |              |  |
| June                              | \$1,016,961.52  | \$1,319,300.04  | \$1,136,531.40  | \$1,067,519.78  | \$1,032,271.59  | \$710,653.57    |              |  |
| July                              | \$391,943.33    | \$232,387.13    | \$312,286.67    | \$350,876.35    | \$243,957.10    |                 |              |  |
| August                            | \$195,624.23    | \$343,051.02    | \$414,288.32    | \$248,470.64    | \$140,738.88    |                 |              |  |
| <b>TOTAL</b>                      | \$12,431,904.21 | \$13,183,525.99 | \$13,441,062.07 | \$14,343,060.76 | \$14,514,903.16 | \$13,205,591.42 |              |  |
|                                   |                 |                 |                 |                 |                 |                 |              |  |
| Other Disbursements (not payroll) | \$1,673,204.23  | \$2,071,152.82  |                 | \$2,056,269.84  | \$2,139,840.71  | \$1,577,467.25  |              |  |
| Payroll only                      | \$10,544,958.56 | \$11,071,753.09 | \$11,342,199.74 | \$12,279,794.25 | \$12,428,875.13 | \$8,702,036.89  |              |  |

Fund: 05 Activity Fund

| <u>Chart of Account Number</u> | <u>Chart of Account Description</u> | <u>Beginning Balance</u> | <u>Expenses</u> | <u>Revenues</u> | <u>Balance Change</u> | <u>Balance</u> |
|--------------------------------|-------------------------------------|--------------------------|-----------------|-----------------|-----------------------|----------------|
| 05 704 1100                    | General Fund                        | 1,465.85                 | 0.00            | 2.00            | 0.00                  | 1,467.85       |
| 05 704 1110                    | Misc. Fund-reimbursement            | 27,873.97                | 0.00            | 0.00            | 0.00                  | 27,873.97      |
| 05 704 1120                    | Driver's Education                  | 2,817.00                 | 0.00            | 0.00            | 0.00                  | 2,817.00       |
| 05 704 1150                    | Bank Interest/Charges               | 854.12                   | 0.00            | 89.69           | 0.00                  | 943.81         |
| 05 704 1170                    | Technology Account                  | 17,689.04                | 142.88          | 250.00          | 0.00                  | 17,796.16      |
| 05 704 1200                    | Athletics (General)                 | 2,172.89                 | 2,645.00        | 2,980.00        | 0.00                  | 2,507.89       |
| 05 704 1205                    | Girls Basketball Alumni             | 1,116.71                 | 400.00          | 100.00          | 0.00                  | 816.71         |
| 05 704 1210                    | Basketball                          | (1,396.17)               | 0.00            | 0.00            | 0.00                  | (1,396.17)     |
| 05 704 1215                    | Boys Basketball Alumni              | 3,823.96                 | 405.00          | 1,140.00        | 0.00                  | 4,558.96       |
| 05 704 1220                    | Cross Country                       | (43.84)                  | 0.00            | 0.00            | 0.00                  | (43.84)        |
| 05 704 1225                    | Baseball                            | (4,352.53)               | 0.00            | 0.00            | 0.00                  | (4,352.53)     |
| 05 704 1226                    | Baseball Alumni                     | 1,003.18                 | 0.00            | 0.00            | 0.00                  | 1,003.18       |
| 05 704 1230                    | Football                            | 2,228.69                 | 0.00            | 0.00            | 0.00                  | 2,228.69       |
| 05 704 1235                    | Football Alumni                     | 12,056.08                | 2,685.90        | 0.00            | 0.00                  | 9,370.18       |
| 05 704 1240                    | Golf                                | (402.50)                 | 0.00            | 0.00            | 0.00                  | (402.50)       |
| 05 704 1245                    | Golf Alumni                         | 6,635.51                 | 0.00            | 0.00            | 0.00                  | 6,635.51       |
| 05 704 1250                    | Softball                            | (1,375.48)               | 0.00            | 0.00            | 0.00                  | (1,375.48)     |
| 05 704 1255                    | Softball Alumni                     | 1,685.05                 | 0.00            | 0.00            | 0.00                  | 1,685.05       |
| 05 704 1260                    | Track                               | (293.71)                 | 0.00            | 210.00          | 0.00                  | (83.71)        |
| 05 704 1265                    | Track Alumni                        | 3,484.41                 | 0.00            | 0.00            | 0.00                  | 3,484.41       |
| 05 704 1270                    | Volleyball                          | 5,716.70                 | 0.00            | 0.00            | 0.00                  | 5,716.70       |
| 05 704 1275                    | Volleyball Alumni                   | 6,554.70                 | 240.00          | 0.00            | 0.00                  | 6,314.70       |
| 05 704 1280                    | Wrestling                           | (1,739.47)               | 0.00            | 0.00            | 0.00                  | (1,739.47)     |
| 05 704 1285                    | Wrestling Alumni                    | 3,056.10                 | 0.00            | 0.00            | 0.00                  | 3,056.10       |
| 05 704 1290                    | Concession Stand                    | 1,572.56                 | 0.00            | 0.00            | 0.00                  | 1,572.56       |
| 05 704 1300                    | Art                                 | 4,362.48                 | 0.00            | 0.00            | 0.00                  | 4,362.48       |
| 05 704 1310                    | Vocational Ag                       | 0.00                     | 0.00            | 0.00            | 0.00                  | 0.00           |
| 05 704 1320                    | Industrial Tech                     | 1,318.04                 | 0.00            | 0.00            | 0.00                  | 1,318.04       |
| 05 704 1330                    | Library                             | 1,044.05                 | 0.00            | 0.00            | 0.00                  | 1,044.05       |
| 05 704 1340                    | FCCLA/Home Economics                | 2,727.12                 | 0.00            | 0.00            | 0.00                  | 2,727.12       |
| 05 704 1350                    | Drama                               | 2,298.59                 | 263.70          | 0.00            | 0.00                  | 2,034.89       |
| 05 704 1360                    | Science                             | 1,227.51                 | 0.00            | 0.00            | 0.00                  | 1,227.51       |
| 05 704 1370                    | Musical                             | (1,997.70)               | 0.00            | 0.00            | 0.00                  | (1,997.70)     |
| 05 704 1380                    | Band                                | 2,431.77                 | 0.00            | 0.00            | 0.00                  | 2,431.77       |
| 05 704 1390                    | School Closet                       | 1,097.76                 | 0.00            | 0.00            | 0.00                  | 1,097.76       |
| 05 704 1400                    | F-Club                              | 10,615.34                | 0.00            | 0.00            | 0.00                  | 10,615.34      |
| 05 704 1430                    | Chorus                              | (3,336.52)               | 0.00            | 1,074.00        | 0.00                  | (2,262.52)     |
| 05 704 1450                    | FFA                                 | 19,608.14                | 0.00            | 0.00            | 0.00                  | 19,608.14      |



Fund: 05 Activity Fund

| <u>Chart of Account Number</u> | <u>Chart of Account Description</u> | <u>Beginning Balance</u> | <u>Expenses</u> | <u>Revenues</u> | <u>Balance Change</u> | <u>Balance</u> |
|--------------------------------|-------------------------------------|--------------------------|-----------------|-----------------|-----------------------|----------------|
| 05 704 1460                    | Cheerleaders                        | 959.29                   | 9,945.00        | 6,783.00        | 0.00                  | (2,202.71)     |
| 05 704 1470                    | Yearbook - Orange & Black           | 7,437.40                 | 0.00            | 0.00            | 0.00                  | 7,437.40       |
| 05 704 1480                    | FCA                                 | 1,489.54                 | 0.00            | 0.00            | 0.00                  | 1,489.54       |
| 05 704 1490                    | Dance Team                          | 469.50                   | 0.00            | 0.00            | 0.00                  | 469.50         |
| 05 704 1500                    | Prom                                | 6,516.48                 | 0.00            | 0.00            | 0.00                  | 6,516.48       |
| 05 704 1516                    | Class of 2016                       | 1,652.75                 | 0.00            | 0.00            | 0.00                  | 1,652.75       |
| 05 704 1517                    | Class of 2017                       | 2,349.60                 | 0.00            | 0.00            | 0.00                  | 2,349.60       |
| 05 704 1519                    | Class of 2019                       | 1,139.76                 | 0.00            | 0.00            | 0.00                  | 1,139.76       |
| 05 704 1520                    | Class of 2020                       | 1,996.15                 | 0.00            | 0.00            | 0.00                  | 1,996.15       |
| 05 704 1522                    | Class of 2022                       | 2,050.89                 | 0.00            | 0.00            | 0.00                  | 2,050.89       |
| 05 704 1523                    | Class of 2023                       | 1,735.77                 | 0.00            | 0.00            | 0.00                  | 1,735.77       |
| 05 704 1524                    | Class of 2024                       | 816.85                   | 0.00            | 0.00            | 0.00                  | 816.85         |
| 05 704 1525                    | Class of 2025                       | 4,979.05                 | 0.00            | 0.00            | 0.00                  | 4,979.05       |
| 05 704 1526                    | Class of 2026                       | 2,060.78                 | 50.00           | 0.00            | 0.00                  | 2,010.78       |
| 05 704 1527                    | Class of 2027                       | 2,389.48                 | 0.00            | 0.00            | 0.00                  | 2,389.48       |
| 05 704 1528                    | Class of 2028                       | 5,656.10                 | 0.00            | 0.00            | 0.00                  | 5,656.10       |
| 05 704 1529                    | Class of 2029                       | 3,111.04                 | 0.00            | 0.00            | 0.00                  | 3,111.04       |
| 05 704 1610                    | Student Council                     | (404.08)                 | 0.00            | 0.00            | 0.00                  | (404.08)       |
| 05 704 1630                    | National Honor Society              | 1,554.16                 | 0.00            | 0.00            | 0.00                  | 1,554.16       |
| 05 704 1640                    | Service Group FCHS                  | 127.38                   | 0.00            | 0.00            | 0.00                  | 127.38         |
| 05 704 1650                    | Senior Videos                       | 2,556.39                 | 0.00            | 0.00            | 0.00                  | 2,556.39       |
| 05 704 1660                    | Health Academy                      | 700.00                   | 0.00            | 0.00            | 0.00                  | 700.00         |
| 05 704 1670                    | LifeSkills                          | 2,152.00                 | 0.00            | 0.00            | 0.00                  | 2,152.00       |
| 05 704 1700                    | Lock Account                        | 892.45                   | 0.00            | 0.00            | 0.00                  | 892.45         |
| 05 704 1710                    | Faculty Fund                        | 1,010.46                 | 95.88           | 0.00            | 0.00                  | 914.58         |
| 05 704 2100                    | General                             | 8,527.47                 | 326.56          | 0.00            | 0.00                  | 8,200.91       |
| 05 704 2150                    | Bank Interest                       | 743.93                   | 0.00            | 14.29           | 0.00                  | 758.22         |
| 05 704 2300                    | Art                                 | 1,255.32                 | 0.00            | 0.00            | 0.00                  | 1,255.32       |
| 05 704 2330                    | Library                             | 4,957.29                 | 0.00            | 27.83           | 0.00                  | 4,985.12       |
| 05 704 2350                    | E-Sports                            | 323.67                   | 0.00            | 0.00            | 0.00                  | 323.67         |
| 05 704 2380                    | Band                                | 511.80                   | 0.00            | 0.00            | 0.00                  | 511.80         |
| 05 704 2420                    | Paws - MS                           | 5,056.44                 | 255.07          | 0.00            | 0.00                  | 4,801.37       |
| 05 704 2440                    | Hope Squad - MS                     | 2,713.60                 | 0.00            | 0.00            | 0.00                  | 2,713.60       |
| 05 704 2480                    | FCA                                 | 948.41                   | 0.00            | 0.00            | 0.00                  | 948.41         |
| 05 704 2630                    | Junior National Honor Society       | 2,498.30                 | 12.99           | 0.00            | 0.00                  | 2,485.31       |
| 05 704 2680                    | Circle of Friends                   | 1,387.73                 | 0.00            | 0.00            | 0.00                  | 1,387.73       |
| 05 704 2690                    | PBIS                                | 1,851.15                 | 30.05           | 0.00            | 0.00                  | 1,821.10       |
| 05 704 3100                    | General                             | 18,057.43                | 0.00            | 0.00            | 0.00                  | 18,057.43      |

## Activity Fund Balance Report - Summary - Exclude Encumbrances

06/2026 - 06/2026

Fund: 05 Activity Fund

| <u>Chart of Account Number</u> | <u>Chart of Account Description</u> | <u>Beginning Balance</u> | <u>Expenses</u> | <u>Revenues</u> | <u>Balance Change</u> | <u>Balance</u> |
|--------------------------------|-------------------------------------|--------------------------|-----------------|-----------------|-----------------------|----------------|
| 05 704 3150                    | Bank Interest - NS                  | 695.55                   | 0.00            | 11.29           | 0.00                  | 706.84         |
| 05 704 3330                    | Library                             | 3,071.40                 | 0.00            | 0.00            | 0.00                  | 3,071.40       |
| 05 704 3680                    | Field Trips                         | (362.24)                 | 0.00            | 0.00            | 0.00                  | (362.24)       |
| 05 704 3710                    | Faculty Fund                        | 254.86                   | 0.00            | 0.00            | 0.00                  | 254.86         |
| 05 704 3900                    | Parent Child Center                 | (544.41)                 | 0.00            | 0.00            | 0.00                  | (544.41)       |
| 05 704 4100                    | General                             | 10,928.86                | 0.00            | 0.00            | 0.00                  | 10,928.86      |
| 05 704 4360                    | Science                             | 467.86                   | 0.00            | 0.00            | 0.00                  | 467.86         |
| 05 704 4680                    | Field Trips                         | 1,069.36                 | 0.00            | 0.00            | 0.00                  | 1,069.36       |
| 05 704 4710                    | Faculty Fund                        | 18.36                    | 0.00            | 0.00            | 0.00                  | 18.36          |
| Fund Total: 05                 |                                     | 253,430.73               | 17,498.03       | 12,682.10       | 0.00                  | 248,614.80     |

## FALLS CITY SCHOOL LUNCH REPORT JUNE 2026

|                                                      |                   |
|------------------------------------------------------|-------------------|
| <b>BEGINNING BALANCE</b>                             | \$55,837.24       |
| <b>INCOME</b>                                        |                   |
| NORTH SCHOOL DEPOSITS                                | \$2,170.55        |
| SOUTH SCHOOL DEPOSITS                                | \$953.80          |
| MIDDLE SCHOOL DEPOSITS                               | \$1,266.35        |
| HIGH SCHOOL DEPOSITS                                 | \$1,600.60        |
| FEDERAL/STATE REIMBURSEMENT -MAY                     | \$27,304.81       |
| DISTRICT 56 REIMBURSEMENT-HEALTH INSURANCE           | \$8,855.41        |
| HEAD START REIMBURSEMENT-                            | \$0.00            |
| HIGH SCHOOL ALA CARTE DEPOSITS                       | \$0.00            |
| MIDDLE SCHOOL ALA CARTE DEPOSITS                     | \$0.00            |
| NORTH SCHOOL/SOUTH SCHOOL EXTRA MILK DEPOSITS        | \$0.00            |
| MISCELLANEOUS INCOME                                 | \$59.86           |
| BANK INTEREST-JUNE                                   | <u>\$18.76</u>    |
| <b>TOTAL INCOME</b>                                  | \$42,230.14       |
| <b>EXPENSES</b>                                      |                   |
| FOOD                                                 | \$17,460.94       |
| ALA CARTE                                            | \$173.34          |
| MILK                                                 | \$2,866.57        |
| BREAD                                                | \$810.82          |
| SUPPLIES                                             | \$950.74          |
| MISCELLANEOUS                                        | \$86.95           |
| MILEAGE                                              | \$46.40           |
| FUEL SURCHARGE/DELIVERY FEE                          | \$383.71          |
| LUNCH MONEY REFUND                                   | \$0.00            |
| SNA CONFERENCE REGISTRATION & HOTEL                  | \$0.00            |
| MEMBERSHIP DUES                                      | \$0.00            |
| ANNUITY                                              | \$0.00            |
| RETIREMENT                                           | \$1,793.60        |
| PAYROLL TAX                                          | \$1,877.22        |
| WAGES EXPENSE                                        | \$25,021.69       |
| BLUE CROSS BLUE SHIELD                               | <u>\$8,855.41</u> |
| <b>TOTAL EXPENSES</b>                                | \$60,327.39       |
| <b>ENDING BALANCE</b>                                | \$37,739.99       |
| <b>YEAR TO DATE PROFIT (LOSS) 08/1/2025-06/30/26</b> | \$32,799.72       |

## FALLS CITY PUBLIC SCHOOLS - JULY 2026 CLAIMS

|    |                                |             |                                            |
|----|--------------------------------|-------------|--------------------------------------------|
| 1  | ABK Fire & Safety              | \$1,668.00  | Annual Inspection                          |
| 2  | Amazon Capital Services        | \$7,660.32  | HS, MS, NS & SS Supplies                   |
|    | Amazon Capital Services        | \$580.66    | CO, Nurse & Technology Supplies            |
|    | Amazon Capital Services        | \$968.20    | Maintenance & Bus Barn Supplies            |
|    | Amazon Capital Services        | \$547.31    | Sixpence                                   |
| 3  | Amazon Capital Services        | \$3,063.08  | Sixpence - End of Year                     |
| 4  | Amplify                        | \$3,200.00  | Elementary Curriculum                      |
| 5  | Armbruster Motor               | \$673.59    | Vehicle Repairs                            |
| 6  | Bosselman                      | \$43.75     | Fuel                                       |
| 7  | Central Office                 | \$550.23    | Mileage and Workshop Expenses              |
|    | Central Office                 | \$260.00    | Bus Permit-Mileage-Supplies-Cell Phones    |
|    | Central Office                 | \$536.95    | Miscellaneous Expenses                     |
| 8  | CharacterStrong                | \$2,999.00  | Curriculum                                 |
| 9  | Cintas                         | \$393.02    | Uniform, Mop & Rag Services                |
| 10 | Colorado/West Equipment        | \$1,055.57  | Bus Parts                                  |
| 11 | Comfort Inn                    | \$279.90    | HS Travel                                  |
| 12 | DAS State Accounting - Central | \$635.74    | Network Nebraska                           |
| 13 | Deluxe                         | \$786.57    | Check Order                                |
| 14 | Demco                          | \$596.40    | NS & SS Library Supplies                   |
| 15 | Edmentum                       | \$1,977.00  | Software Renewal                           |
| 16 | ESU #4 Co-op                   | \$4,374.50  | Staff Registrations & SRS                  |
| 17 | ESU #4 Contracted              | \$22,395.93 | SPED Contracted Services (May & June)      |
| 18 | ESU #6                         | \$747.86    | SPED Behavior Analyst                      |
| 19 | ESU #7                         | \$88.00     | Registration                               |
| 20 | Falls City Auto Supply         | \$1,187.57  | Bus Parts                                  |
| 21 | Falls City High School         | \$513.19    | Supply & Registration Reimbursement        |
| 22 | Falls City Journal             | \$11.88     | Advertising                                |
| 23 | Falls City Mercantile          | \$3,238.86  | Custodial Supplies                         |
| 24 | Falls City Sanitation          | \$945.00    | District & Sixpence Waste Removal          |
| 25 | Falls City School Lunch        | \$8,307.41  | Lunch Support                              |
| 26 | Falls City Truck & Trailer     | \$4,578.58  | Bus Repairs                                |
| 27 | Falls City Utilities           | \$26,110.21 | District Wide Utilities                    |
| 28 | Farm & City Supply             | \$2,148.15  | Maintenance, Bus Parts & Sixpence Supplies |
| 29 | Farmer's Repair                | \$26.07     | Bus Parts                                  |
| 30 | Fiber Platform                 | \$280.40    | Internet Service                           |
| 31 | Follett Content Solutions      | \$147.63    | Library Supplies                           |
| 32 | Grainger                       | \$304.79    | Maintenance                                |
| 33 | Have Potty Will Travel         | \$815.00    | Porta Potty Rental                         |
| 34 | Heggerty                       | \$101.00    | Supplies                                   |
| 35 | Herrick Bruxellas Properties   | \$560.00    | Building Rental & Utilities                |
| 36 | Holiday Inn Express            | \$171.00    | Travel                                     |
| 37 | Hometown Floral                | \$125.00    | Memorials                                  |
| 38 | Hullman's Ford                 | \$48.56     | Parts                                      |
| 39 | HyVee                          | \$123.65    | Bus, Custodial & Maintenance Supplies      |
| 40 | Imagine Learning               | \$11,500.70 | Curriculum                                 |
| 41 | Innovative                     | \$124.39    | HS Supplies                                |
| 42 | Interstate Power Systems       | \$223.32    | Bus Repairs                                |
| 43 | Jim Hill's                     | \$897.40    | Bus Barn Supplies & NS Repair              |
| 44 | Johnson Hardware               | \$110.23    | Maintenance Supplies                       |
| 45 | Jones Air Conditioning         | \$79.50     | Maintenance Parts                          |

|                               |             |                            |
|-------------------------------|-------------|----------------------------|
| 46 KexRx                      | \$46.87     | Nurse Supplies             |
| 47 LaQuinta                   | \$220.00    | HS Travel                  |
| 48 M&E Plastic Repair         | \$2,525.00  | NS Playground Repairs      |
| 49 Malcolm, Mary              | \$3,670.61  | SPED Contracted Services   |
| 50 Merz Ink                   | \$12.90     | Supplies                   |
| 51 Mosyle                     | \$3,339.00  | Software Renewal           |
| 52 NCSA                       | \$1,364.00  | Registrations              |
| 53 Nelson, Tabitha            | \$488.25    | Tuition Reimbursement      |
| 54 Nodaway Valley Bank        | \$3,985.00  | Copier Lease               |
| 55 NRCSA                      | \$850.00    | Membership Dues            |
| 56 NREA                       | \$100.00    | Membership Dues            |
| 57 OneSource                  | \$24.00     | Background Check           |
| 58 O'Reilly                   | \$409.87    | Bus Parts                  |
| 59 Paper101                   | \$6,345.42  | District Paper             |
| 60 Paper Eaters               | \$165.00    | Paper Shredding            |
| 61 PGH&G                      | \$623.00    | District Legal Services    |
| 62 Pest Control Services      | \$150.00    | Pest Control Services      |
| 63 Pitney Bowes               | \$216.96    | Postage Machine Lease      |
| 64 Popplers Music             | \$215.45    | HS Vocal Music Supplies    |
| 65 ProServ                    | \$3,375.36  | District Copier Overage    |
| 66 Purchase Power             | \$830.90    | Postage                    |
| 67 Pyramid School Products    | \$710.48    | HS Supplies                |
| 68 Quality Bus & Truck Parts  | \$125.00    | Bus Parts                  |
| 69 Realityworks               | \$149.00    | Equipment Repairs          |
| 70 Really Great Reading       | \$770.00    | Supplies                   |
| 71 RehabVisions               | \$2,322.50  | SPED Contracted Services   |
| 72 Rumbaugh, Kaitlin          | \$618.00    | Tuition Reimbursement      |
| 73 S&S Worldwide              | \$189.14    | Supplies                   |
| 74 School Specialty           | \$1,048.14  | NS Supplies                |
| 75 Security Services          | \$1,226.00  | Fire Alarm Inspections     |
| 76 Sioux City Truck Sales     | \$1,815.08  | Bus Parts                  |
| 77 Sixpence                   | \$1,880.70  | Childcare Scholarships     |
| 78 Software Unlimited         | \$9,290.00  | Software Renewal           |
| 79 SNC                        | \$1,611.89  | Telephone Service          |
| 80 Staples                    | \$636.55    | HS Supplies                |
| 81 Student Assurance Services | \$1,267.00  | Student Accident Insurance |
| 82 Tifco                      | \$353.38    | Bus Parts                  |
| 83 Time Management Systems    | \$12,661.94 | Software Renewal           |
| 84 Towle Realty               | \$525.00    | Sixpence Building Rental   |
| 85 Tri State Truck & Tractor  | \$45.30     | Bus Barn Parts             |





## Board Report North Elementary School

### July 2026

#### 2026–2027 Projected Enrollment

- Parent Child Center (PCC): **60 students**
- Kindergarten: **59 students**
- First Grade: **52 students**
- Second Grade: **54 students**

Summer cleaning, maintenance, and facility improvement projects are currently underway at North Elementary and will continue throughout the month of July to ensure the building is ready to welcome students and staff for the 2026–2027 school year.

We would also like to recognize Rhonda Lippold, who will retire at the end of August after many years of dedicated service to Falls City Public Schools. We are grateful for her commitment to our students, staff, and school community and wish her all the best in her retirement.

Pat Olberding has been hired as our new custodian and has been working alongside Rhonda throughout the summer. This overlap has provided a smooth transition, allowing Pat to become familiar with the building, daily routines, and expectations before the school year begins.

The **2026–2027 North Elementary Student Handbook** has been revised and updated. A copy is included with the board packet for review and consideration.

2026-2027



# ELEMENTARY STUDENT HANDBOOK

FALLS CITY PUBLIC SCHOOLS

PRINCIPALS

SHELLY LEYDEN (NORTH SCHOOL) BRANDON GIBSON (SOUTH SCHOOL)

# STUDENT - PARENT HANDBOOK OF FALLS CITY PUBLIC SCHOOLS 2026-2027

## TABLE OF CONTENTS

### Foreword

|                  |                           | <b>Page</b> |
|------------------|---------------------------|-------------|
| <b>Section 1</b> | <b>Intent of Handbook</b> | <b>4</b>    |
| <b>Section 2</b> | <b>School Calendar</b>    | <b>4</b>    |

### Article 1 - Mission and Goals

|                  |                             | <b>Page</b> |
|------------------|-----------------------------|-------------|
| <b>Section 1</b> | <b>Mutual Respect</b>       | <b>4</b>    |
| <b>Section 2</b> | <b>Complaint Procedures</b> | <b>5</b>    |

### Article 2 - School Day

|                  |                                                       | <b>Page</b> |
|------------------|-------------------------------------------------------|-------------|
| <b>Section 1</b> | <b>Daily Schedule</b>                                 | <b>5</b>    |
| <b>Section 2</b> | <b>Shortened Schedule</b>                             | <b>5</b>    |
| <b>Section 3</b> | <b>Severe Weather and School Cancellations</b>        | <b>5</b>    |
| <b>Section 4</b> | <b>Open-Closed Campus</b>                             | <b>6</b>    |
| <b>Section 5</b> | <b>Supervision Responsibility Before/After School</b> | <b>6</b>    |
| <b>Section 6</b> | <b>Teacher Request</b>                                | <b>7</b>    |
| <b>Section 7</b> | <b>Parties/Birthdays/Classroom/Pets</b>               | <b>8</b>    |
| <b>Section 8</b> | <b>Pictures</b>                                       | <b>8</b>    |

### Article 3 - Use of Building and Grounds

|                   |                                    | <b>Page</b> |
|-------------------|------------------------------------|-------------|
| <b>Section 1</b>  | <b>Visitors</b>                    | <b>8</b>    |
| <b>Section 2</b>  | <b>Smoke-Free Environment</b>      | <b>8</b>    |
| <b>Section 3</b>  | <b>Care of School Property</b>     | <b>8</b>    |
| <b>Section 4</b>  | <b>Searches</b>                    | <b>9</b>    |
| <b>Section 5</b>  | <b>Video Surveillance</b>          | <b>9</b>    |
| <b>Section 6</b>  | <b>Recording of Others</b>         | <b>9</b>    |
| <b>Section 7</b>  | <b>Use of Cell Phones</b>          | <b>10</b>   |
| <b>Section 8</b>  | <b>Student Valuables</b>           | <b>10</b>   |
| <b>Section 9</b>  | <b>Bulletins and Announcements</b> | <b>10</b>   |
| <b>Section 10</b> | <b>Copyright and Fair Use</b>      | <b>10</b>   |

|                   |                                     |           |
|-------------------|-------------------------------------|-----------|
| <b>Section 11</b> | <b>Behavioral Points of Contact</b> | <b>10</b> |
| <b>Section 12</b> | <b>Standard Response Protocol</b>   | <b>11</b> |

#### **Article 4 – Attendance**

|                  |                                                            | <b>Page</b> |
|------------------|------------------------------------------------------------|-------------|
| <b>Section 1</b> | <b>Attendance</b>                                          | <b>11</b>   |
| <b>Section 2</b> | <b>Attendance and Absences</b>                             | <b>11</b>   |
| <b>Section 3</b> | <b>Make-up Work</b>                                        | <b>12</b>   |
| <b>Section 4</b> | <b>Attendance is Required to Participate in Activities</b> | <b>12</b>   |
| <b>Section 5</b> | <b>Truancy</b>                                             | <b>12</b>   |

#### **Article 5 - Scholastic Achievement**

|                  |                                   | <b>Page</b> |
|------------------|-----------------------------------|-------------|
| <b>Section 1</b> | <b>Grading System</b>             | <b>14</b>   |
| <b>Section 2</b> | <b>Promotion and Retention</b>    | <b>14</b>   |
| <b>Section 3</b> | <b>Interim Reports</b>            | <b>14</b>   |
| <b>Section 4</b> | <b>Report Cards</b>               | <b>14</b>   |
| <b>Section 5</b> | <b>Parent-Teacher Conferences</b> | <b>15</b>   |
| <b>Section 6</b> | <b>Honor Roll</b>                 | <b>15</b>   |

#### **Article 6 - Support Services**

|                  |                                                | <b>Page</b> |
|------------------|------------------------------------------------|-------------|
| <b>Section 1</b> | <b>Special Education Services</b>              | <b>15</b>   |
| <b>Section 2</b> | <b>Students with Disabilities: Section 504</b> | <b>16</b>   |
| <b>Section 3</b> | <b>Health Services</b>                         | <b>17</b>   |
| <b>Section 4</b> | <b>Transportation Services</b>                 | <b>19</b>   |
| <b>Section 5</b> | <b>Multi-Tiered Systems of Support</b>         | <b>21</b>   |

#### **Article 7 - Drugs, Alcohol and Tobacco**

|                  |                                                                              | <b>Page</b> |
|------------------|------------------------------------------------------------------------------|-------------|
| <b>Section 1</b> | <b>Drug-Free Schools</b>                                                     | <b>21</b>   |
| <b>Section 2</b> | <b>Education and Prevention</b>                                              | <b>22</b>   |
| <b>Section 3</b> | <b>Standards of Student Conduct Pertaining to Drugs, Alcohol and Tobacco</b> | <b>22</b>   |
| <b>Section 4</b> | <b>Dating Violence Prevention</b>                                            | <b>23</b>   |
| <b>Section 5</b> | <b>Child Abuse</b>                                                           | <b>23</b>   |

#### **Article 8 - Student Conduct Rules**

|                  |                                         | <b>Page</b> |
|------------------|-----------------------------------------|-------------|
| <b>Section 1</b> | <b>Purpose of Student Conduct Rules</b> | <b>24</b>   |
| <b>Section 2</b> | <b>Forms of School Discipline</b>       | <b>37</b>   |
| <b>Section 3</b> | <b>Fidgets</b>                          | <b>49</b>   |

## **Article 9 – Student Fees Policy**

|                  |                              | <b>Page</b> |
|------------------|------------------------------|-------------|
| <b>Section 1</b> | <b>Student Activity Fees</b> | <b>49</b>   |

## **Article 10 - State and Federal Programs**

|                  |                                                                                              | <b>Page</b> |
|------------------|----------------------------------------------------------------------------------------------|-------------|
| <b>Section 1</b> | <b>Notice of Nondiscrimination</b>                                                           | <b>50</b>   |
| <b>Section 2</b> | <b>Designation of Coordinators</b>                                                           | <b>50</b>   |
| <b>Section 3</b> | <b>Multicultural</b>                                                                         | <b>51</b>   |
| <b>Section 4</b> | <b>Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973</b> | <b>51</b>   |
| <b>Section 5</b> | <b>Notification of Rights Under FERPA</b>                                                    | <b>52</b>   |
| <b>Section 6</b> | <b>Combined District and School Title I Parent and Family Involvement</b>                    | <b>54</b>   |
| <b>Section 7</b> | <b>Student Privacy Protection Policy</b>                                                     | <b>54</b>   |
| <b>Section 8</b> | <b>Homeless Students</b>                                                                     | <b>56</b>   |
|                  | <b>Acknowledgment of Receipt Form</b>                                                        | <b>57</b>   |

# **Falls City Public Schools Student-Parent Handbook 2026-2027 School Year**

## **Foreword**

### **Section 1                    Intent of Handbook**

This handbook is intended to be used by students, parents, and staff as a guide to the rules, regulations, and general information about Falls City Public Schools. Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. Parents are encouraged to use this handbook as a resource and to assist their child in following the rules contained in this handbook.

Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise during any school day, or school year. This handbook does not create a “contract.” The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well-being of all students and the educational program. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies, and state and federal statutes and regulations.

The Policies of the Board of Education may cover areas not addressed in this Handbook. Every parent or guardian and student should familiarize themselves with Board Policies online at: [www.fctigers.org](http://www.fctigers.org).

### **Section 2                    School Calendar**

The Falls City Public Schools, District 56, **2026–2027 District Calendar** is now available. You can access it using the link below:

[https://files-backend.assets.thrillshare.com/documents/asset/uploaded\\_file/1712/Falls\\_City\\_Ps/662897b2-5916-4b9b-b97b-c121f3a750db/2025-2026\\_Calendar.pdf?disposition=inline](https://files-backend.assets.thrillshare.com/documents/asset/uploaded_file/1712/Falls_City_Ps/662897b2-5916-4b9b-b97b-c121f3a750db/2025-2026_Calendar.pdf?disposition=inline)

Please refer to the calendar for important dates, including the first and last days of school, holidays, professional development days, and other district events.

## **Article 1 – Mission and Goals**

### **Section 1                    Mutual Respect**

The Falls City Public Schools expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of students will not be tolerated.

### **Section 2                    Complaint Procedures**

The proper procedure for a parent or student to make complaints or raise concerns is to begin with the school employee who is most immediately or directly involved in the matter, as illustrated in the complaint procedure set forth below. There are other procedures identified in the Handbook to address specific complaints or concerns, such as discrimination or harassment, bullying, disciplinary actions. Those procedures should be used where applicable.

1. Complaint procedure

Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.

Step 2. Address the concern with the Principal if the matter is not resolved at Step 1.

Step 3. Address the concern with the Superintendent if the matter is not resolved at Step 2.

Step 4. Address the concern to the Board of Education if the matter is not resolved at Step 3.

2. Conditions Applicable to All Levels of Complaint Procedure

All information to be considered at each step should be placed in writing in order to be most effective. Action or decisions will be expedited as quickly as possible, typically within ten (10) calendar days, depending on the nature of the complaint and the need for prompt resolution.

## **Article 2 – School Day**

### **Section 1      Daily Schedule**

|                       |                      |
|-----------------------|----------------------|
| 7:45 a.m. – 8:10 a.m. | Breakfast/Soft Start |
| 8:15 a.m. – 3:15 p.m. | Instructional Day    |
| 3:15 p.m.             | Dismissal            |

### **Section 2      Shortened Schedule**

|                       |                      |
|-----------------------|----------------------|
| 7:45 a.m. – 8:10 a.m. | Breakfast/Soft Start |
| 8:15 a.m. – 1:15 p.m. | Instructional Day    |
| 1:15 p.m.             | Dismissal            |

### **Section 3      Severe Weather and School Cancellations**

The Superintendent may close public schools in case of severe weather or an emergency. The school will notify parents and guardians, as well as the local media, when the schools will be closed.



Parental Decisions. Parents may decide to keep their children at home during inclement weather because of personal circumstances. If school is in session, students who are kept home due to severe weather conditions will be recorded as absent.

Pickup During Inclement Weather. Parents should not come to school during severe weather, such as during a tornado warning since students will be moved into safe areas of the building and will not ordinarily be released during inclement weather or dangerous circumstances.

**Weather Guidelines:** Student safety is our highest priority during the winter months. The following guidelines will be used during cold weather:

- **Winter Coats:** Students are expected to wear a winter coat whenever the wind chill or "feels like" temperature is below 20°F.
- **Snow on the Ground:** When snow is present, only students wearing boots will be permitted to play in the snow. Students without boots will still go outside for recess but must remain on the sidewalks or other designated snow-free areas.
- **Outdoor Recess:** Students will go outside for recess when the wind chill or "feels like" temperature is above 0°F, unless otherwise determined by the building administrator based on weather conditions, precipitation, or other safety concerns.
- **Administrator Discretion:** The building administrator reserves the right to modify or cancel outdoor recess based on current weather conditions and the safety of students.

#### **Section 4      Closed Campus**

To ensure the safety and security of all students, North and South Elementary Schools operate as a closed campus. Once students arrive on campus, they are expected to remain on school grounds for the duration of the school day unless they are signed out by a parent, guardian, or other authorized adult through the school office.

All visitors must enter through the main entrance, check in at the office, and follow district visitor procedures before accessing any area of the building. Students leaving during the school day for appointments or other reasons must be signed out through the office and signed back in upon their return.

A closed campus helps maintain a safe learning environment, supports student supervision, and minimizes disruptions to instruction.

#### **Section 5      Supervision Responsibility Before/After School**

##### Arrival at School/Dismissal From School

School doors open at **7:45 a.m.** Students are strongly encouraged **not to arrive at school before 7:45 a.m.**, as supervision is not available prior to that time. For student safety, families should plan for students to arrive at or after 7:45 a.m. unless they are participating in a school-sponsored activity with designated supervision.

Upon arrival, students should enter through their designated entrance and proceed directly to their assigned location. Students are expected to follow school expectations and staff directions to help ensure a safe, orderly, and positive start to the school day.

Students will be dismissed at the end of the school day unless there are other circumstances (early dismissal, detention etc.). Upon dismissal, students must leave the school grounds and proceed home or to a previously designated location unless participating in a school-sponsored activity. The school is not responsible for supervision of students once the students are to have left school grounds.

Certain days on the calendar are “shortened days,” meaning that the school day starts or ends other than on the normal schedule. Parents are strongly encouraged to be aware of those days, so their children are not left in an unsupervised situation or without a means to get home upon dismissal.

### **Parking and Unloading**

North School: Parents should use the designated drop-off lane on the south side of the building when dropping off students. To help maintain a safe and efficient traffic flow, parents are asked to remain in their vehicles while students exit. If you need to assist your child or exit your vehicle, park on Stone Street and use the designated crosswalk to access the school safely. Do not stop, park, or unload students on the west side of the building, as this area is designated as a school bus zone. Please use extreme caution when unloading students and remain alert for pedestrians, staff members, and other vehicles.

When school is in session, parking is prohibited around the school building in areas marked by posted street signs.

South School: Parents are not to unload children on Fulton Street in the crosswalks or in any yellow area. Please pull through the gravel parking lot onto East 10th Street and stop near the curb before letting students out of vehicles. Dropping students off on West 10th Street is also a good option. Have students cross the street only in the crosswalks before and after school.

### **Signing a Child In and Out of School**

Parents or guardians are required to check in with the office if they are entering after their child’s first class or leaving prior to their child’s final class. The parent or guardian must report to the main office for this purpose. Parents may not go directly to the classrooms. The schools will only release children to adults designated by the parent or an emergency contact.

### **Section 6      Teacher Request**

North and South Elementary Schools accept parent requests for next year’s teachers. Requests need to be written and submitted prior to **June 1**. Teachers and administrators work hard to build balanced class assignments that allow all students to grow. Many aspects of a grade level are analyzed to build the most effective class of students. Faculty must consider ability levels, behavior, gender, special needs and class size when building classes. These considerations do not allow us to guarantee your request for a specific teacher. Building administration will make the final decision on a student’s class assignment. You will be notified by postcard in early August

with your child's class assignment.

### **Section 7      Parties/Birthdays/Classroom**

Classroom teachers will arrange Christmas gifts and Valentine card exchanges. If you wish to provide treats for your child's classroom, please send only prepackaged items. Home baked items are not allowed - only things made/baked in state approved facilities are permitted.

### **Party Initiations**

Party invitations are an "out of school" activity and need to be delivered away from the classroom. When they are distributed up and down the school aisles -- some receiving one and others receiving none -- it brings into the classroom a social situation with which many children cannot cope. It causes tears, fights, and unhappiness in many cases.

### **Pets**

Please see that dogs and other pets are kept home and not allowed to follow pupils to school. If a child has a special pet he/she would enjoy showing to his classmates, he may do so if previous arrangements have been made with the classroom teacher and that a parent accompanies the pet to the classroom for a short visit. It has been the school's policy to call the dog pound or police for unclaimed or unidentified pets.

### **Section 8      Pictures**

Pictures will be taken during the school year. Notices will be sent home before the pictures are to be taken. Parents may purchase the pictures if they so desire.

Parents can sign an opt out form via PowerSchool if they do not wish to have their child's picture posted to the school website or ClassDojo.

## **Article 3 – Use of Building and Grounds**

### **Section 1      Visitors**

All visitors must enter through the main entrance and check in at the school office upon arrival. During the instructional day, visitors must receive approval from the building principal or designee before entering classrooms or other areas of the building. Visitors may be required to provide identification and wear a visitor badge while on school grounds.

Parents and guardians who need to pick up a student during the school day must report to the office and follow established sign-out procedures. Students will only be released to authorized individuals listed in school records unless prior arrangements have been approved by the school.

### **Section 2      Smoke-Free Environment**

All of our school buildings and grounds are smoke/vape and tobacco-free. No smoking/vaping or tobacco is allowed on school grounds or at any school activity.

### **Section 3      Care of School Property**

1. Students are responsible for the proper care of all books, equipment, supplies, and furniture supplied by the school.

2. Students who damage property, break windows, or cause other harm to school property or equipment will be required to pay the cost to repair or replace the item.

School-issued items that are stolen or damaged are the responsibility of the student to whom they were issued.

#### **Section 4 Searches**

Student desks, pads, computers, and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding usage of or items placed in or on school property because school property is subject to search at any time by school officials. Periodic, random searches of desks, iPads, computers, and other such property may be conducted at the discretion of the administration.

The following rules apply to searches of students and of a student's personal property and to the seizure of items in a student's possession or control:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or a school rule violation. The search is to be conducted in a reasonable manner under the circumstances.
2. Random searches of student desks and other similar school property provided for use by students may be conducted at the discretion of the administration.
3. Drug or alcohol tests may be conducted on students based on reasonable suspicion.
4. Drug or alcohol tests may be conducted on a random basis for students participating in extracurricular activities.
5. Searches of the District's computer system may be conducted at the discretion of the administration at any time.

#### **Section 5 Video Surveillance**

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students, and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the administration. As a result, notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state, or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

#### **Section 6 Recording of Others**

To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted, (2) by authorized staff for purposes of child welfare (for example, to

record images of injuries to students caused or believed to be caused by another person), or (3) the Superintendent or Superintendent's designee. This prohibition applies to all persons, including students, parents, and community members, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

### **Section 7      Use of Cell Phones**

Students may not use cell phones during class time or unless otherwise permitted by a staff member with the authority to implement cell phone rules. The use of smart watches or other devices that allow internet access, texting, filming, or gaming access are also prohibited. A student who violates this rule may be required to turn their phone/device into the office or lose phone privileges for an extended period of time. Devices brought to school should remain off and stored in the student's bookbag.

Field trips - Field trips are an extension of the regular school day. As a result, cell phones are prohibited on field trips. All communication should go directly through the teacher. Other devices may be allowed at the discretion of the building administrator.

### **Section 8      Student Valuables**

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. The school does not guarantee or represent that the student's property will not be subject to loss, theft, or damage.

### **Section 9      Bulletins and Announcements**

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution need to be approved by the Principal's office. The person or organization responsible for distributing the posters is responsible for seeing that all posters are removed within 48 hours after the event or when directed by the Principal.

### **Section 10     Copyright**

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

### **Section 11     Behavioral Points of Contact**

The District maintains a registry of local mental health and counseling resources, including those resource services that can be accessed by families and individuals outside of school. To gain more information about these resources, parents and/or students should contact their building

principal. This information, as well as the District's behavioral points of contact, are also listed on the District's website.

### **Vector Alert System**

The Vector Alert Systems is Falls City Public Schools District 56 tip reporting service. Safety is one of our district's top priorities, that's why we're now using Vector Alert, a tip reporting system that allows students, staff, and parents to submit safety concerns to our administration five different ways:

1. App: search for "Vector Alert" in the app store to download for free
2. Phone: 855-449-6558
3. Text: text your tip to 855-449-6558
4. Email: [1896@alert1.us](mailto:1896@alert1.us)
5. Web: <http://1896.alert1.us>

Easily report tips on bullying, harassment, drugs, vandalism or any safety issue you're concerned about.

Tips may be submitted anonymously too. Thanks in advance for your cooperation.

### **Section 12 Standard Response Protocol (SRP)**

The Standard Response Protocol is a set of research-based actions/drills designed to prepare students, staff and parents for emergency situations. The SRP is based on five actions: Hold, Lockout, Lockdown, Evacuate, and Shelter. Each has specific staff and student directives that are unique to the action. A critical ingredient in the safe school recipe is the classroom response to an incident at school. Drills are important safety precautions and are conducted frequently throughout the school year. Specific procedures for evacuation are posted in each classroom. Teachers will review exit routes from their classroom frequently throughout the school year. Monthly Drills will take place and be documented as per policy.

## **Article 4 – Attendance**

### **Section 1 Attendance**

Regular and punctual student attendance is required. The administration is responsible for developing further attendance rules and regulations and staff are responsible for assisting in the enforcement of the rules and regulations. Students and parents are responsible for developing behaviors which will result in regular and punctual student attendance.

### **Section 2 Attendance and Absences**

Excused and Unexcused Absences. An absence from school will be reported as: (a) an excused absence or (b) an unexcused absence.

1. Excused Absences. Absences should be cleared through the Principal's office in advance, whenever possible. An absence or tardy, even with parental approval, may not be considered excused by the school. All absences, except for illness and/or death in the family, require advance approval. An absence for any of the following reasons will be typically excused, provided the required procedures have been followed:

- a. Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents).
- b. Illness which causes a student to be absent from school.
- c. Doctor or dental appointment which requires the student to be absent from school.
- d. Court appearances that are required by a court order.
- e. School sponsored activities which require students to be absent from school.
- f. Other absences which have received prior approval from the Principal.

The Principal has the discretion to deny approval for a student's absence, depending on circumstances, such as the student's absence record, the student's academic status, the tests or other projects which may be missed, and other relevant reasons.

2. Unexcused Absences: An absence which is not excused is unexcused. If a student's absence is unexcused the student may receive zeros for any class work missed during the absence and may be required to make up work and the time missed.

Tardy to School. Students will be considered tardy to school if they arrive to school after 8:20 a.m. After 9:45 a.m., students are considered absent for the morning. After 1:30 p.m., students are absent for the afternoon.

Leaving School or Class. Students who leave school for any reason during the school day must check out of the office before leaving. Students leaving school must be cleared in advance by the student's parent or legal guardian. Upon returning to school that same day, students must check in at the office.

Students who leave school without permission and without signing out in the proper manner, or who leave their assigned classroom without teacher permission, may be considered truant.

### **Section 3      Make-up Work**

Written make-up work may be assigned for each day missed regardless of the type of absence. If make-up work is not completed, students will receive no credit for the work required. The time each student is allowed for make-up work will be determined by the teacher. The student has the responsibility to contact teachers, initially, regarding make-up assignments.

### **Section 4      Attendance is Required to Participate in Activities**

Full-time students must attend school all day on the day of any scheduled school activity in order to participate in the activity. Part-time eligible students must attend their classes on the day of the school activity in order to participate in the activity. A "school activity" includes athletic contests, practices, and dances. Failure to attend may result in a student being withheld from participation in the activity. The Principal retains the right to grant participation should exceptional circumstances prevail.

### **Section 5      Truancy**

A student who engages in unexcused absences may be considered truant under state law. Truancy is a violation of school rules. The consequence of trancies may include disciplinary action up to expulsion and referral to the county attorney for compulsory attendance violations.

Reporting and Responding to Truant Behavior. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child aged six (6) to eighteen (18) to attend school regularly without lawful reason, shall within three (3) days report such violation to the Superintendent or designee. The Superintendent or designee shall immediately cause an investigation into any such report to be made. The Superintendent or designee shall also investigate any case when, based on the Superintendent's personal knowledge or based on a report or complaint from any resident of the district, the Superintendent or designee believes that any child is unlawfully absent from school. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to remediate the child's truant behavior.

Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:

1. One or more meetings shall be held between a school attendance officer, school social worker, or other person designated by the school administration and the parent/guardian and the student to report and attempt to solve the truancy problem. If the parent/guardian refuses to participate in such meeting, the principal shall place in the student's attendance records documentation of such refusal.
2. Educational counseling to determine whether curriculum changes, including but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child.
3. Educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the truancy problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
4. Investigation of the truancy problem by the school social worker, or if such school does not have a school social worker, another person designated by the administration to identify conditions which may be contributing to the truancy problem. If services for the child and his or her family are determined to be needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.

Reporting Habitual Truancy. Students who accumulate twenty (20) unexcused absences or the hourly equivalent per year shall be deemed to be habitually truant. If the student continues to be or becomes habitually truant, the principal shall serve a written notice to the person violating the Nebraska truancy laws (i.e., the person who has legal or active charge or control of the student)



warning him or her to comply with the provisions of that law. If within one (1) week after the time the notice is given such person is still violating the school attendance laws or policies, the Principal shall file a report with the county attorney of the county in which such person resides.

## **Article 5 – Scholastic Achievement**

### **Section 1      Grading System**

Students will receive letter grades on report cards and transcripts. The following scale will be used to assign letter grades and a grade point average from a percent:

| <b>North Elementary School Grading System</b> |                                                                                              |
|-----------------------------------------------|----------------------------------------------------------------------------------------------|
| (4) Advanced                                  | Demonstrates broad, in-depth understanding of complex concepts and skills                    |
| (3) Proficient                                | Can extend understanding by making meaningful connections among important ideas and concepts |
| (2) Progressing                               | Demonstrates partial understanding of basic concepts and skills                              |
| (1) Beginning                                 | Demonstrates minimal understanding of rudimentary concepts and skills                        |

| <b>South Elementary School Grading System</b> |        |    |       |    |              |
|-----------------------------------------------|--------|----|-------|----|--------------|
| A+                                            | 97-100 | B  | 86-88 | D+ | 74-77        |
| A                                             | 93-96  | C+ | 82-85 | D  | 70-73        |
| B+                                            | 89-92  | C  | 78-81 | F  | 69 and below |

Each teacher will define the grading procedures to be used in their classes.

### **Section 2      Promotion and Retention**

Students will be placed at the grade level and in the courses best suited to them academically, socially, and emotionally as determined by the school's professional staff. Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the professional staff to be appropriate for the educational interests of the student and the educational program, or as otherwise required by law.

### **Section 3      Interim Reports**

Various supplemental reports may be made available to parents throughout the school year concerning student's performance. These reports may describe student work of an exceptional nature or work which needs improving. These reports will be sent as the teacher determines appropriate.

### **Section 4      Report Cards**

Report cards are issued at the end of each quarter. All grades are subject to adjustment by the Principal for academic reasons.

## **Section 5      Parent-Teacher Conferences**

Parent-teacher conferences will be held during the 1st quarter and the 3rd quarter. There will also be an Open House night. Refer to the school calendar for the schedule. Conferences with teachers, at any other time, are possible by calling the school office and making arrangements with the teachers.

## **Section 6      Honor Roll – South Elementary School only**

The purpose of the honor roll is to recognize those students who demonstrate academic excellence. Honor rolls will be determined for 1st and 2nd semesters. Students will be recognized accordingly:

1. Students receiving all "A's" or greater than or equal to 3.9 GPA will be classified as students with distinction.
2. Students receiving a GPA of 3.5-3.89 will be classified as students with honor.
3. The student must be a full-time student to be eligible for honor roll status.
4. All class grades are figured the same for honor roll status.
5. Honor roll lists are published in school and community publications.

## **Article 6 - Support Services**

### **Section 1      Special Education Services**

#### What Does Special Education Mean?

Special education means specially designed instruction and related services adapted as appropriate to the needs of an eligible student with a disability. Special education is provided at no cost to the parent to meet the unique needs of a child with a disability.

#### Students Who May Benefit

A student verified as having autism, behavior disorders, deaf-blindness, developmental delay, hearing impairments, mental handicaps, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury or visual impairments, who because of these impairments need special education and related services.

#### How are Students With Disabilities Identified?

Referrals are made by staff or parents to a Student Assistance Team. If the Student Assistance Team or comparable problem-solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation is completed. An evaluation is conducted to assist in the determination of whether a student has a disability and the nature and extent of the special education and related services the student needs. The evaluation is conducted only with written consent of a parent or guardian. A multidisciplinary evaluation team (MDT) will then meet to determine whether the student is eligible for special education.

#### Independent Evaluation

If a parent disagrees with an evaluation completed by the school district, the parent has a right to request an independent educational evaluation at public expense. Parents should direct inquiries to school officials to determine if the school district will arrange for further evaluation at the

school's expense. If school district officials feel the original evaluation was appropriate and the parents disagree, a due process hearing may be initiated. If it is determined that the original evaluation was appropriate, parents still have the right to an independent educational evaluation at their own expense.

#### Reevaluation

Students identified for special education will be reevaluated at least every three (3) years by the student's IEP team. The IEP team will review existing evaluation data on the student and will identify what additional data, if any, is needed. The school district will obtain parental consent prior to conducting any reevaluation of a student with a disability.

#### Individual Education Program (IEP)

Upon a student being verified as having a disability, a conference will be held with parents. At the conference, an Individualized Education Program (IEP) will be developed specifying programs and services which will be provided by the schools. Parent consent will be obtained prior to a student being placed for the first time in a program providing special education and related services or early intervention services to infants and toddlers. Once in place, the IEP is reviewed on an annual basis, or more frequently as needed. Parents will be given a copy of the IEP.

#### Special Education Placement

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Determination of a student's educational placement will be made by the IEP team.

Written notice shall be given to parents at a reasonable time before the school district: 1. Proposes to initiate or change the identification, evaluation, verification or educational placement of a child or the provision of a free appropriate public education; or 2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

#### More Information

Anyone interested in obtaining a copy of the District's special education policy, the Parental Rights in Special Education brochure, or a copy of the Nebraska Department of Education Rule 51 (special education regulations and complaint procedures) or Rule 55 (special education appeal procedures) may contact the Superintendent. A notice of parental rights, Rules 51 and 55 and more information about special education are also available at the Nebraska Department of Education's website.

### **Section 2      Students with Disabilities: Section 504**

Accommodations and related services are made available to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Under Section 504, parents have the following

rights:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of your child's disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child receive services and be educated in facilities which are comparable to those provided to students without disabilities.
6. Have your child receive an individualized evaluation and receive special education and related services if your child is found eligible under Section 504.
7. Have evaluation, eligibility, educational and placement decisions made based on a variety of information sources and by persons who know your child and who are knowledgeable about the evaluation data and placement options.
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if your child were placed in a program operated by the school district.
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the school district.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, and placement. Obtain copies of educational records at a reasonable cost on the same terms as records are provided to students without a disability unless the fee would effectively deny you access to the records.
11. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request, it shall notify you within a reasonable time, and advise you of the right to a hearing.
13. File a local grievance in accordance with school policy.
14. Request an impartial hearing related to decisions regarding your child's identification, eligibility, and educational program or placement with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. This is provided in the local grievance procedure.

### **Section 3 Health Services**

#### **Student Illnesses**

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home may include: Temperature greater than 100°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational

program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves.

Fever - The student must stay home until they are fever free for 24 hours without medication.

Pink Eye - If a student has pink eye, he/she may return to school 24 hours after receiving the first treatment of eye drops.

#### Guidelines for Administering Medication

Whenever possible, students should be provided medications outside of school hours. In the event it is necessary that a student take or have medication at school, the parents/guardians must provide a signed written consent for the student to be given medication at school. A consent form is available at the school health office. If a student has asthma or diabetes and is capable of self-managing his or her health condition, the student may coordinate with the health office to develop a self-management plan.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. Medications may require a physician's authorization to be given at school or, for asthma and anaphylaxis, a health care professional who prescribed the medication for treatment of the student's condition. The school nurse may limit medications as the nurse deems appropriate.

#### School Health Screening

Children in Preschool and Kindergarten through third grade, as well as children in sixth and ninth grades are screened for vision, hearing, dental defects, height, and weight. The screening program also incorporates scoliosis and blood pressure at the sixth and ninth grades. Students with identified health concerns may also be screened. Parents who do not wish their child to participate in the school screening program must communicate in writing to the school health office at the start of the school year.

#### Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six (6) months prior to entrance into kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade. The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the visual evaluation is to be completed by any of the foregoing or an optometrist. A parent or guardian who objects to the physical examination and/or visual evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school health office. Additional physical examination requirements exist for students participating in athletic participation.

#### Immunizations

Students must show proof of immunization. A student who does not comply with the immunization requirements will not be permitted to continue in school. Students with medical conditions or sincerely held religious beliefs which do not allow immunizations must complete an affidavit.

Unimmunized students may nonetheless be excluded from school in the event of a disease outbreak.

#### Birth Certificate Requirements

State law requires that a certified copy of a student's birth certificate be provided within 30 days of enrollment of a student in school for the first time.

If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents could include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

#### Guidelines for Head Lice

The following guidelines are in place to better control a nuisance condition, reduce absenteeism due to head lice, and involve parents as partners with the school in control efforts:

1. Children will be sent home from school for live head lice. In the event a child has two (2) cases of live lice in a semester, the child will be sent home until free of both live lice and nits (eggs).
2. Health office staff will provide written treatment information and instructions, including how to check and identify head lice.
3. A child who is sent home from school for head lice should miss no more than two (2) school days.
4. A child who has been sent from school due to head lice must come to the health office for inspection before returning to class.
5. A child who returns to class with nits (eggs) will be checked again in 7-10 days.
6. Families are encouraged to report head lice to the school health office.
7. Classroom-wide or school-wide head checks will be conducted as needed in order to control the condition at school.

#### Accidents

The school district shall not be responsible for any medical costs incurred by any student who is injured while attending school, any class, any school function on the premises of the school or at any off premises location, at any activity authorized or sanctioned by the school district.

### **Section 4      Transportation Services**

Transportation to and from school is provided to students in accordance with law and Board policy. Students may also be provided transportation on field trips and when participating in school activities. Students are expected to follow the following rules while riding school buses:

#### **Behavior on School Buses**

- All parents are encouraged to call the Bus Superintendent at 245-2204 if your child(ren) will not be riding the bus on a given day. The Bus Superintendent can communicate that information to the drivers while the route is in progress, thus saving travel distance and time.

- If your child will not be riding home on the bus or riding another bus to another home; two notes must be sent, one to give to the bus driver involved, and one to your child's teacher.
- One note may be written at the beginning of the year to permit students to be dismissed from riding the bus for piano, dance, scouts, or any other regular event from school.
- In addition, students who normally do not ride the bus but are going home with another child must also send notes.
- Bus Rules:
  - The driver is in full charge of the bus and students. Students are required to comply promptly.
  - Under direction of the driver, each student is to be assigned a seat and held responsible for that seat.
  - Students must be on time; the bus cannot wait for those who are tardy.
  - Unnecessary conversation with the driver is prohibited.
  - Outside of ordinary conversation, classroom conduct is to be observed by students. Any student who is guilty of unbecoming conduct, of using inappropriate language, of abusing or casting reflections upon other students, may forfeit the right to ride on the bus.
  - No student will at any time extend arms or head out of the bus windows.
  - There will be no smoking, use of tobacco or use of vapes in any form and no use of or possession of drugs or alcoholic beverages on school buses.
  - Students are not to stand to get off the bus until the bus has come to a complete stop.
  - When leaving the bus, students that cross roads must look both ways and make sure they can cross safely.
  - Any damage to a bus is to be reported at once to the driver.
  - Any questions about bus transportation for the Falls City Public Schools can be directed to Tyler Bek at 245-2204.
  - Buses will leave approximately 10 minutes early on days when road conditions are bad.
  - Usually, the principal and the Bus Superintendent handle bus discipline problems together, using all available information. If a student is ever suspended from riding the bus, it will be the next day so that the student can ride home that night.
  - Students will be allowed food and drink on routes. The bus driver reserves the right to control this privilege.
  - The use of cell phones is allowed, as long as they do not become disruptive. The driver reserves the right to control this privilege.
- Conduct Reports:  
 Students who cannot follow the rules of the bus will have a conduct report completed. The following action will be taken depending on how many conduct reports are issued.
  - 1st Report** - The student will be sent to the principal's office for a conference with the principal and the transportation supervisor. The conduct report will be

sent home for the parent to sign and return to the driver before they are allowed to ride.

**2nd Report** - No bus privileges for one week. The conduct report will be sent home for the parent to sign and return to the driver before they are allowed to ride.

**3rd Report** - No bus privileges for one semester. The conduct report will be sent home for the parent to sign and return to the driver before they are allowed to ride again. If suspended, it will be for all transportation services.

**4th Report** - No bus privileges for the remainder of the school year. The conduct report is reset every school year.

Depending on the seriousness of the offense, students may lose bus riding privileges for an indefinite period of time at the discretion of the Principal and Transportation Supervisor. A conduct report will be completed to document the offense.

- Shuttle Buses: Regular bus rules must be followed in regard to conduct. Buses depart the schools at 8:05 A.M. Parents of shuttle bus students do not have to call the bus barn. The individual schools coordinate these riders.

Shuttle buses run as follows:

- Shuttle buses are provided to take children on the North side of town to South School (grades 3-5), and children on the South side of town to North School (Grades K-2).  
From South School to Sacred Heart - afternoon only  
From North School to Middle School - morning only  
From Middle School to North School - afternoon only

**PLEASE CALL THE BUS BARN (402-245-2204) IF YOUR CHILD IS NOT RIDING THE BUS. IF NO ONE ANSWERS, LEAVE A MESSAGE.**

## **Section 5 Multi-Tiered System of Support**

The North and South School Problem Solving Teams select children for the Reading and Math Intervention Program. Children will be provided the opportunity to participate in this program on a daily basis with the goal of increasing literacy and math skills. A reading and/or math teacher will instruct the children in small groups of 3-4 students for approximately 20 minutes daily. This is an exciting opportunity for children to have enriching reading, language, and math academic experiences.

## **Article 7 – Drugs, Alcohol and Tobacco**

### **Section 1 Drug-Free Schools**

The District is a safe and drug-free school zone. Any use, possession, distribution, manufacture, sale, consumption, or ingestion of illicit drugs or tobacco products on school grounds, at a school activity, or in a school vehicle is strictly prohibited.



## **Section 2      Education and Prevention**

The District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs. The curriculum includes the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades.

Drug and Alcohol Education and Prevention Program of the District Pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations. All students will be provided with an age appropriate, developmentally based drug and alcohol education and prevention program. The program educates on the adverse effects of the use of illicit drugs and alcohol, with the primary objective being the prevention of illicit drug and alcohol use by students.

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs. Information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs is available to all of the students upon request of the Counselor.

Safe and Drug-Free Schools—Parental Notice. Pursuant to the provisions of federal law, if, upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction, a parent objects to the participation of their child in such programs and activities, then the parent may notify the District of such objection in writing. Upon receipt of such notice, the student will be withdrawn from the program or activity to which parental objection has been made.

## **Section 3      Standards of Student Conduct Pertaining to Drugs, Alcohol and Tobacco**

The District prohibits the possession, use, or distribution of illicit drugs (including electronic nicotine delivery systems) and alcohol on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. The conduct prohibited includes, but not be limited to, the following:

1. Possession, use, distribution or being under the influence of any controlled substance, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant.
2. Possession of any prescription drug in an unlawful fashion.
3. Possession, use, distribution or being under the influence of alcohol.
4. Possession, use, distribution, or being under the influence of any abusable glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes.
5. Possession, use, or distribution of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes.
6. Possession, use or distribution of any tobacco product.

### **Disciplinary Sanctions**

Violation of any of the above prohibited conduct will result in student discipline, up to and including expulsion and referral to appropriate authorities for criminal prosecution. In particular, students should be aware that:

1. Violation of these standards may result in suspension or expulsion.

2. Prohibited substances will be confiscated and unlawful substances will be turned over to law enforcement authorities.
3. The student may be referred for counseling or treatment.
4. Parents or legal guardians will be notified.
5. Law enforcement will be notified.
6. If it appears there is imminent danger to the student, other students, school personnel, or students involved, emergency medical services will be contacted.

### **Sniffer Dogs**

By this policy and/or via the provision in the student or staff handbook, students and staff are specifically notified that:

1. Lockers may be sniffed by sniffer dogs at any time.
2. Vehicles parked on school property may be sniffed by sniffer dogs at any time.
3. Classrooms and other common areas may be sniffed by sniffer dogs at any time students and staff are not present.
4. If contraband of any kind is found, the student or staff member shall be subject to appropriate disciplinary action.

### **Section 4      Dating Violence Prevention**

Falls City Public School District shall make continued efforts to provide physically safe and emotionally secure environments for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding and acceptance of others) are encouraged in the educational program and are required of all students and staff. Inappropriate behaviors, including but not limited to, dating violence, will not be tolerated and must be avoided by all students and staff.

Dating violence is defined as (a) 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; and (b) “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.

The district will provide appropriate training to staff and incorporate within its educational program age-appropriate dating violence education that shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors. Dating violence training shall be provided to staff deemed appropriate by the administration.

### **Section 5      Child Abuse**

The Code of Nebraska requires all school employees to report suspected child abuse or neglect.

Reporting will occur both verbally and in written form to the Richardson County Department of Public Welfare. If there is reason to believe the immediate protection of the child is needed, an oral report shall be made to the appropriate law enforcement agency. Mandatory reporter is identified as professionals who, in the ordinary course of their work and because they have regular contact with children, are required by law to report their observations or suspicions concerning possible child abuse. (Neb. Rev. Stat. 28-711)

## Article 8 – Student Conduct Rules

### Section 1 Purpose of Student Conduct Rules

These student conduct rules are established to maintain a school atmosphere which is conducive to learning, to aid student development, to further school purposes, and to prevent interference with the educational process. Violations of these student conduct rules will result in disciplinary action.

The building administrator reserves the discretion to increase or decrease a disciplinary consequence by one level based on the individual circumstances of the incident, the student's disciplinary history, the severity of the behavior, and other relevant factors, in accordance with the Student Code of Conduct.

| <b>Level 1</b><br><b>Interventions and Responses</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Level 1 Interventions and Responses are aimed to teach alternative behavior so that students can learn and demonstrate safe, respectful and responsible behavior. Staff members are encouraged to try a variety of teaching and classroom management strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Who: Teachers primarily handle these situations within their classroom. They will seek the support of the Administration, Counselors, SAT chairs, SPED case managers and other members of the team.</i></p> <p>This list of Interventions is not intended to be exhaustive, nor will every school in the district 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 specific circumstances.</p> | <p><b>Level 1 Response Considerations</b></p> <ul style="list-style-type: none"> <li>Teacher or student conference</li> <li>Time out/Break from classroom</li> <li>Work Done: Complete Assignment</li> <li>Loss of Recess/Loss of privilege means losing opportunities that could include extracurricular school activities on or off campus before, during, or after school.</li> <li>Detention</li> <li>Verbal Correction</li> <li>Loss of classroom privileges</li> <li>Parent Contact</li> <li>Student apology</li> </ul> <p><b>Level 1 Intervention Considerations</b></p> <ul style="list-style-type: none"> <li>Parent or guardian contacted, conference, and/or accompany student to school</li> <li>Implementation of classroom supports</li> <li>Expectations established and taught</li> <li>Positive rapport/relationship</li> <li>Re-teaching, prompting, feedback</li> <li>Effective classroom supervision</li> <li>Verbal correction</li> <li>Collaborative Problem Solving</li> <li>Written reflection or apology</li> <li>Seat change</li> <li>Establish Buddy Teacher/Classroom system</li> <li>Positive Reinforcements</li> <li>Refer to MTSS SEBL</li> </ul> |

| <b>Level 1 Violations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Additional Responses</b>                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Bus Misconduct</b><br>Activity on the bus which is unsafe; refusal to follow directions of the driver or aide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Work with the transportation department to complete the investigation and follow the bus misconduct consequences chart found in the transportation handbook.                          |
| <b>Cheating or Plagiarizing</b><br>Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests, and using the ideas or writings of another person.                                                                                                                                                                                                                                                                                                                                                                                                                      | Academic consequences may include requiring student to redo the assignment, issuing alternate assignments or issuing no grade or grade of zero (in consultation with administration). |
| <b>Classroom Disruption</b><br>Student behavior that causes a disruption to the classroom environment impedes or has the potential to impede the learning of others.                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Refer to Level 1 Response Considerations                                                                                                                                              |
| <b>Behavior Disruptive to the School Environment</b><br>Student behavior that is unruly or causes disruption to the natural course of the school day.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Refer to Level 1 Response Considerations                                                                                                                                              |
| <b>Bullying/Harassment</b><br>When a student engages in a back-and-forth exchange that includes any hurtful, demeaning, or disparaging acts, words, symbolic representations, or behavior used by a student(s) against another student(s) or staff member(s) that is disruptive of the educational process including any activity on the internet.<br><br>This includes, but is not limited to, verbal, physical, visual, or graphic actions such as name-calling, taunting, mocking, slander, humiliating, defaming, teasing, pestering; and making derogatory remarks, demeaning jokes, disparaging drawings or notes. | Conflict Resolution Process followed and parents of all students were notified. This includes when bullying is reported to the school by parents or outside individuals.              |
| <b>Dress Code Violation</b><br>Student attire that has messages, images or phrases that represent distasteful or illegal activities including references to drugs, alcohol, violence, profanity or sexual innuendos. Dress that causes a substantial disruption to the educational environment or poses a safety threat to others. This can include items such as chains, belts or belt buckles, jewelry or other objects that could be used as weapons.<br><br>Clothing which is construed to be distracting to the learning environment, per district and/or school guidelines.                                        | Students will be asked to change/cover/remove the clothing item. Parents will be contacted if deemed necessary by administration.                                                     |
| <b>Failure to Serve Detention</b><br>Student does not serve an assigned detention, whether it is scheduled during the school day or after school hours.                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Refer to Level 1 Response Considerations                                                                                                                                              |
| <b>Loitering</b><br>Students in hallways, corners, restrooms, or other locations in the building without expressed permission and without the approval and supervision of a classroom teacher.                                                                                                                                                                                                                                                                                                                                                                                                                           | Refer to Level 1 Response Considerations                                                                                                                                              |
| <b>Lunchroom and Hallway Misconduct</b><br>Student fails to follow expectations for behavior in the lunchroom, hallways or other common spaces.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Refer to Level 1 Response Considerations                                                                                                                                              |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Misuse of Pass/Out of Area</b><br>Student is out of his or her assigned area during the school day, or uses a hall pass in a way not intended by the issuer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Refer to Level 1 Response Considerations                                                                                                                                                                                                                                                          |
| <b>Electronic Device Violations</b><br>Creation or access of inappropriate material; vandalizing; gaining or attempting to gain unauthorized access; using computers or networks for harassing or threatening or other non-educational purposes. OR Direct or indirect use of district computers, computer networks or computer systems which involves offensive, personal, commercial or other inappropriate messages<br>OR Other actions that are a violation of the District Technology Policy.<br><br>Cell Phones or other electronic devices are not allowed to be used in the classroom during the school hours. Restrooms are always banned from device usage. | Refer to Level 1 Response Considerations and Acceptable Use Agreement<br><br>Cell phones and other electronic devices will be confiscated until the student retrieves them at the end of the day. (first violation)<br><br>ISS for 2 <sup>nd</sup> Violation<br>OSS for 3 <sup>rd</sup> Violation |
| <b>Nuisance Item</b><br>Any item in a student's possession that is sufficiently annoying, offensive, unpleasant, obnoxious or dangerous that it substantially interferes with or disrupts the learning environment. This may include items that have the potential to cause a disruption or chewing gum.                                                                                                                                                                                                                                                                                                                                                              | Item(s) will be confiscated and returned to the parent or to the student.                                                                                                                                                                                                                         |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Misuse of Pass/Out of Area</b><br>Student is out of his or her assigned area during the school day, or uses a hall pass in a way not intended by the issuer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Refer to Level 1 Response Considerations                                                                                                                                                                                                                                                          |
| <b>Electronic Device Violations</b><br>Creation or access of inappropriate material; vandalizing; gaining or attempting to gain unauthorized access; using computers or networks for harassing or threatening or other non-educational purposes. OR Direct or indirect use of district computers, computer networks or computer systems which involves offensive, personal, commercial or other inappropriate messages<br>OR Other actions that are a violation of the District Technology Policy.<br><br>Cell Phones or other electronic devices are not allowed to be used in the classroom during the school hours. Restrooms are always banned from device usage. | Refer to Level 1 Response Considerations and Acceptable Use Agreement<br><br>Cell phones and other electronic devices will be confiscated until the student retrieves them at the end of the day. (first violation)<br><br>ISS for 2 <sup>nd</sup> Violation<br>OSS for 3 <sup>rd</sup> Violation |
| <b>Nuisance Item</b><br>Any item in a student's possession that is sufficiently annoying, offensive, unpleasant, obnoxious or dangerous that it substantially interferes with or disrupts the learning environment. This may include items that have the potential to cause a disruption or chewing gum.                                                                                                                                                                                                                                                                                                                                                              | Item(s) will be confiscated and returned to the parent or to the student.                                                                                                                                                                                                                         |
| <b>Inappropriate or Disparaging Language</b><br>Using inappropriate words or topics of conversation (Without threats directed towards specific staff) in school including use of disparaging, demeaning language, or symbolic actions of any kind including, but not limited to gestures, drawings, symbols, or language.                                                                                                                                                                                                                                                                                                                                             | Refer to Level 1 Response Considerations                                                                                                                                                                                                                                                          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Insubordination/Non-Compliance</b><br>Failure to comply with the instructions of school staff when current behavior prevents success of the student or impacts learning. Behavior does not pose a threat to others and is not dangerous. No threats are directed at staff members.                                                                                                                                                                                                | Refer to Level 1 Response Considerations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Threat—Level 1</b><br>Using a threat as part of a common expression or in a context that the recipient does not feel threatened, frightened, or coerced (“Oh, I could just kill you for that” or “I ought to punch you in the nose.”)                                                                                                                                                                                                                                             | Refer to Level 1 Response Considerations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Chronic Level 1 Behaviors</b><br>Repeated Level 1 behaviors that cause a repeated disruption to the classroom.                                                                                                                                                                                                                                                                                                                                                                    | Refer to Level 2 Response Considerations<br>Increased consequences to fit the repetitive nature of the behavior.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Level 2 Interventions and Responses</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Level 2 interventions often involve support staff, both school-based and within the community, and/or the administrator. These interventions aim to increase the student’s skills, positive view of schooling, and positive experience at school so that misbehavior is less likely to continue or escalate.</p> <p>Short-term In School Suspensions may be applied due to the severity or chronic nature of an individual behavior. In cases of multiple suspensions, a problem-solving team may be utilized.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><i>Who: A support team including teachers, administration, Counselors, SAT chairs, SPED case managers, and others may work together to support the student.</i></p> <p>This list of Interventions is not intended to be exhaustive, nor will every 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.</p> | <p><b>Level 2 Response Considerations</b></p> <ul style="list-style-type: none"> <li>Loss of classroom privileges</li> <li>Teacher or student conference</li> <li>Time out/Break from classroom</li> <li>Work Done: Complete Assignment</li> <li>Loss of Recess/Privileges</li> <li>Detention</li> <li>In School Suspension ranging 1-5 days</li> <li>Out of School suspension</li> <li>Bus Suspension</li> <li>Recess plan</li> </ul> <p><b>Level 2 Intervention Considerations</b></p> <ul style="list-style-type: none"> <li>Parent or guardian collaboration (consider meeting upon reentry)</li> <li>School Counselor support</li> <li>Peer mediation</li> <li>Conflict resolution</li> <li>Restorative Practices</li> <li>Loss of school privileges</li> <li>Temporary removal from the bus, cafeteria, or other location</li> <li>Review or revision of student plan</li> <li>Referral to community agency</li> <li>Positive Reinforcements</li> <li>Refer to MTSS SEBL</li> <li>Communication with law enforcement</li> <li>Recess plan</li> </ul> |

| <b>Level 2 Violations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Response</b>                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Bus Misconduct</b><br>Activity on the bus which is unsafe; refusal to follow directions of the driver or aide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Collaborate with transportation department                                                                                                                                                                                |
| <b>Compromising building security</b><br>Tampering with school entrances/exits for the purpose of entry later by self or peers, student loitering during non-school hours, skateboarding, longboarding, rollerblading, letting people into the building, littering, multiple students in the same restroom stall at one time, unsupervised activities during the school day, or any other activity deemed by administration to threaten building safety and security.                                                                                                                                                                                                   | Refer to Level 2 Response Considerations                                                                                                                                                                                  |
| <b>Exposure to Bodily Fluids</b><br>Purposeful spitting, throwing, wiping, biting, or otherwise dispersing bodily fluids on or to another student or staff member.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Refer to Level 2 Response Considerations                                                                                                                                                                                  |
| <b>Engaging in Verbal Conflict</b><br>Disrupting the school environment by engaging in a loud argument that may include disparaging comments or discussion of potential physical conflict.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Refer to Level 2 Response Considerations                                                                                                                                                                                  |
| <b>Fighting</b><br>Mutual attempt to physically harm another person through mutual combative physical contact. Not planned, but erupts spontaneously and is a first offense during that school year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Refer to Level 2 Response Considerations                                                                                                                                                                                  |
| <b>Bullying/Harassment</b><br>Continued behavior between students, and after administrative intervention that includes hurtful, demeaning, or disparaging acts, words, symbolic representations, or behavior used by a student(s) against another student(s) or staff member(s) that is disruptive of the educational process including any activity on the internet. This includes, but is not limited to, verbal, physical, visual, or graphic actions such as name-calling, taunting, mocking, slander, humiliating, defaming, teasing, pestering; and making derogatory remarks, demeaning jokes, disparaging drawings or notes.                                    | Refer to Level 2 Response Considerations<br><br>Both students are instructed to stop all behaviors immediately and parents are informed.<br><br>FCPS Bullying and Harassment steps will be followed as appropriate.       |
| <b>Electronic Device Expectations</b><br>Creation or access of inappropriate material; vandalizing; gaining or attempting to gain unauthorized access; using computers or networks for harassing or threatening or other non-educational purposes. OR Direct or indirect use of district computers, computer networks or computer systems which involves offensive, personal, commercial or other inappropriate messages<br>OR Other actions that are a violation of the District Technology Policy.<br><br>Cell Phones or other electronic devices are not allowed to be used in the classroom during the school hours. Restrooms are always banned from device usage. | Refer to Level 2 Response Considerations and Acceptable Use Agreement (AUA)<br><br>Cell phones and other electronic devices will be confiscated until the student retrieves them at the end of the day. (first violation) |

|                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Nuisance Item (Dangerous)</b></p> <p>Any item in a student's possession that is sufficiently annoying, offensive, unpleasant, obnoxious that it substantially interferes with or disrupts the learning environment and presents a danger or potential danger to the school environment. This may include items such as matches, lighters, pepper spray, etc.</p>                                             | <p>Refer to Level 2 Response Considerations</p> <p>Item(s) will be confiscated and returned to the parent.</p>                                        |
| <p><b>Physical Contact</b></p> <p>Any unwanted physical contact between students that does not cause injury or danger, but results in a needed intervention. (Or that causes a disruptive or dangerous environment) Including, but not limited to: Pushing, Shoving, Running, Chasing, Touching, Throwing, or Related Non-Injurious Behaviors.</p>                                                                 | <p>Refer to Level 2 Response Considerations</p>                                                                                                       |
| <p><b>Possession of Obscene or Pornographic Literature, Materials, or Electronic Images</b></p> <p>The possessing, taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, images of staff/students with malicious intent to the person, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise</p>                                                  | <p>Refer to Level 2 Response Considerations and Acceptable Use Agreement</p> <p>Item(s) will be confiscated and returned to the parent.</p>           |
| <p><b>Property Damage</b></p> <p>Causing or attempting to cause damage to property, or repeated damage to property. This shall include school property lent to the student which the student damages. As to any such damaged property, the student's parent(s) or guardian(s) shall be liable for the damage to the school property. Neb. Rev. Stat. §79-267(2).</p>                                               | <p>Refer to Level 2 Response Considerations</p> <p>Student may be issued monetary consequences to repair damage.</p>                                  |
| <p><b>Reckless Behavior Resulting in Injury of Others</b></p> <p>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. Physical misconduct that causes injury to another person. The conduct is not intentional but the injury was caused by negligence or potential misconduct by the student.</p> | <p>Refer to Level 2 Response Considerations</p>                                                                                                       |
| <p><b>Recording Others</b></p> <p>Recording others (photographs, videotaping, sound recording, or otherwise transmitting images and/or sounds of another person or persons, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public.</p>                                          | <p>Refer to Level 2 Response Considerations and Acceptable Use Agreement (AUA)</p> <p>Confiscate the device and contact the parent to pick it up.</p> |
| <p><b>Refusal to Cooperate with School Staff</b></p> <p>A student, who has already been sent to the office for misbehavior, continues to fail to comply with directions from staff.</p>                                                                                                                                                                                                                            | <p>Refer to Level 2 Response Considerations</p>                                                                                                       |
| <p><b>Theft</b></p> <p>Stealing or attempting to steal property from another individual or the school. When an item is valued at less than \$100 or does not require forced entry into a classroom, vehicle and there was no damage to property during the theft or attempted theft. (Examples: Taking a small item off of an open table or picking up an item left out by another student.)</p>                   | <p>Refer to Level 2 Response Considerations</p> <p>Notification of law enforcement</p>                                                                |



|                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Threat—Level 2</b><br>Using an expression (verbal or non-verbal) or an implied or veiled threat with the intent of threatening, frightening, or coercing another and the recipient feels threatened, frightened, or coerced.                                                                                                                                                                                         | Refer to Level 2 Response Considerations                                                                               |
| <b>Unauthorized Use of Camera, Video Device, Personal Device or Recording Device</b><br>Student use of cameras/video devices to record or photograph the school, classroom, teacher or other students without explicit, prior authorization of the principal/classroom teacher and other student. Any unauthorized recording or photography is prohibited.                                                              | Refer to Level 2 Response<br>Considerations and Acceptable Use Agreement (AUA)<br>Confiscate device and contact parent |
| <b>Vandalism or Damage to School or Private Property</b><br>Causing or attempting to cause damage to property. This includes school property that is lent to the student.                                                                                                                                                                                                                                               | Refer to Level 2 Response Considerations<br>Monetary compensation for the damage. Potential loss of privileges         |
| <b>Verbal or Written Abuse to Staff, Nonthreatening</b><br>Language or behavior that is disrespectful to a staff member but is not severe in nature or uses significant profanity.                                                                                                                                                                                                                                      | Refer to Level 2 Response Considerations                                                                               |
| <b>Vulgarity/Profanity</b><br>Written or oral language that is disgusting and/or repulsive, but does not constitute harassment and is not directed at staff members.                                                                                                                                                                                                                                                    | Refer to Level 2 Response Considerations                                                                               |
| <b>Youth Gang Apparel and Behaviors</b><br>Wearing apparel as identified by the Falls City Public Schools as gang related; wearing or carrying any item meant to identify a person as a gang member; writing gang graffiti, possessing items containing gang graffiti, or the display of gang hand signs with the intent or potential to intimidate others or that creates a disruptive or unsafe learning environment. | Refer to Level 2 Response Considerations                                                                               |
| <b>Repeated Disruptive Behavior</b><br>Behavior that causes a repeated disruption to the classroom and in which the student does not participate in or respond to Level 1 Interventions.                                                                                                                                                                                                                                | Refer to Level 2 Response Considerations<br>Increased consequences to fit the repetitive nature of the behavior.       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <h2>Level 3 Interventions and Responses</h2>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Level 3 violations will involve the 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 cases of multiple suspensions, a problem-solving team may be utilized.</p>                                                                                                                                                                                                                                                                                          |
| <p>Who: Teachers and other staff members will refer students to any administrator who will work with the team to identify the appropriate intervention and response.</p> <p>This list of Interventions is not intended to be exhaustive, nor will every 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.</p> | <p><b>Level 3 Responses</b><br/> In School Suspensions between 1-9 days<br/> Short term Out of School Suspensions between 1-5 days<br/> Long term Out of School Suspensions between 6-10 days<br/> Communication with law enforcement (as needed)<br/> Restitution<br/> Parent/Guardian Meeting<br/> Threat Assessment</p> <p><b>Level 3 Interventions</b><br/> Interventions from all previous levels<br/> Parent or guardian collaboration (Parent meeting may be required upon re-entry from a suspension)<br/> IEP or SAT team meeting<br/> Restorative Practices strategies<br/> Communication with law enforcement (as needed)</p> |

| Level 3 Violations                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Response                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Recording Others</b></p> <p>Recording others (photographs, videotaping, sound recording, or otherwise transmitting images and/or sounds of another person or persons, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public. Any recording in the restrooms or other private spaces will be considered major offenses.</p> | <p>Refer to Level 3 Response Considerations and Acceptable Use Agreement</p> <p>Confiscate the device and contact the parent to pick it up.</p>                       |
| <p><b>Possession of Medication</b></p> <p>Student possession of medication that is prescribed or non-prescribed that is on the student's person and has not been given to the nurse for proper dispensing. Student shows no evidence of distribution or intent to distribute.</p>                                                                                                                                                                                   | <p>Refer to Level 3 Response Considerations</p> <p>Contact parents and arrange for pick up.</p>                                                                       |
| <p><b>Possession of Look-alike Weapons</b></p> <p>Possessing a lookalike weapon, the object must closely resemble a real weapon in size and shape even when examined up close. Weapon is visible or known, but is not used in a threatening manner.</p>                                                                                                                                                                                                             | <p>Refer to Level 3 Response Considerations</p> <p>Item(s) may be confiscated and returned to the parent. More consequences may be issued based on the situation.</p> |
| <p><b>Assault, No Injury</b></p> <p>Attempting to cause injury to another person; intentionally placing another person in reasonable apprehension of imminent personal injury. An assault is violence by one party in which the other individual does not initiate contact or retaliation and that is unprovoked.</p>                                                                                                                                               | <p>Refer to Level 3 Response Considerations</p>                                                                                                                       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <p><b>Bullying/Harassment</b></p> <p>Any ongoing and continued behaviors that have been outlined and addressed through a conflict resolution model where hostile or offensive verbal, written, graphic, demonstrative, or physical act that has the purpose of exerting domination over another student or staff member through the act of intimidating, frightening, oppressing, or adversely controlling the student or staff member, and that is disruptive of the educational process or any ongoing pattern of physical, verbal, written, graphic, demonstrative or electronic abuse, on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a designee, or at school-sponsored activities or school-sponsored athletic events. This may include, but is not limited to, verbal, graphic, written or electronic activities such as name-calling, taunting, blackmailing, inciting to fight, terrorizing, or physical or demonstrative activities such as poking, blocking or impeding, following, hair pulling, mock hitting motions, bumping, tripping, and damaging clothing.</p> | <p>Refer to Level 3 Response Considerations</p> <p>FCPS Bullying and Harassment steps will be followed, as appropriate</p> |
| <p><b>Damage to Property</b></p> <p>Willfully or recklessly causing or attempting to cause damage to student, teacher or school property.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Refer to Level 3 Response Considerations</p>                                                                            |
| <p><b>Disruption in the ISS room</b></p> <p>Student who is currently placed in the ISS room and continues to display disrespectful, disruptive or non-compliant behavior.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Refer to Level 3 Response Considerations</p>                                                                            |
| <p><b>Possession of Alcohol, or Prescription Drugs without use</b></p> <p>Bringing prescription drugs to school that do not belong to the student, but without taking them or making any known effort to distribute. This also includes finding alcohol or drugs in a student vehicle that were not brought into the school building, were not used or distributed and were found while administration was conducting an unrelated search.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Refer to Level 3 Response Considerations</p>                                                                            |
| <p><b>Exposure to Bodily or Dangerous Fluids</b></p> <p>Intentional spitting, throwing, wiping, biting, or otherwise dispersing bodily fluids on or to another student or staff member thereby jeopardizing their safety, or exposing others to dangerous substances including pepper spray or other chemicals.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p>                                     |
| <p><b>False Alarm/Tampering with Safety and Security Systems</b></p> <p>Tampering with school entrances/exits or emergency warning systems that creates a false alarm signal and triggers an emergency response or causes damage or the intent to cause damage to cameras, fire alarms, locks, door sensors or other safety and security systems within the school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p>                                     |
| <p><b>False Allegations Against Staff</b></p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Refer to Level 3 Response Considerations</p>                                                                            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Fighting that Causes Substantial Harm</b></p> <p>Physical attack of one student on another that is not mutual and results in substantial physical harm of one student to another. Planned attack or one which was orchestrated by the student. And/or fighting that involves a large number of students.</p>                                                                                                                                                                                                                                                                  | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p>                                                                                      |
| <p><b>Repeated Fighting</b></p> <p>Student who engages in multiple physical or aggressive attacks with the same or different students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p>                                                                                      |
| <p><b>Harassment</b></p> <p>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. Repeated or of an egregious nature.</p>                                                                                                                                                             | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p>                                                                                      |
| <p><b>Possession of Obscene or Pornographic Literature, Materials, or Electronic Images</b></p> <p>The possessing, taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, images of staff/students with malicious intent to the person, or otherwise illegal images or photographs that causes a substantial disruption to the learning environment and/or were captured at school or were dispersed to other students in the school environment.</p>                                                                                                      | <p>Refer to Level 3 Response Considerations and Acceptable Use Agreement</p> <p>Notification of Law Enforcement Item(s) will be confiscated and returned to the parent.</p> |
| <p><b>Possession of Look-alike Weapons</b></p> <p>Possessing a lookalike weapon, the object must closely resemble a real weapon in size and shape even when examined up close. Weapon is used in a threatening manner or used to provoke or intimidate others or in a manner that causes concern of others.</p>                                                                                                                                                                                                                                                                     | <p>Refer to Level 3 Response Considerations</p> <p>Item(s) will be confiscated and returned to the parent.</p> <p>Notification of law enforcement</p>                       |
| <p><b>Profanity Directed Towards Staff</b></p> <p>Students who use significant profanity that is directed at staff members.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Refer to Level 3 Response Considerations</p>                                                                                                                             |
| <p><b>Public Indecency</b></p> <p>Behaviors described in Nebraska Statute 28-806<br/>Behavior resulting in public indecency. "Public indecency" shall mean performing, procuring, or assisting any other person to perform, in a public place and where the conduct may reasonably be expected to be publicly viewed: (1) An act of sexual penetration; (2) An exposure of the genitals, female breasts or buttocks of the body done with intent to affront or alarm any person; or (3) A lewd fondling or caressing of the body of another person of the same or opposite sex.</p> | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p>                                                                                      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <p><b>Sexual Assault</b></p> <p>Any sexual assault or attempt to sexually assault any person. Sexual assault shall mean sexual assault in the first or second degree as defined in Neb. Rev. Stat. §§28-319 and 320 or sexual assault of a child in the first, second or third degree as defined in Neb. Rev. Stat. §§28-319.01 and 320.01. Neb. Rev. Stat. §79-267(9).</p>                                                                                                                                                                                                                                                                                                                                                                  | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p> |
| <p><b>Sexual Contact</b></p> <p>The intentional touching of another person's sexual or intimate parts or the intentional touching of another person's clothing covering the immediate area of the other person's sexual or intimate parts, without the consent of the other person. Sexual contact also includes the non-consensual touching by the other person of the actor's sexual or intimate parts or the clothing covering the immediate area of the actor's sexual or intimate parts when such touching is intentionally caused by the actor. The sexual contact must be such that it can be reasonably construed as being for the purpose of sexual arousal or gratification of either party. Neb. Rev. Stat. §§28-318 and 320.</p> | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p> |
| <p><b>Sexual Harassment</b></p> <p>Unwanted or unwelcome activity of a sexual nature which materially interferes with or substantially disrupts the educational process. This may include, but is not limited to, unwanted touching, pinching, patting, verbal comments of a sexual nature, sexual name-calling, pressure to engage in sexual activity, repeated propositions, written messages, notes, cartoons or graffiti of a sexual nature, and unwanted body contact.</p>                                                                                                                                                                                                                                                              | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p> |
| <p><b>Threat—Level 3</b></p> <p>Threatening to kill or injure another person or threatening to damage property with potential for personal injury, without possessing a weapon or other object that could kill or injure the threatened or intimidated person, and the student describes how it will be done, including any threats that concern dangerous chemical substances, biochemical attacks, or bioterrorism.</p>                                                                                                                                                                                                                                                                                                                    | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p> |
| <p><b>Threatening With An Object</b></p> <p>Threatening with an object which looks like a weapon or an object that could be used to injure someone. To qualify as a lookalike weapon, the object must closely resemble a real weapon in size, shape and color even when examined up close. No injury or contact between individuals is made, and threats are verbal or written in nature.</p>                                                                                                                                                                                                                                                                                                                                                | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p> |
| <p><b>Theft</b></p> <p>Stealing, attempting to steal property, being in possession of stolen property, or repeated theft of property. This will include school property lent to a student that is not returned upon demand by an authorized staff member and for which there is no reasonable justification for the failure to return the property. This also includes thefts from KHS food service outlets. Neb. Rev. Stat. §79-267(2).</p>                                                                                                                                                                                                                                                                                                 | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <b>Threats or Intimidation</b><br><br>Use of violence, force, coercion, threat, and intimidation or similar conduct in a manner that constitutes substantial interference with school purposes.                                                                                                                                                                                                                                                                                                                                                                                                                   | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement |
| <b>Tobacco Possession/Use Vaping Nicotine Products</b><br><br>Possession of Tobacco or look-alike substance, including cigarettes, chewing tobacco, cigars, lighters, matches, and other paraphernalia, including vapor products (i.e. electronic nicotine delivery systems) associated with the physical inhalation or absorption of tobacco which intend to replicate tobacco products either by appearance or effect.<br><br>To include students found to be in use of tobacco or a product that may be used to distribute tobacco or the chemical nicotine while in the school building, or on school grounds | Refer to Level 3 Response Considerations                                        |
| <b>Under the Influence of a Controlled Substance</b><br><br>Coming to school or a school activity under the influence of a controlled substance, recreational drug or alcohol.                                                                                                                                                                                                                                                                                                                                                                                                                                    | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement |
| <b>Unlawful Activity</b><br><br>Engaging in any activity forbidden by state or federal law and not otherwise specifically included in this CODE which creates potential danger in the school environment or interference with school purposes.                                                                                                                                                                                                                                                                                                                                                                    | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement |
| <b>Verbal or Written Abuse of Staff, Threatening</b><br><br>Abusive communication directed at staff which includes words or actions that threaten the individual's safety and security.                                                                                                                                                                                                                                                                                                                                                                                                                           | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement |
| <b>Assault on School Personnel</b><br><br>Violence, aggression or physical contact with or directed at school personnel which causes physical harm or creates an unsafe environment in which they feel significantly threatened due to mannerisms, actions, or the physical presence of the student.<br>Examples include but are not limited to throwing items, punching, posturing, blocking an entrance or exit, swinging at a staff and not making contact, etc.                                                                                                                                               | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement |
| <b>Weapon (other than firearm and not being used)</b><br><br>Possessing any object or material that is ordinarily and/or generally considered to be a weapon that could be used to injure a person. The weapon is not being held or used by the student and is not threatening but is in the student's possession. This could include but is not limited to having a pocket knife in their bookbag.                                                                                                                                                                                                               | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement |

| <b>Level 4</b><br><b>Interventions and Response</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Level 4 violations have the potential to significantly impact the safety of the school environment. These violations may result in the long-term removal of a student from the school environment due to the severity of the behavior. Such violations may result in long term suspension up to expulsion from school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Who: These situations will be referred immediately to a member of the Administrative Team and handled swiftly and in collaboration with the entire team and District Office personnel.</p> <p>This list of Interventions is not intended to be exhaustive, nor will every 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.</p> | <p><b>Level 4 Responses</b><br/>         Long-Term Suspension, Reassignment, or Expulsion<br/>         Long-term suspension may be applied when it is feasible to reintegrate the student back into the school environment. Changes in schedules or placements 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.<br/>         Threat Assessment</p> <p><b>Level 4 Reentry Interventions</b><br/>         Upon return to a traditional school setting after a reassignment or expulsion, the school staff will establish a plan of support for the student's ongoing success at school that may include the following:<br/>         Interventions from previous level<br/>         School reentry plan<br/>         Alternative educational placement/setting<br/>         Communication with law enforcement, probation or other agencies</p> |

| <b>Level 4 Violations</b>                                                                                                                                                                                                                                                                                                                                                              | <b>Responses</b>                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <p><b>Arson</b><br/>         Intentionally setting or attempting to set a fire on or in school property.</p>                                                                                                                                                                                                                                                                           | <p>Refer to Level 4 Response Considerations<br/>         Notification of law enforcement</p> |
| <p><b>Assault with Injury (Intentional)</b><br/>         Assault of another person where the student has knowingly and intentionally used force to cause personal injury.</p>                                                                                                                                                                                                          | <p>Refer to Level 4 Response Considerations<br/>         Notification of law enforcement</p> |
| <p><b>Possession of Drugs, alcohol, prescription medication or other illegal substances</b><br/>         Possession of prescribed medications is prohibited. Students may possess non-prescribed medications, but they may not possess prescribed medications except in transport to and from school. Prescribed medications must be turned into the nurse upon arrival at school.</p> | <p>Refer to Level 4 Response Considerations<br/>         Notification of law enforcement</p> |
| <p><b>Firearm</b><br/>         Knowing and intentional possession, use or transmission of a firearm as defined in 18 U.S. Code 921 (see firearm definition in Glossary section) as well as unintentionally possessing weapon(s) in student vehicles. This does not include lookalike items.</p>                                                                                        | <p>Refer to Level 4 Response Considerations<br/>         Notification of law enforcement</p> |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <b>Threatening With An Object</b><br><br>Threatening with an object which looks like a weapon or an object that could be used to injure someone. To qualify as a lookalike weapon, the object must closely resemble a real weapon in size, shape and color even when examined up close.                                                                                                                                                                                                                         | Refer to Level 4 Response Considerations<br><br>Notification of law enforcement |
| <b>Under the Influence of a Controlled Substance</b><br><br>Coming to school or a school activity under the influence of a controlled substance, recreational drug, prescription drug under misuse or alcohol.                                                                                                                                                                                                                                                                                                  | Refer to Level 4 Response Considerations<br><br>Notification of law enforcement |
| <b>Selling, Distributing, Intent to Distribute, or Attempting to Distribute Drugs, Alcoholic Beverages, or a Controlled/ Imitation Controlled Substance</b><br><br>Distribution or attempted distribution to any other person, of any illegal narcotic drug, controlled substance, look-a-like substance, mood-altering or behavior affecting substance, drug paraphernalia, or alcohol, or of any prescribed medication. OR<br>Receiving any of the above-mentioned substances from another student at school. | Refer to Level 4 Response Considerations<br><br>Notification of law enforcement |
| <b>Sexual Assault</b><br><br>Sexual Assault in the first or second degree as defined in Nebraska Statutes 28-319 and 28-320                                                                                                                                                                                                                                                                                                                                                                                     | Refer to Level 4 Response Considerations<br><br>Notification of law enforcement |
| <b>School Threat (verbal or written)</b><br><br>Causing a substantial disruption to the school environment and/or placing students at risk by a threat of violence at school or towards the school in general or specific students and groups of people that threaten the safety of the building. This could include making a false report, or activating an alarm, bomb threats, threats to bring weapons, threats to shoot others, death threats, kill lists and other such threats.                          | Refer to Level 4 Response Considerations<br><br>Notification of law enforcement |
| <b>Weapon (other than firearm)</b><br><br>Possessing, handling, transmitting, using, intimidating with, or threatening with any object or material that is ordinarily and/or generally considered a firearm, explosive, destructive device, or weapon, including, but not limited to, guns, firearms, knives, throwing stars, brass knuckles, chemical substances (including but not limited to mace, pepper guns, and bleach) and any other object that could be used to injure a person.                      | Refer to Level 4 Response Considerations<br><br>Notification of law enforcement |
| <b>Repeat Rule Violations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Refer to Level 4 Response Considerations                                        |

## Section 2 Forms of School Discipline

Students who violate the student conduct rules may be subject to the following forms of discipline:

1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five (5) school days (short-term suspension) on the following grounds:
  - a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or



- b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary, but not more than 48 hours, following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct, or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference. The Principal shall document their attempt to make a reasonable effort to hold a conference with the parent or guardian.
- e. A student on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

Notwithstanding the foregoing, no pre-kindergarten through second grade student may be short-term suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal's designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with these disciplinary procedures.

- 2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five (5) school days but less than twenty (20) school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. Pursuant to the Nebraska Student Discipline Act, a notice will be given to the student and the parents/guardian when the Principal recommends a

long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.

3. Expulsion:

- a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten (10) school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten (10) school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
- b. Suspension Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension. During this period, the student will not be required to attend the alternative programs for expelled students in order to complete classwork or homework.
- c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
- d. Alternative Education: Students who are expelled may be offered an alternative education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal, or another school representative assigned by the Principal, and a representative of a

community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.

- e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., “stayed”) if the Superintendent approves the suspension of an expulsion. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
- f. Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one (1) of the six (6) regional accrediting bodies in the United States.

- 4. Emergency Exclusion: A student may be excluded from school in the following circumstances:
  - a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
  - b. If the student’s conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described above.

If the emergency exclusion will be for five (5) school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or designee determines that an emergency exclusion shall extend beyond five days, a hearing may, upon a parent or guardian’s request, be held and a final determination made within ten (10) school days after the initial date of exclusion. Such appeal procedures shall substantially comply with the procedures set forth in this Handbook for a long-term suspension or expulsion and be modified by the Board of Education only to the extent necessary to accomplish the hearing and determination within this shorter time period.

- 5. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are

assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

6. Student Conduct Expectations. Students are not to engage in conduct which causes, or which creates a reasonable likelihood that it will cause, a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well-being or rights of other students, staff, or visitors.
7. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff, and other persons or to interfere with the educational process otherwise seriously. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.
  - a. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
  - b. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
  - c. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
  - d. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
  - e. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
  - f. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
  - g. Engaging in selling, using, possessing, or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling,

using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

- h. Public indecency or sexual conduct. This includes "deep fakes" or other computer-generated images of other students or staff intended to bully, harass, intimidate, or humiliate another student or staff member.
- i. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
- j. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
- k. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
- l. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes, including (but not limited to) a violation of the District's dress code and electronic communication device rules.
- m. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
- n. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race (including skin color, hair texture and protective hairstyles), gender, disability, national origin, or religion.
- o. Willfully violating behavioral expectations for riding school buses or vehicles.

In addition to the foregoing, a student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the

misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:

- a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
- b. The known and intentional possession, use, or transmission of a dangerous weapon other than a firearm. The term “dangerous weapon” includes any personal safety or security device (such as tasers, mace, and pepper spray). If a student desires to carry or possess a personal safety or security device, the student must obtain prior approval from the building principal before bringing such device to school grounds. If a student obtains prior approval from the building principal, the student must store the device during the school day in the student’s locker, in the main office or in another secure location designated by the building principal. A student shall not carry a personal safety or security device during the school day.

Further, a student will be expelled for one (1) calendar year if the student knowingly and intentionally possesses, uses, or transmits a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. The term “firearm” means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. The only exception to this rule is if the student obtains prior written permission to bring the firearm on school grounds by the Superintendent for a school-related purpose.

8. Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules may be grounds for disciplinary action, up to and including an expulsion.
  - a. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is reasonably forecasted to interfere with the learning environment or teaching process in our school. The following is a non-exhaustive list of examples of attire that are not appropriate at school:
    - i. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
    - ii. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horseplay” or that would damage property (e.g. cleats).
    - iii. Headwear including hats, caps, and bandannas.

- iv. Clothing or jewelry which exhibits nudity, makes sexual references, or carries lewd, indecent, or vulgar double meaning.
- v. Clothing or jewelry that is gang related.
- vi. Any other clothing that the administration deems inappropriate for the school setting.

The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for approval.

A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any location where the student is authorized to be on such school grounds or at any school function, as long as the tribal regalia does not interfere with the educational process and does not endanger another person, as determined by the administration. Further, students will also be permitted to wear attire, including religious attire, natural and protective hairstyles, adornments or other characteristics associated with race, national origin, or religion, as long as the attire does not interfere with the educational process and does not endanger another person, as determined by the administration.

No student shall be disproportionately affected by a dress code or grooming policy enforcement because of the student's gender, race, color, religion, disability, or national origin.

A student dress code violation will be treated as a minor rule violation and may not require the student to miss substantial classroom time, instructional time, or school activities. However, a repeated violation of school rules may subject the student to further discipline, as outlined in the Student Discipline Policy.

b. Academic Integrity.

- i. Policy Statement: Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

- ii. Definitions: The following definitions provide a guide to the standards of academic integrity:
  - (1) "Cheating" means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such

misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:

(a) Tests (includes tests, quizzes and other examinations or academic performances):

- (i) Advance Information: Obtaining, reviewing, or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
- (ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
- (iii) Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.
- (iv) Use of Other Student to Take Test: Having another person take one’s place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
- (v) Misrepresenting Need to Delay Test: Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student’s real reason for missing class was because the student was not prepared for the test.

(b) Papers (includes papers, essays, lab projects, and other similar academic work):

- (i) Use of Another’s Paper: Copying another student’s paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
- (ii) Re-use of One’s Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or



program without notifying the instructor to whom the work is presented.

- (iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
- (iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
- (v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.
- (c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.
- (2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:
  - (a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves the use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
  - (b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
- (3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

- c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

- (i) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standard, the instructor will assign a grade which the instructor determines to be appropriate for the work.
  - (ii) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
  - (iii) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.
- 9. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:
  - a. 1st Offense: Student will be directed to stop.
  - b. 2nd Offense: Student will be directed to stop, and parents will be notified.
  - c. 3rd Offense: Student will be suspended from school for a minimum of one (1) day, and parents and student will need to meet with the administration to address the ongoing conduct.If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.
- 10. Law Violations

Any act of a student which is a basis for expulsion and which the Principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible.
- 11. Anti-Bullying:

One of the missions of the District is to provide safe and secure environments for all students and staff. Students who are the victim of bullying or harassment or who observe such occurring are to promptly report the problem to their teacher or to the Principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report. The school's anti-bullying is available for review on the District's website.

12. Network, E-Mail, Internet, and Other Computer Use Rules:

a. General Rules:

- i. The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Access for all staff and students is a privilege and not a right.
- ii. Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.
- iii. Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and ensure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
- iv. Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained, or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.
- v. The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.

b. Rules for Acceptable Use of Computers and the Network: The following rules for acceptable use of computers and the network, including Internet, shall apply to all students:

- i. Students shall not erase, remake, or make unusable anyone else's computer, information, files, or programs.
- ii. Students shall not let other people use their name, account, log-on password, or files for any reason (except for authorized staff members).
- iii. Students shall not use or try to discover another user's account or password.
- iv. Students shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
- v. Students shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.
- vi. Students shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to

- self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software.
- vii. Students shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create, or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
  - viii. Students shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources.

### **Physical Restraint and Seclusion**

As a part of the emergency procedures in place in our schools, any student who poses an imminent risk of injury to him/herself, to others, or to school/private property may be physically restrained and/or placed in seclusion by school staff in accord with School Board policies. These could occur along with other emergency actions such as calling law enforcement. Significant violations of the law including assaults on students and staff will be reported to law enforcement. As soon as possible after any such incident, the parents or guardian will be informed when any of these actions have occurred.

### **Section 3      Fidgets**

Fidgets may be used as a support for student learning only when they are included as an accommodation in a student's Individualized Education Program (IEP), Section 504 Plan, or other documented support plan, or when approved by the building principal.

Fidgets are intended to support students in maintaining focus, self-regulation, or addressing sensory needs. They are not toys and must be used appropriately and for their intended purpose. Any use of a fidget that causes a distraction to the student or others, disrupts the learning environment, or is inconsistent with its intended purpose may result in the privilege being revoked at the discretion of school staff or the building principal.

## **Article 9 – Student Fees Policy**

The District's general policy is to provide 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.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District has set forth in policy its guidelines or policies for specific categories of student fees. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The policy includes specifics of student fees and materials required of students for the current school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics. The District's entire Student Fees Policy is available on the District's website.

**2026-2027 Student Fees**  
**Specification of Required Materials and Fees**

| <b>Program</b>             | <b>General Description of Fee or Material</b>                                                    | <b>\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required</b>                              |
|----------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Physical Education classes | Appropriate clothing (non-specialized attire)                                                    | Tennis shoes and comfortable clothing                                                                       |
| Classroom supplies         | General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc. | School supply lists are found on our school website: <a href="http://www.fctigers.org">www.fctigers.org</a> |
| Field Trips                | Transportation and admission costs of field trips                                                | Student admission for field trips are sponsored by our Partners In Education (P.I.E.)                       |
| School Meals               | Lunch program                                                                                    | Breakfast—\$2.80<br>Lunch—\$3.80<br>Adults—\$5.30<br>Milk—\$0.50                                            |
| Library                    | Damaged/non-returned books                                                                       | Book fine responsible for replacement of the book                                                           |

**Article 10 – State and Federal Programs**

**Section 1 Notice of Nondiscrimination**

The School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in the admission, access to its facilities or programs or activities, treatment, or employment.

**Section 2 Designation of Coordinators**

Any person having concerns or needing information about the District's compliance with anti-discrimination laws or policies should contact the District's designated Coordinator for the applicable anti-discrimination law.

| <b>Law, Policy, or Program</b> | <b>Issue or Concern</b>                                                                                                                          | <b>Coordinator</b> |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Title VI                       | Discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin; harassment | Superintendent     |
| Title IX                       | Discrimination or harassment based on sex; gender equity                                                                                         | Superintendent     |

|                                                                                     |                                                                                       |                |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------|
| Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) | Discrimination, harassment, or reasonable accommodations of persons with disabilities | Superintendent |
| Homeless student laws                                                               | Children who are homeless                                                             | Superintendent |
| Safe and Drug Free Schools and Communities                                          | Safe and drug free schools                                                            | Superintendent |

The Coordinator may be contacted at: Dr. Andrew Offner, 1415 Morton Street, Falls City, NE 68355, telephone: 402-245-2825.

### **Section 3      Multicultural**

The philosophy of the District's multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races. The mission shall also include preparing students to eliminate stereotypes and discrimination, or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

### **Section 4      Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973**

The following is a description of the rights granted to qualifying students with disabilities under Section 504 of the Rehabilitation Act. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.

9. Examine all relevant records relating to decisions regarding your child's identification, evaluation, and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent.)
11. File a local grievance.

## **Section 5 Notification of Rights Under FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They 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.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements 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 or eligible student believes are inaccurate or misleading at the time the record was created.

Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write to the school principal, 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 or eligible student, the District will notify the parent 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 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 or otherwise allowed by law. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); 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 or

student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.

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 is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-4605

#### **Notice Concerning Directory Information**

The District may disclose directory information. The primary purpose of directory information is to allow the District to include information from your child's education records in certain school publications. Examples may include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Under FERPA, "directory information" is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's Name, address, telephone number, and the name, address, telephone number, e-mail address and other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's extra-curricular participation;



6. Student's achievement awards or honors;
7. Student's weight and height if a member of an athletic team; and
8. Student's photograph.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student, or would otherwise not be in a student's best interests.

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. Parents or guardians may refuse to allow their student's information to be designated as "directory information" at any time during the school year, so long as the parent or guardian notifies the Superintendent in writing.

#### **Section 6 Combined District and School Title I Parent and Family Involvement**

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 is available for review on the District's website.

#### **Section 7 Student Privacy Protection Policy**

1. In the event any parent, guardian, or educational decisionmaker of a student has a complaint or objection to textbooks, tests, curriculum materials, activities, digital materials, websites or applications used for learning, training materials for teachers, administrators, or staff, and any other instructional materials, the parent, guardian, or educational decisionmaker may request a personal conference with appropriate school personnel to discuss such concerns. The Superintendent or designee shall prepare a complaint form which may be used by a parent, guardian, or educational decisionmaker to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent, guardian, or educational decisionmaker.

2. Upon reasonable advance request, a parent, guardian, or educational decisionmaker will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities unless the school determines that such attendance would substantially interfere with a legitimate school interest, which includes the interests of the parent's child, other students, and the educational staff.

3. Parents, guardians, and educational decisionmakers are encouraged to communicate to school staff when the parent, guardian, or educational decisionmaker believes it to be appropriate for their child to be excused from testing, classroom instruction, learning materials, activities, guest speaker events, and other school experiences that the parent, guardian,

or educational decisionmaker finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent, guardian, or educational decisionmaker concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the parent's objection, and a proposed solution for dealing with the objection that would be satisfactory to the parent, guardian, or educational decisionmaker and consistent with the mission of the District and legitimate school interests. Parents, guardians, and educational decisionmakers are encouraged to contact the building principal with any questions about any test, curriculum, or surveys.

4. Upon request of a parent, guardian, or educational decisionmaker the District will provide access to the education records of their child consistent with applicable law. Access will be provided during regular business hours of the school.

5. The District will notify parents, guardians, and educational decisionmakers when their child may be subjected to a standard norm referenced or criterion referenced test or standardized tests. When reasonable to do so or required by law, the parents, guardians, or educational decisionmakers will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent, or guardian, or educational decisionmaker of such student shall be prohibited unless a parent, guardian, or educational decisionmaker requests in writing that such tests be administered to their child.

6. Parents, guardians, and educational decisionmakers will be notified in advance of any school-sponsored survey administered to students of the District when the survey concerns one or more of the following areas:

- Political affiliations or beliefs of the student or the student's parent, guardian, or educational decisionmaker;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or student's parent, guardian, or educational decisionmaker; or
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Any survey administered by the District that asks a student to disclose any of the

aforementioned topics, including any non-anonymous survey requesting a student provide information relating to drug, vape, alcohol, or tobacco use, then the District will, at least fifteen days prior to the administration of the survey, notify parents, guardians, and educational decisionmakers that their students will receive the survey. This notice must describe the nature and types of questions included in the survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results of such survey will be disclosed. After receiving such notice, parents, guardians, and educational decisionmakers may request a copy of the survey, review the survey, and/or exempt their student from participating in the survey.

No survey requesting sexual information of a student shall be administered to any student in kindergarten through grade six.

No personally identifiable information of any student survey shall be disclosed unless permitted or required by state and federal law.

7. As a general matter substantive decision-making processes will be left to the judgment of the professional staff, administration and the Board of Education, subject to an effort to receive information from parents, guardians, or educational decisionmakers as to any concerns, objections, or other information such parents, guardians, or educational decisionmakers would wish to provide to the school district concerning a parent's, guardian's, or educational decisionmaker's access, involvement, and participation in activities of the school.

## **Section 8 Homeless Students**

The District shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths. Any person with knowledge of a homeless student in the District should contact the District's Homeless Coordinator. A copy of the District's Homeless Policy is available on the District's website.

## AVAILABILITY OF HANDBOOKS

The 2026-2027 Elementary Student-Parent Handbook of Falls City Public Schools is available on the internet at [www.fctigers.org](http://www.fctigers.org).

Because of the expense of printing the handbooks, we are asking that you consider using the internet to access and review the 2026-2027 Elementary Student-Parent Handbook. Using the internet to access the handbook will allow the district to direct printing dollars to instructional needs and eliminate the need for you to search for your handbook when you have questions throughout the year. Thank you for considering this new use of technology to improve school-home communication.

Please return to the Principal's Office by **August 31, 2026**. This will allow us time to get the Handbook to all students and parents before school starts while avoiding the necessity of printing more copies of the Handbooks than necessary.

- ☐ **Thank you for providing the 2026-2027 Elementary Student-Parent Handbook online. I will review it on the internet. My signed receipt below acknowledges receipt of the Handbook in a satisfactory manner via the internet.**
- ☐ **I prefer a paper copy of the Handbook.**

\_\_\_\_\_  
Name

## RECEIPT OF 2026-2027 ELEMENTARY STUDENT-PARENT HANDBOOK

This signed receipt acknowledges receipt of the 2026-2027 Elementary Student-Parent Handbook of Falls City Public Schools. We understand that the handbook contains student conduct and discipline rules and information about Safe and Drug-Free Schools and that we agree to follow such conduct and discipline rules. This receipt also serves to acknowledge that we understand that the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used to respond to harassment or discrimination.

Date: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent or Legal Guardian's Signature

2026-2027



# ELEMENTARY STUDENT HANDBOOK

FALLS CITY PUBLIC SCHOOLS

PRINCIPALS

SHELLY LEYDEN (NORTH SCHOOL) BRANDON GIBSON (SOUTH SCHOOL)

# STUDENT - PARENT HANDBOOK OF FALLS CITY PUBLIC SCHOOLS 2026-2027

## TABLE OF CONTENTS

### Foreword

|                  |                           | <b>Page</b> |
|------------------|---------------------------|-------------|
| <b>Section 1</b> | <b>Intent of Handbook</b> | <b>4</b>    |
| <b>Section 2</b> | <b>School Calendar</b>    | <b>4</b>    |

### Article 1 - Mission and Goals

|                  |                             | <b>Page</b> |
|------------------|-----------------------------|-------------|
| <b>Section 1</b> | <b>Mutual Respect</b>       | <b>4</b>    |
| <b>Section 2</b> | <b>Complaint Procedures</b> | <b>5</b>    |

### Article 2 - School Day

|                  |                                                       | <b>Page</b> |
|------------------|-------------------------------------------------------|-------------|
| <b>Section 1</b> | <b>Daily Schedule</b>                                 | <b>5</b>    |
| <b>Section 2</b> | <b>Shortened Schedule</b>                             | <b>5</b>    |
| <b>Section 3</b> | <b>Severe Weather and School Cancellations</b>        | <b>5</b>    |
| <b>Section 4</b> | <b>Open-Closed Campus</b>                             | <b>6</b>    |
| <b>Section 5</b> | <b>Supervision Responsibility Before/After School</b> | <b>6</b>    |
| <b>Section 6</b> | <b>Teacher Request</b>                                | <b>7</b>    |
| <b>Section 7</b> | <b>Parties/Birthdays/Classroom/Pets</b>               | <b>8</b>    |
| <b>Section 8</b> | <b>Pictures</b>                                       | <b>8</b>    |

### Article 3 - Use of Building and Grounds

|                   |                                    | <b>Page</b> |
|-------------------|------------------------------------|-------------|
| <b>Section 1</b>  | <b>Visitors</b>                    | <b>8</b>    |
| <b>Section 2</b>  | <b>Smoke-Free Environment</b>      | <b>8</b>    |
| <b>Section 3</b>  | <b>Care of School Property</b>     | <b>8</b>    |
| <b>Section 4</b>  | <b>Searches</b>                    | <b>9</b>    |
| <b>Section 5</b>  | <b>Video Surveillance</b>          | <b>9</b>    |
| <b>Section 6</b>  | <b>Recording of Others</b>         | <b>9</b>    |
| <b>Section 7</b>  | <b>Use of Cell Phones</b>          | <b>10</b>   |
| <b>Section 8</b>  | <b>Student Valuables</b>           | <b>10</b>   |
| <b>Section 9</b>  | <b>Bulletins and Announcements</b> | <b>10</b>   |
| <b>Section 10</b> | <b>Copyright and Fair Use</b>      | <b>10</b>   |

|                   |                                     |           |
|-------------------|-------------------------------------|-----------|
| <b>Section 11</b> | <b>Behavioral Points of Contact</b> | <b>10</b> |
| <b>Section 12</b> | <b>Standard Response Protocol</b>   | <b>11</b> |

#### **Article 4 – Attendance**

|                  |                                                            | <b>Page</b> |
|------------------|------------------------------------------------------------|-------------|
| <b>Section 1</b> | <b>Attendance</b>                                          | <b>11</b>   |
| <b>Section 2</b> | <b>Attendance and Absences</b>                             | <b>11</b>   |
| <b>Section 3</b> | <b>Make-up Work</b>                                        | <b>12</b>   |
| <b>Section 4</b> | <b>Attendance is Required to Participate in Activities</b> | <b>12</b>   |
| <b>Section 5</b> | <b>Truancy</b>                                             | <b>12</b>   |

#### **Article 5 - Scholastic Achievement**

|                  |                                   | <b>Page</b> |
|------------------|-----------------------------------|-------------|
| <b>Section 1</b> | <b>Grading System</b>             | <b>14</b>   |
| <b>Section 2</b> | <b>Promotion and Retention</b>    | <b>14</b>   |
| <b>Section 3</b> | <b>Interim Reports</b>            | <b>14</b>   |
| <b>Section 4</b> | <b>Report Cards</b>               | <b>14</b>   |
| <b>Section 5</b> | <b>Parent-Teacher Conferences</b> | <b>15</b>   |
| <b>Section 6</b> | <b>Honor Roll</b>                 | <b>15</b>   |

#### **Article 6 - Support Services**

|                  |                                                | <b>Page</b> |
|------------------|------------------------------------------------|-------------|
| <b>Section 1</b> | <b>Special Education Services</b>              | <b>15</b>   |
| <b>Section 2</b> | <b>Students with Disabilities: Section 504</b> | <b>16</b>   |
| <b>Section 3</b> | <b>Health Services</b>                         | <b>17</b>   |
| <b>Section 4</b> | <b>Transportation Services</b>                 | <b>19</b>   |
| <b>Section 5</b> | <b>Multi-Tiered Systems of Support</b>         | <b>21</b>   |

#### **Article 7 - Drugs, Alcohol and Tobacco**

|                  |                                                                              | <b>Page</b> |
|------------------|------------------------------------------------------------------------------|-------------|
| <b>Section 1</b> | <b>Drug-Free Schools</b>                                                     | <b>21</b>   |
| <b>Section 2</b> | <b>Education and Prevention</b>                                              | <b>22</b>   |
| <b>Section 3</b> | <b>Standards of Student Conduct Pertaining to Drugs, Alcohol and Tobacco</b> | <b>22</b>   |
| <b>Section 4</b> | <b>Dating Violence Prevention</b>                                            | <b>23</b>   |
| <b>Section 5</b> | <b>Child Abuse</b>                                                           | <b>23</b>   |

#### **Article 8 - Student Conduct Rules**

|                  |                                         | <b>Page</b> |
|------------------|-----------------------------------------|-------------|
| <b>Section 1</b> | <b>Purpose of Student Conduct Rules</b> | <b>24</b>   |
| <b>Section 2</b> | <b>Forms of School Discipline</b>       | <b>37</b>   |
| <b>Section 3</b> | <b>Fidgets</b>                          | <b>49</b>   |

## **Article 9 – Student Fees Policy**

|                  |                              | <b>Page</b> |
|------------------|------------------------------|-------------|
| <b>Section 1</b> | <b>Student Activity Fees</b> | <b>49</b>   |

## **Article 10 - State and Federal Programs**

|                  |                                                                                              | <b>Page</b> |
|------------------|----------------------------------------------------------------------------------------------|-------------|
| <b>Section 1</b> | <b>Notice of Nondiscrimination</b>                                                           | <b>50</b>   |
| <b>Section 2</b> | <b>Designation of Coordinators</b>                                                           | <b>50</b>   |
| <b>Section 3</b> | <b>Multicultural</b>                                                                         | <b>51</b>   |
| <b>Section 4</b> | <b>Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973</b> | <b>51</b>   |
| <b>Section 5</b> | <b>Notification of Rights Under FERPA</b>                                                    | <b>52</b>   |
| <b>Section 6</b> | <b>Combined District and School Title I Parent and Family Involvement</b>                    | <b>54</b>   |
| <b>Section 7</b> | <b>Student Privacy Protection Policy</b>                                                     | <b>54</b>   |
| <b>Section 8</b> | <b>Homeless Students</b>                                                                     | <b>56</b>   |
|                  | <b>Acknowledgment of Receipt Form</b>                                                        | <b>57</b>   |



# **Falls City Public Schools Student-Parent Handbook 2026-2027 School Year**

## **Foreword**

### **Section 1 Intent of Handbook**

This handbook is intended to be used by students, parents, and staff as a guide to the rules, regulations, and general information about Falls City Public Schools. Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. Parents are encouraged to use this handbook as a resource and to assist their child in following the rules contained in this handbook.

Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise during any school day, or school year. This handbook does not create a “contract.” The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well-being of all students and the educational program. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies, and state and federal statutes and regulations.

The Policies of the Board of Education may cover areas not addressed in this Handbook. Every parent or guardian and student should familiarize themselves with Board Policies online at: [www.fctigers.org](http://www.fctigers.org).

### **Section 2 School Calendar**

The Falls City Public Schools, District 56, **2026–2027 District Calendar** is now available. You can access it using the link below:

[https://files-backend.assets.thrillshare.com/documents/asset/uploaded\\_file/1712/Falls\\_City\\_Ps/662897b2-5916-4b9b-b97b-c121f3a750db/2025-2026\\_Calendar.pdf?disposition=inline](https://files-backend.assets.thrillshare.com/documents/asset/uploaded_file/1712/Falls_City_Ps/662897b2-5916-4b9b-b97b-c121f3a750db/2025-2026_Calendar.pdf?disposition=inline)

Please refer to the calendar for important dates, including the first and last days of school, holidays, professional development days, and other district events.

## **Article 1 – Mission and Goals**

### **Section 1 Mutual Respect**

The Falls City Public Schools expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of students will not be tolerated.

### **Section 2 Complaint Procedures**

The proper procedure for a parent or student to make complaints or raise concerns is to begin with the school employee who is most immediately or directly involved in the matter, as illustrated in the complaint procedure set forth below. There are other procedures identified in the Handbook to address specific complaints or concerns, such as discrimination or harassment, bullying, disciplinary actions. Those procedures should be used where applicable.

1. Complaint procedure

Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.

Step 2. Address the concern with the Principal if the matter is not resolved at Step 1.

Step 3. Address the concern with the Superintendent if the matter is not resolved at Step 2.

Step 4. Address the concern to the Board of Education if the matter is not resolved at Step 3.

2. Conditions Applicable to All Levels of Complaint Procedure

All information to be considered at each step should be placed in writing in order to be most effective. Action or decisions will be expedited as quickly as possible, typically within ten (10) calendar days, depending on the nature of the complaint and the need for prompt resolution.

## **Article 2 – School Day**

### **Section 1      Daily Schedule**

|                       |                      |
|-----------------------|----------------------|
| 7:45 a.m. – 8:10 a.m. | Breakfast/Soft Start |
| 8:15 a.m. – 3:15 p.m. | Instructional Day    |
| 3:15 p.m.             | Dismissal            |

### **Section 2      Shortened Schedule**

|                       |                      |
|-----------------------|----------------------|
| 7:45 a.m. – 8:10 a.m. | Breakfast/Soft Start |
| 8:15 a.m. – 1:15 p.m. | Instructional Day    |
| 1:15 p.m.             | Dismissal            |

### **Section 3      Severe Weather and School Cancellations**

The Superintendent may close public schools in case of severe weather or an emergency. The school will notify parents and guardians, as well as the local media, when the schools will be closed.

Parental Decisions. Parents may decide to keep their children at home during inclement weather because of personal circumstances. If school is in session, students who are kept home due to severe weather conditions will be recorded as absent.

Pickup During Inclement Weather. Parents should not come to school during severe weather, such as during a tornado warning since students will be moved into safe areas of the building and will not ordinarily be released during inclement weather or dangerous circumstances.

**Weather Guidelines:** Student safety is our highest priority during the winter months. The following guidelines will be used during cold weather:

- **Winter Coats:** Students are expected to wear a winter coat whenever the wind chill or "feels like" temperature is below 20°F.
- **Snow on the Ground:** When snow is present, only students wearing boots will be permitted to play in the snow. Students without boots will still go outside for recess but must remain on the sidewalks or other designated snow-free areas.
- **Outdoor Recess:** Students will go outside for recess when the wind chill or "feels like" temperature is above 0°F, unless otherwise determined by the building administrator based on weather conditions, precipitation, or other safety concerns.
- **Administrator Discretion:** The building administrator reserves the right to modify or cancel outdoor recess based on current weather conditions and the safety of students.

#### **Section 4      Closed Campus**

To ensure the safety and security of all students, North and South Elementary Schools operate as a closed campus. Once students arrive on campus, they are expected to remain on school grounds for the duration of the school day unless they are signed out by a parent, guardian, or other authorized adult through the school office.

All visitors must enter through the main entrance, check in at the office, and follow district visitor procedures before accessing any area of the building. Students leaving during the school day for appointments or other reasons must be signed out through the office and signed back in upon their return.

A closed campus helps maintain a safe learning environment, supports student supervision, and minimizes disruptions to instruction.

#### **Section 5      Supervision Responsibility Before/After School**

##### Arrival at School/Dismissal From School

School doors open at **7:45 a.m.** Students are strongly encouraged **not to arrive at school before 7:45 a.m.**, as supervision is not available prior to that time. For student safety, families should plan for students to arrive at or after 7:45 a.m. unless they are participating in a school-sponsored activity with designated supervision.

Upon arrival, students should enter through their designated entrance and proceed directly to their assigned location. Students are expected to follow school expectations and staff directions to help ensure a safe, orderly, and positive start to the school day.

Students will be dismissed at the end of the school day unless there are other circumstances (early dismissal, detention etc.). Upon dismissal, students must leave the school grounds and proceed home or to a previously designated location unless participating in a school-sponsored activity. The school is not responsible for supervision of students once the students are to have left school grounds.

Certain days on the calendar are “shortened days,” meaning that the school day starts or ends other than on the normal schedule. Parents are strongly encouraged to be aware of those days, so their children are not left in an unsupervised situation or without a means to get home upon dismissal.

### **Parking and Unloading**

North School: Parents should use the designated drop-off lane on the south side of the building when dropping off students. To help maintain a safe and efficient traffic flow, parents are asked to remain in their vehicles while students exit. If you need to assist your child or exit your vehicle, park on Stone Street and use the designated crosswalk to access the school safely. Do not stop, park, or unload students on the west side of the building, as this area is designated as a school bus zone. Please use extreme caution when unloading students and remain alert for pedestrians, staff members, and other vehicles.

When school is in session, parking is prohibited around the school building in areas marked by posted street signs.

South School: Parents are not to unload children on Fulton Street in the crosswalks or in any yellow area. Please pull through the gravel parking lot onto East 10th Street and stop near the curb before letting students out of vehicles. Dropping students off on West 10th Street is also a good option. Have students cross the street only in the crosswalks before and after school.

### **Signing a Child In and Out of School**

Parents or guardians are required to check in with the office if they are entering after their child’s first class or leaving prior to their child’s final class. The parent or guardian must report to the main office for this purpose. Parents may not go directly to the classrooms. The schools will only release children to adults designated by the parent or an emergency contact.

### **Section 6      Teacher Request**

North and South Elementary Schools accept parent requests for next year’s teachers. Requests need to be written and submitted prior to **June 1**. Teachers and administrators work hard to build balanced class assignments that allow all students to grow. Many aspects of a grade level are analyzed to build the most effective class of students. Faculty must consider ability levels, behavior, gender, special needs and class size when building classes. These considerations do not allow us to guarantee your request for a specific teacher. Building administration will make the final decision on a student’s class assignment. You will be notified by postcard in early August

with your child's class assignment.

### **Section 7      Parties/Birthdays/Classroom**

Classroom teachers will arrange Christmas gifts and Valentine card exchanges. If you wish to provide treats for your child's classroom, please send only prepackaged items. Home baked items are not allowed - only things made/baked in state approved facilities are permitted.

### **Party Initiations**

Party invitations are an "out of school" activity and need to be delivered away from the classroom. When they are distributed up and down the school aisles -- some receiving one and others receiving none -- it brings into the classroom a social situation with which many children cannot cope. It causes tears, fights, and unhappiness in many cases.

### **Pets**

Please see that dogs and other pets are kept home and not allowed to follow pupils to school. If a child has a special pet he/she would enjoy showing to his classmates, he may do so if previous arrangements have been made with the classroom teacher and that a parent accompanies the pet to the classroom for a short visit. It has been the school's policy to call the dog pound or police for unclaimed or unidentified pets.

### **Section 8      Pictures**

Pictures will be taken during the school year. Notices will be sent home before the pictures are to be taken. Parents may purchase the pictures if they so desire.

Parents can sign an opt out form via PowerSchool if they do not wish to have their child's picture posted to the school website or ClassDojo.

## **Article 3 – Use of Building and Grounds**

### **Section 1      Visitors**

All visitors must enter through the main entrance and check in at the school office upon arrival. During the instructional day, visitors must receive approval from the building principal or designee before entering classrooms or other areas of the building. Visitors may be required to provide identification and wear a visitor badge while on school grounds.

Parents and guardians who need to pick up a student during the school day must report to the office and follow established sign-out procedures. Students will only be released to authorized individuals listed in school records unless prior arrangements have been approved by the school.

### **Section 2      Smoke-Free Environment**

All of our school buildings and grounds are smoke/vape and tobacco-free. No smoking/vaping or tobacco is allowed on school grounds or at any school activity.

### **Section 3      Care of School Property**

1. Students are responsible for the proper care of all books, equipment, supplies, and furniture supplied by the school.

2. Students who damage property, break windows, or cause other harm to school property or equipment will be required to pay the cost to repair or replace the item.

School-issued items that are stolen or damaged are the responsibility of the student to whom they were issued.

#### **Section 4 Searches**

Student desks, pads, computers, and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding usage of or items placed in or on school property because school property is subject to search at any time by school officials. Periodic, random searches of desks, iPads, computers, and other such property may be conducted at the discretion of the administration.

The following rules apply to searches of students and of a student's personal property and to the seizure of items in a student's possession or control:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or a school rule violation. The search is to be conducted in a reasonable manner under the circumstances.
2. Random searches of student desks and other similar school property provided for use by students may be conducted at the discretion of the administration.
3. Drug or alcohol tests may be conducted on students based on reasonable suspicion.
4. Drug or alcohol tests may be conducted on a random basis for students participating in extracurricular activities.
5. Searches of the District's computer system may be conducted at the discretion of the administration at any time.

#### **Section 5 Video Surveillance**

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students, and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the administration. As a result, notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state, or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

#### **Section 6 Recording of Others**

To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted, (2) by authorized staff for purposes of child welfare (for example, to

record images of injuries to students caused or believed to be caused by another person), or (3) the Superintendent or Superintendent's designee. This prohibition applies to all persons, including students, parents, and community members, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

### **Section 7      Use of Cell Phones**

Students may not use cell phones during class time or unless otherwise permitted by a staff member with the authority to implement cell phone rules. The use of smart watches or other devices that allow internet access, texting, filming, or gaming access are also prohibited. A student who violates this rule may be required to turn their phone/device into the office or lose phone privileges for an extended period of time. Devices brought to school should remain off and stored in the student's bookbag.

Field trips - Field trips are an extension of the regular school day. As a result, cell phones are prohibited on field trips. All communication should go directly through the teacher. Other devices may be allowed at the discretion of the building administrator.

### **Section 8      Student Valuables**

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. The school does not guarantee or represent that the student's property will not be subject to loss, theft, or damage.

### **Section 9      Bulletins and Announcements**

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution need to be approved by the Principal's office. The person or organization responsible for distributing the posters is responsible for seeing that all posters are removed within 48 hours after the event or when directed by the Principal.

### **Section 10      Copyright**

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

### **Section 11      Behavioral Points of Contact**

The District maintains a registry of local mental health and counseling resources, including those resource services that can be accessed by families and individuals outside of school. To gain more information about these resources, parents and/or students should contact their building

principal. This information, as well as the District's behavioral points of contact, are also listed on the District's website.

### **Vector Alert System**

The Vector Alert Systems is Falls City Public Schools District 56 tip reporting service. Safety is one of our district's top priorities, that's why we're now using Vector Alert, a tip reporting system that allows students, staff, and parents to submit safety concerns to our administration five different ways:

1. App: search for "Vector Alert" in the app store to download for free
2. Phone: 855-449-6558
3. Text: text your tip to 855-449-6558
4. Email: [1896@alert1.us](mailto:1896@alert1.us)
5. Web: <http://1896.alert1.us>

Easily report tips on bullying, harassment, drugs, vandalism or any safety issue you're concerned about.

Tips may be submitted anonymously too. Thanks in advance for your cooperation.

### **Section 12 Standard Response Protocol (SRP)**

The Standard Response Protocol is a set of research-based actions/drills designed to prepare students, staff and parents for emergency situations. The SRP is based on five actions: Hold, Lockout, Lockdown, Evacuate, and Shelter. Each has specific staff and student directives that are unique to the action. A critical ingredient in the safe school recipe is the classroom response to an incident at school. Drills are important safety precautions and are conducted frequently throughout the school year. Specific procedures for evacuation are posted in each classroom. Teachers will review exit routes from their classroom frequently throughout the school year. Monthly Drills will take place and be documented as per policy.

## **Article 4 – Attendance**

### **Section 1 Attendance**

Regular and punctual student attendance is required. The administration is responsible for developing further attendance rules and regulations and staff are responsible for assisting in the enforcement of the rules and regulations. Students and parents are responsible for developing behaviors which will result in regular and punctual student attendance.

### **Section 2 Attendance and Absences**

Excused and Unexcused Absences. An absence from school will be reported as: (a) an excused absence or (b) an unexcused absence.

1. Excused Absences. Absences should be cleared through the Principal's office in advance, whenever possible. An absence or tardy, even with parental approval, may not be considered excused by the school. All absences, except for illness and/or death in the family, require advance approval. An absence for any of the following reasons will be typically excused, provided the required procedures have been followed:



- a. Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents).
- b. Illness which causes a student to be absent from school.
- c. Doctor or dental appointment which requires the student to be absent from school.
- d. Court appearances that are required by a court order.
- e. School sponsored activities which require students to be absent from school.
- f. Other absences which have received prior approval from the Principal.

The Principal has the discretion to deny approval for a student's absence, depending on circumstances, such as the student's absence record, the student's academic status, the tests or other projects which may be missed, and other relevant reasons.

2. Unexcused Absences: An absence which is not excused is unexcused. If a student's absence is unexcused the student may receive zeros for any class work missed during the absence and may be required to make up work and the time missed.

Tardy to School. Students will be considered tardy to school if they arrive to school after 8:20 a.m. After 9:45 a.m., students are considered absent for the morning. After 1:30 p.m., students are absent for the afternoon.

Leaving School or Class. Students who leave school for any reason during the school day must check out of the office before leaving. Students leaving school must be cleared in advance by the student's parent or legal guardian. Upon returning to school that same day, students must check in at the office.

Students who leave school without permission and without signing out in the proper manner, or who leave their assigned classroom without teacher permission, may be considered truant.

### **Section 3      Make-up Work**

Written make-up work may be assigned for each day missed regardless of the type of absence. If make-up work is not completed, students will receive no credit for the work required. The time each student is allowed for make-up work will be determined by the teacher. The student has the responsibility to contact teachers, initially, regarding make-up assignments.

### **Section 4      Attendance is Required to Participate in Activities**

Full-time students must attend school all day on the day of any scheduled school activity in order to participate in the activity. Part-time eligible students must attend their classes on the day of the school activity in order to participate in the activity. A "school activity" includes athletic contests, practices, and dances. Failure to attend may result in a student being withheld from participation in the activity. The Principal retains the right to grant participation should exceptional circumstances prevail.

### **Section 5      Truancy**

A student who engages in unexcused absences may be considered truant under state law. Truancy is a violation of school rules. The consequence of trancies may include disciplinary action up to expulsion and referral to the county attorney for compulsory attendance violations.

Reporting and Responding to Truant Behavior. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child aged six (6) to eighteen (18) to attend school regularly without lawful reason, shall within three (3) days report such violation to the Superintendent or designee. The Superintendent or designee shall immediately cause an investigation into any such report to be made. The Superintendent or designee shall also investigate any case when, based on the Superintendent's personal knowledge or based on a report or complaint from any resident of the district, the Superintendent or designee believes that any child is unlawfully absent from school. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to remediate the child's truant behavior.

Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:

1. One or more meetings shall be held between a school attendance officer, school social worker, or other person designated by the school administration and the parent/guardian and the student to report and attempt to solve the truancy problem. If the parent/guardian refuses to participate in such meeting, the principal shall place in the student's attendance records documentation of such refusal.
2. Educational counseling to determine whether curriculum changes, including but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child.
3. Educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the truancy problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
4. Investigation of the truancy problem by the school social worker, or if such school does not have a school social worker, another person designated by the administration to identify conditions which may be contributing to the truancy problem. If services for the child and his or her family are determined to be needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.

Reporting Habitual Truancy. Students who accumulate twenty (20) unexcused absences or the hourly equivalent per year shall be deemed to be habitually truant. If the student continues to be or becomes habitually truant, the principal shall serve a written notice to the person violating the Nebraska truancy laws (i.e., the person who has legal or active charge or control of the student)

warning him or her to comply with the provisions of that law. If within one (1) week after the time the notice is given such person is still violating the school attendance laws or policies, the Principal shall file a report with the county attorney of the county in which such person resides.

## **Article 5 – Scholastic Achievement**

### **Section 1      Grading System**

Students will receive letter grades on report cards and transcripts. The following scale will be used to assign letter grades and a grade point average from a percent:

| <b>North Elementary School Grading System</b> |                                                                                              |
|-----------------------------------------------|----------------------------------------------------------------------------------------------|
| (4) Advanced                                  | Demonstrates broad, in-depth understanding of complex concepts and skills                    |
| (3) Proficient                                | Can extend understanding by making meaningful connections among important ideas and concepts |
| (2) Progressing                               | Demonstrates partial understanding of basic concepts and skills                              |
| (1) Beginning                                 | Demonstrates minimal understanding of rudimentary concepts and skills                        |

| <b>South Elementary School Grading System</b> |        |    |       |    |              |
|-----------------------------------------------|--------|----|-------|----|--------------|
| A+                                            | 97-100 | B  | 86-88 | D+ | 74-77        |
| A                                             | 93-96  | C+ | 82-85 | D  | 70-73        |
| B+                                            | 89-92  | C  | 78-81 | F  | 69 and below |

Each teacher will define the grading procedures to be used in their classes.

### **Section 2      Promotion and Retention**

Students will be placed at the grade level and in the courses best suited to them academically, socially, and emotionally as determined by the school's professional staff. Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the professional staff to be appropriate for the educational interests of the student and the educational program, or as otherwise required by law.

### **Section 3      Interim Reports**

Various supplemental reports may be made available to parents throughout the school year concerning student's performance. These reports may describe student work of an exceptional nature or work which needs improving. These reports will be sent as the teacher determines appropriate.

### **Section 4      Report Cards**

Report cards are issued at the end of each quarter. All grades are subject to adjustment by the Principal for academic reasons.

## **Section 5      Parent-Teacher Conferences**

Parent-teacher conferences will be held during the 1st quarter and the 3rd quarter. There will also be an Open House night. Refer to the school calendar for the schedule. Conferences with teachers, at any other time, are possible by calling the school office and making arrangements with the teachers.

## **Section 6      Honor Roll – South Elementary School only**

The purpose of the honor roll is to recognize those students who demonstrate academic excellence. Honor rolls will be determined for 1st and 2nd semesters. Students will be recognized accordingly:

1. Students receiving all "A's" or greater than or equal to 3.9 GPA will be classified as students with distinction.
2. Students receiving a GPA of 3.5-3.89 will be classified as students with honor.
3. The student must be a full-time student to be eligible for honor roll status.
4. All class grades are figured the same for honor roll status.
5. Honor roll lists are published in school and community publications.

## **Article 6 - Support Services**

### **Section 1      Special Education Services**

#### What Does Special Education Mean?

Special education means specially designed instruction and related services adapted as appropriate to the needs of an eligible student with a disability. Special education is provided at no cost to the parent to meet the unique needs of a child with a disability.

#### Students Who May Benefit

A student verified as having autism, behavior disorders, deaf-blindness, developmental delay, hearing impairments, mental handicaps, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury or visual impairments, who because of these impairments need special education and related services.

#### How are Students With Disabilities Identified?

Referrals are made by staff or parents to a Student Assistance Team. If the Student Assistance Team or comparable problem-solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation is completed. An evaluation is conducted to assist in the determination of whether a student has a disability and the nature and extent of the special education and related services the student needs. The evaluation is conducted only with written consent of a parent or guardian. A multidisciplinary evaluation team (MDT) will then meet to determine whether the student is eligible for special education.

#### Independent Evaluation

If a parent disagrees with an evaluation completed by the school district, the parent has a right to request an independent educational evaluation at public expense. Parents should direct inquiries to school officials to determine if the school district will arrange for further evaluation at the

school's expense. If school district officials feel the original evaluation was appropriate and the parents disagree, a due process hearing may be initiated. If it is determined that the original evaluation was appropriate, parents still have the right to an independent educational evaluation at their own expense.

#### Reevaluation

Students identified for special education will be reevaluated at least every three (3) years by the student's IEP team. The IEP team will review existing evaluation data on the student and will identify what additional data, if any, is needed. The school district will obtain parental consent prior to conducting any reevaluation of a student with a disability.

#### Individual Education Program (IEP)

Upon a student being verified as having a disability, a conference will be held with parents. At the conference, an Individualized Education Program (IEP) will be developed specifying programs and services which will be provided by the schools. Parent consent will be obtained prior to a student being placed for the first time in a program providing special education and related services or early intervention services to infants and toddlers. Once in place, the IEP is reviewed on an annual basis, or more frequently as needed. Parents will be given a copy of the IEP.

#### Special Education Placement

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Determination of a student's educational placement will be made by the IEP team.

Written notice shall be given to parents at a reasonable time before the school district: 1. Proposes to initiate or change the identification, evaluation, verification or educational placement of a child or the provision of a free appropriate public education; or 2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

#### More Information

Anyone interested in obtaining a copy of the District's special education policy, the Parental Rights in Special Education brochure, or a copy of the Nebraska Department of Education Rule 51 (special education regulations and complaint procedures) or Rule 55 (special education appeal procedures) may contact the Superintendent. A notice of parental rights, Rules 51 and 55 and more information about special education are also available at the Nebraska Department of Education's website.

### **Section 2      Students with Disabilities: Section 504**

Accommodations and related services are made available to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Under Section 504, parents have the following

rights:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of your child's disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child receive services and be educated in facilities which are comparable to those provided to students without disabilities.
6. Have your child receive an individualized evaluation and receive special education and related services if your child is found eligible under Section 504.
7. Have evaluation, eligibility, educational and placement decisions made based on a variety of information sources and by persons who know your child and who are knowledgeable about the evaluation data and placement options.
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if your child were placed in a program operated by the school district.
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the school district.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, and placement. Obtain copies of educational records at a reasonable cost on the same terms as records are provided to students without a disability unless the fee would effectively deny you access to the records.
11. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request, it shall notify you within a reasonable time, and advise you of the right to a hearing.
13. File a local grievance in accordance with school policy.
14. Request an impartial hearing related to decisions regarding your child's identification, eligibility, and educational program or placement with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. This is provided in the local grievance procedure.

### **Section 3 Health Services**

#### **Student Illnesses**

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home may include: Temperature greater than 100°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational

program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves.

Fever - The student must stay home until they are fever free for 24 hours without medication.

Pink Eye - If a student has pink eye, he/she may return to school 24 hours after receiving the first treatment of eye drops.

#### Guidelines for Administering Medication

Whenever possible, students should be provided medications outside of school hours. In the event it is necessary that a student take or have medication at school, the parents/guardians must provide a signed written consent for the student to be given medication at school. A consent form is available at the school health office. If a student has asthma or diabetes and is capable of self-managing his or her health condition, the student may coordinate with the health office to develop a self-management plan.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. Medications may require a physician's authorization to be given at school or, for asthma and anaphylaxis, a health care professional who prescribed the medication for treatment of the student's condition. The school nurse may limit medications as the nurse deems appropriate.

#### School Health Screening

Children in Preschool and Kindergarten through third grade, as well as children in sixth and ninth grades are screened for vision, hearing, dental defects, height, and weight. The screening program also incorporates scoliosis and blood pressure at the sixth and ninth grades. Students with identified health concerns may also be screened. Parents who do not wish their child to participate in the school screening program must communicate in writing to the school health office at the start of the school year.

#### Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six (6) months prior to entrance into kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade. The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the visual evaluation is to be completed by any of the foregoing or an optometrist. A parent or guardian who objects to the physical examination and/or visual evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school health office. Additional physical examination requirements exist for students participating in athletic participation.

#### Immunizations

Students must show proof of immunization. A student who does not comply with the immunization requirements will not be permitted to continue in school. Students with medical conditions or sincerely held religious beliefs which do not allow immunizations must complete an affidavit.

Unimmunized students may nonetheless be excluded from school in the event of a disease outbreak.

#### Birth Certificate Requirements

State law requires that a certified copy of a student's birth certificate be provided within 30 days of enrollment of a student in school for the first time.

If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents could include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

#### Guidelines for Head Lice

The following guidelines are in place to better control a nuisance condition, reduce absenteeism due to head lice, and involve parents as partners with the school in control efforts:

1. Children will be sent home from school for live head lice. In the event a child has two (2) cases of live lice in a semester, the child will be sent home until free of both live lice and nits (eggs).
2. Health office staff will provide written treatment information and instructions, including how to check and identify head lice.
3. A child who is sent home from school for head lice should miss no more than two (2) school days.
4. A child who has been sent from school due to head lice must come to the health office for inspection before returning to class.
5. A child who returns to class with nits (eggs) will be checked again in 7-10 days.
6. Families are encouraged to report head lice to the school health office.
7. Classroom-wide or school-wide head checks will be conducted as needed in order to control the condition at school.

#### Accidents

The school district shall not be responsible for any medical costs incurred by any student who is injured while attending school, any class, any school function on the premises of the school or at any off premises location, at any activity authorized or sanctioned by the school district.

### **Section 4      Transportation Services**

Transportation to and from school is provided to students in accordance with law and Board policy. Students may also be provided transportation on field trips and when participating in school activities. Students are expected to follow the following rules while riding school buses:

#### **Behavior on School Buses**

- All parents are encouraged to call the Bus Superintendent at 245-2204 if your child(ren) will not be riding the bus on a given day. The Bus Superintendent can communicate that information to the drivers while the route is in progress, thus saving travel distance and time.



- If your child will not be riding home on the bus or riding another bus to another home; two notes must be sent, one to give to the bus driver involved, and one to your child's teacher.
- One note may be written at the beginning of the year to permit students to be dismissed from riding the bus for piano, dance, scouts, or any other regular event from school.
- In addition, students who normally do not ride the bus but are going home with another child must also send notes.
- Bus Rules:
  - The driver is in full charge of the bus and students. Students are required to comply promptly.
  - Under direction of the driver, each student is to be assigned a seat and held responsible for that seat.
  - Students must be on time; the bus cannot wait for those who are tardy.
  - Unnecessary conversation with the driver is prohibited.
  - Outside of ordinary conversation, classroom conduct is to be observed by students. Any student who is guilty of unbecoming conduct, of using inappropriate language, of abusing or casting reflections upon other students, may forfeit the right to ride on the bus.
  - No student will at any time extend arms or head out of the bus windows.
  - There will be no smoking, use of tobacco or use of vapes in any form and no use of or possession of drugs or alcoholic beverages on school buses.
  - Students are not to stand to get off the bus until the bus has come to a complete stop.
  - When leaving the bus, students that cross roads must look both ways and make sure they can cross safely.
  - Any damage to a bus is to be reported at once to the driver.
  - Any questions about bus transportation for the Falls City Public Schools can be directed to Tyler Bek at 245-2204.
  - Buses will leave approximately 10 minutes early on days when road conditions are bad.
  - Usually, the principal and the Bus Superintendent handle bus discipline problems together, using all available information. If a student is ever suspended from riding the bus, it will be the next day so that the student can ride home that night.
  - Students will be allowed food and drink on routes. The bus driver reserves the right to control this privilege.
  - The use of cell phones is allowed, as long as they do not become disruptive. The driver reserves the right to control this privilege.
- Conduct Reports:  
Students who cannot follow the rules of the bus will have a conduct report completed. The following action will be taken depending on how many conduct reports are issued.
  - 1st Report** - The student will be sent to the principal's office for a conference with the principal and the transportation supervisor. The conduct report will be

sent home for the parent to sign and return to the driver before they are allowed to ride.

**2nd Report** - No bus privileges for one week. The conduct report will be sent home for the parent to sign and return to the driver before they are allowed to ride.

**3rd Report** - No bus privileges for one semester. The conduct report will be sent home for the parent to sign and return to the driver before they are allowed to ride again. If suspended, it will be for all transportation services.

**4th Report** - No bus privileges for the remainder of the school year. The conduct report is reset every school year.

Depending on the seriousness of the offense, students may lose bus riding privileges for an indefinite period of time at the discretion of the Principal and Transportation Supervisor. A conduct report will be completed to document the offense.

- Shuttle Buses: Regular bus rules must be followed in regard to conduct. Buses depart the schools at 8:05 A.M. Parents of shuttle bus students do not have to call the bus barn. The individual schools coordinate these riders.

Shuttle buses run as follows:

- Shuttle buses are provided to take children on the North side of town to South School (grades 3-5), and children on the South side of town to North School (Grades K-2).  
From South School to Sacred Heart - afternoon only  
From North School to Middle School - morning only  
From Middle School to North School - afternoon only

**PLEASE CALL THE BUS BARN (402-245-2204) IF YOUR CHILD IS NOT RIDING THE BUS. IF NO ONE ANSWERS, LEAVE A MESSAGE.**

## **Section 5      Multi-Tiered System of Support**

The North and South School Problem Solving Teams select children for the Reading and Math Intervention Program. Children will be provided the opportunity to participate in this program on a daily basis with the goal of increasing literacy and math skills. A reading and/or math teacher will instruct the children in small groups of 3-4 students for approximately 20 minutes daily. This is an exciting opportunity for children to have enriching reading, language, and math academic experiences.

## **Article 7 – Drugs, Alcohol and Tobacco**

### **Section 1      Drug-Free Schools**

The District is a safe and drug-free school zone. Any use, possession, distribution, manufacture, sale, consumption, or ingestion of illicit drugs or tobacco products on school grounds, at a school activity, or in a school vehicle is strictly prohibited.

## **Section 2      Education and Prevention**

The District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs. The curriculum includes the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades.

Drug and Alcohol Education and Prevention Program of the District Pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations. All students will be provided with an age appropriate, developmentally based drug and alcohol education and prevention program. The program educates on the adverse effects of the use of illicit drugs and alcohol, with the primary objective being the prevention of illicit drug and alcohol use by students.

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs. Information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs is available to all of the students upon request of the Counselor.

Safe and Drug-Free Schools—Parental Notice. Pursuant to the provisions of federal law, if, upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction, a parent objects to the participation of their child in such programs and activities, then the parent may notify the District of such objection in writing. Upon receipt of such notice, the student will be withdrawn from the program or activity to which parental objection has been made.

## **Section 3      Standards of Student Conduct Pertaining to Drugs, Alcohol and Tobacco**

The District prohibits the possession, use, or distribution of illicit drugs (including electronic nicotine delivery systems) and alcohol on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. The conduct prohibited includes, but not be limited to, the following:

1. Possession, use, distribution or being under the influence of any controlled substance, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant.
2. Possession of any prescription drug in an unlawful fashion.
3. Possession, use, distribution or being under the influence of alcohol.
4. Possession, use, distribution, or being under the influence of any abusable glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes.
5. Possession, use, or distribution of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes.
6. Possession, use or distribution of any tobacco product.

### **Disciplinary Sanctions**

Violation of any of the above prohibited conduct will result in student discipline, up to and including expulsion and referral to appropriate authorities for criminal prosecution. In particular, students should be aware that:

1. Violation of these standards may result in suspension or expulsion.

2. Prohibited substances will be confiscated and unlawful substances will be turned over to law enforcement authorities.
3. The student may be referred for counseling or treatment.
4. Parents or legal guardians will be notified.
5. Law enforcement will be notified.
6. If it appears there is imminent danger to the student, other students, school personnel, or students involved, emergency medical services will be contacted.

### **Sniffer Dogs**

By this policy and/or via the provision in the student or staff handbook, students and staff are specifically notified that:

1. Lockers may be sniffed by sniffer dogs at any time.
2. Vehicles parked on school property may be sniffed by sniffer dogs at any time.
3. Classrooms and other common areas may be sniffed by sniffer dogs at any time students and staff are not present.
4. If contraband of any kind is found, the student or staff member shall be subject to appropriate disciplinary action.

### **Section 4      Dating Violence Prevention**

Falls City Public School District shall make continued efforts to provide physically safe and emotionally secure environments for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding and acceptance of others) are encouraged in the educational program and are required of all students and staff. Inappropriate behaviors, including but not limited to, dating violence, will not be tolerated and must be avoided by all students and staff.

Dating violence is defined as (a) 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; and (b) “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.

The district will provide appropriate training to staff and incorporate within its educational program age-appropriate dating violence education that shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors. Dating violence training shall be provided to staff deemed appropriate by the administration.

### **Section 5      Child Abuse**

The Code of Nebraska requires all school employees to report suspected child abuse or neglect.

Reporting will occur both verbally and in written form to the Richardson County Department of Public Welfare. If there is reason to believe the immediate protection of the child is needed, an oral report shall be made to the appropriate law enforcement agency. Mandatory reporter is identified as professionals who, in the ordinary course of their work and because they have regular contact with children, are required by law to report their observations or suspicions concerning possible child abuse. (Neb. Rev. Stat. 28-711)

## Article 8 – Student Conduct Rules

### Section 1 Purpose of Student Conduct Rules

These student conduct rules are established to maintain a school atmosphere which is conducive to learning, to aid student development, to further school purposes, and to prevent interference with the educational process. Violations of these student conduct rules will result in disciplinary action.

The building administrator reserves the discretion to increase or decrease a disciplinary consequence by one level based on the individual circumstances of the incident, the student's disciplinary history, the severity of the behavior, and other relevant factors, in accordance with the Student Code of Conduct.

| <b>Level 1</b><br><b>Interventions and Responses</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Level 1 Interventions and Responses are aimed to teach alternative behavior so that students can learn and demonstrate safe, respectful and responsible behavior. Staff members are encouraged to try a variety of teaching and classroom management strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Who: Teachers primarily handle these situations within their classroom. They will seek the support of the Administration, Counselors, SAT chairs, SPED case managers and other members of the team.</i></p> <p>This list of Interventions is not intended to be exhaustive, nor will every school in the district 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 specific circumstances.</p> | <p><b>Level 1 Response Considerations</b></p> <ul style="list-style-type: none"> <li>Teacher or student conference</li> <li>Time out/Break from classroom</li> <li>Work Done: Complete Assignment</li> <li>Loss of Recess/Loss of privilege means losing opportunities that could include extracurricular school activities on or off campus before, during, or after school.</li> <li>Detention</li> <li>Verbal Correction</li> <li>Loss of classroom privileges</li> <li>Parent Contact</li> <li>Student apology</li> </ul> <p><b>Level 1 Intervention Considerations</b></p> <ul style="list-style-type: none"> <li>Parent or guardian contacted, conference, and/or accompany student to school</li> <li>Implementation of classroom supports</li> <li>Expectations established and taught</li> <li>Positive rapport/relationship</li> <li>Re-teaching, prompting, feedback</li> <li>Effective classroom supervision</li> <li>Verbal correction</li> <li>Collaborative Problem Solving</li> <li>Written reflection or apology</li> <li>Seat change</li> <li>Establish Buddy Teacher/Classroom system</li> <li>Positive Reinforcements</li> <li>Refer to MTSS SEBL</li> </ul> |

| <b>Level 1 Violations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Additional Responses</b>                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Bus Misconduct</b><br>Activity on the bus which is unsafe; refusal to follow directions of the driver or aide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Work with the transportation department to complete the investigation and follow the bus misconduct consequences chart found in the transportation handbook.                          |
| <b>Cheating or Plagiarizing</b><br>Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests, and using the ideas or writings of another person.                                                                                                                                                                                                                                                                                                                                                                                                                         | Academic consequences may include requiring student to redo the assignment, issuing alternate assignments or issuing no grade or grade of zero (in consultation with administration). |
| <b>Classroom Disruption</b><br>Student behavior that causes a disruption to the classroom environment impedes or has the potential to impede the learning of others.                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Refer to Level 1 Response Considerations                                                                                                                                              |
| <b>Behavior Disruptive to the School Environment</b><br>Student behavior that is unruly or causes disruption to the natural course of the school day.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Refer to Level 1 Response Considerations                                                                                                                                              |
| <b>Bullying/Harassment</b><br>When a student engages in a back-and-forth exchange that includes any hurtful, demeaning, or disparaging acts, words, symbolic representations, or behavior used by a student(s) against another student(s) or staff member(s) that is disruptive of the educational process including any activity on the internet.<br><br>This includes, but is not limited to, verbal, physical, visual, or graphic actions such as name-calling, taunting, mocking, slandering, humiliating, defaming, teasing, pestering; and making derogatory remarks, demeaning jokes, disparaging drawings or notes. | Conflict Resolution Process followed and parents of all students were notified. This includes when bullying is reported to the school by parents or outside individuals.              |
| <b>Dress Code Violation</b><br>Student attire that has messages, images or phrases that represent distasteful or illegal activities including references to drugs, alcohol, violence, profanity or sexual innuendos. Dress that causes a substantial disruption to the educational environment or poses a safety threat to others. This can include items such as chains, belts or belt buckles, jewelry or other objects that could be used as weapons.<br><br>Clothing which is construed to be distracting to the learning environment, per district and/or school guidelines.                                           | Students will be asked to change/cover/remove the clothing item. Parents will be contacted if deemed necessary by administration.                                                     |
| <b>Failure to Serve Detention</b><br>Student does not serve an assigned detention, whether it is scheduled during the school day or after school hours.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Refer to Level 1 Response Considerations                                                                                                                                              |
| <b>Loitering</b><br>Students in hallways, corners, restrooms, or other locations in the building without expressed permission and without the approval and supervision of a classroom teacher.                                                                                                                                                                                                                                                                                                                                                                                                                              | Refer to Level 1 Response Considerations                                                                                                                                              |
| <b>Lunchroom and Hallway Misconduct</b><br>Student fails to follow expectations for behavior in the lunchroom, hallways or other common spaces.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Refer to Level 1 Response Considerations                                                                                                                                              |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Misuse of Pass/Out of Area</b><br>Student is out of his or her assigned area during the school day, or uses a hall pass in a way not intended by the issuer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Refer to Level 1 Response Considerations                                                                                                                                                                                                                                                          |
| <b>Electronic Device Violations</b><br>Creation or access of inappropriate material; vandalizing; gaining or attempting to gain unauthorized access; using computers or networks for harassing or threatening or other non-educational purposes. OR Direct or indirect use of district computers, computer networks or computer systems which involves offensive, personal, commercial or other inappropriate messages<br>OR Other actions that are a violation of the District Technology Policy.<br><br>Cell Phones or other electronic devices are not allowed to be used in the classroom during the school hours. Restrooms are always banned from device usage. | Refer to Level 1 Response Considerations and Acceptable Use Agreement<br><br>Cell phones and other electronic devices will be confiscated until the student retrieves them at the end of the day. (first violation)<br><br>ISS for 2 <sup>nd</sup> Violation<br>OSS for 3 <sup>rd</sup> Violation |
| <b>Nuisance Item</b><br>Any item in a student's possession that is sufficiently annoying, offensive, unpleasant, obnoxious or dangerous that it substantially interferes with or disrupts the learning environment. This may include items that have the potential to cause a disruption or chewing gum.                                                                                                                                                                                                                                                                                                                                                              | Item(s) will be confiscated and returned to the parent or to the student.                                                                                                                                                                                                                         |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Misuse of Pass/Out of Area</b><br>Student is out of his or her assigned area during the school day, or uses a hall pass in a way not intended by the issuer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Refer to Level 1 Response Considerations                                                                                                                                                                                                                                                          |
| <b>Electronic Device Violations</b><br>Creation or access of inappropriate material; vandalizing; gaining or attempting to gain unauthorized access; using computers or networks for harassing or threatening or other non-educational purposes. OR Direct or indirect use of district computers, computer networks or computer systems which involves offensive, personal, commercial or other inappropriate messages<br>OR Other actions that are a violation of the District Technology Policy.<br><br>Cell Phones or other electronic devices are not allowed to be used in the classroom during the school hours. Restrooms are always banned from device usage. | Refer to Level 1 Response Considerations and Acceptable Use Agreement<br><br>Cell phones and other electronic devices will be confiscated until the student retrieves them at the end of the day. (first violation)<br><br>ISS for 2 <sup>nd</sup> Violation<br>OSS for 3 <sup>rd</sup> Violation |
| <b>Nuisance Item</b><br>Any item in a student's possession that is sufficiently annoying, offensive, unpleasant, obnoxious or dangerous that it substantially interferes with or disrupts the learning environment. This may include items that have the potential to cause a disruption or chewing gum.                                                                                                                                                                                                                                                                                                                                                              | Item(s) will be confiscated and returned to the parent or to the student.                                                                                                                                                                                                                         |
| <b>Inappropriate or Disparaging Language</b><br>Using inappropriate words or topics of conversation (Without threats directed towards specific staff) in school including use of disparaging, demeaning language, or symbolic actions of any kind including, but not limited to gestures, drawings, symbols, or language.                                                                                                                                                                                                                                                                                                                                             | Refer to Level 1 Response Considerations                                                                                                                                                                                                                                                          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Insubordination/Non-Compliance</b><br>Failure to comply with the instructions of school staff when current behavior prevents success of the student or impacts learning. Behavior does not pose a threat to others and is not dangerous. No threats are directed at staff members.                                                                                                                                                                                                | Refer to Level 1 Response Considerations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Threat—Level 1</b><br>Using a threat as part of a common expression or in a context that the recipient does not feel threatened, frightened, or coerced (“Oh, I could just kill you for that” or “I ought to punch you in the nose.”)                                                                                                                                                                                                                                             | Refer to Level 1 Response Considerations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Chronic Level 1 Behaviors</b><br>Repeated Level 1 behaviors that cause a repeated disruption to the classroom.                                                                                                                                                                                                                                                                                                                                                                    | Refer to Level 2 Response Considerations<br>Increased consequences to fit the repetitive nature of the behavior.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Level 2 Interventions and Responses</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Level 2 interventions often involve support staff, both school-based and within the community, and/or the administrator. These interventions aim to increase the student’s skills, positive view of schooling, and positive experience at school so that misbehavior is less likely to continue or escalate.</p> <p>Short-term In School Suspensions may be applied due to the severity or chronic nature of an individual behavior. In cases of multiple suspensions, a problem-solving team may be utilized.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><i>Who: A support team including teachers, administration, Counselors, SAT chairs, SPED case managers, and others may work together to support the student.</i></p> <p>This list of Interventions is not intended to be exhaustive, nor will every 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.</p> | <p><b>Level 2 Response Considerations</b></p> <ul style="list-style-type: none"> <li>Loss of classroom privileges</li> <li>Teacher or student conference</li> <li>Time out/Break from classroom</li> <li>Work Done: Complete Assignment</li> <li>Loss of Recess/Privileges</li> <li>Detention</li> <li>In School Suspension ranging 1-5 days</li> <li>Out of School suspension</li> <li>Bus Suspension</li> <li>Recess plan</li> </ul> <p><b>Level 2 Intervention Considerations</b></p> <ul style="list-style-type: none"> <li>Parent or guardian collaboration (consider meeting upon reentry)</li> <li>School Counselor support</li> <li>Peer mediation</li> <li>Conflict resolution</li> <li>Restorative Practices</li> <li>Loss of school privileges</li> <li>Temporary removal from the bus, cafeteria, or other location</li> <li>Review or revision of student plan</li> <li>Referral to community agency</li> <li>Positive Reinforcements</li> <li>Refer to MTSS SEBL</li> <li>Communication with law enforcement</li> <li>Recess plan</li> </ul> |



| <b>Level 2 Violations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Response</b>                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Bus Misconduct</b><br>Activity on the bus which is unsafe; refusal to follow directions of the driver or aide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Collaborate with transportation department                                                                                                                                                                                |
| <b>Compromising building security</b><br>Tampering with school entrances/exits for the purpose of entry later by self or peers, student loitering during non-school hours, skateboarding, longboarding, rollerblading, letting people into the building, littering, multiple students in the same restroom stall at one time, unsupervised activities during the school day, or any other activity deemed by administration to threaten building safety and security.                                                                                                                                                                                                   | Refer to Level 2 Response Considerations                                                                                                                                                                                  |
| <b>Exposure to Bodily Fluids</b><br>Purposeful spitting, throwing, wiping, biting, or otherwise dispersing bodily fluids on or to another student or staff member.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Refer to Level 2 Response Considerations                                                                                                                                                                                  |
| <b>Engaging in Verbal Conflict</b><br>Disrupting the school environment by engaging in a loud argument that may include disparaging comments or discussion of potential physical conflict.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Refer to Level 2 Response Considerations                                                                                                                                                                                  |
| <b>Fighting</b><br>Mutual attempt to physically harm another person through mutual combative physical contact. Not planned, but erupts spontaneously and is a first offense during that school year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Refer to Level 2 Response Considerations                                                                                                                                                                                  |
| <b>Bullying/Harassment</b><br>Continued behavior between students, and after administrative intervention that includes hurtful, demeaning, or disparaging acts, words, symbolic representations, or behavior used by a student(s) against another student(s) or staff member(s) that is disruptive of the educational process including any activity on the internet. This includes, but is not limited to, verbal, physical, visual, or graphic actions such as name-calling, taunting, mocking, slander, humiliating, defaming, teasing, pestering; and making derogatory remarks, demeaning jokes, disparaging drawings or notes.                                    | Refer to Level 2 Response Considerations<br><br>Both students are instructed to stop all behaviors immediately and parents are informed.<br><br>FCPS Bullying and Harassment steps will be followed as appropriate.       |
| <b>Electronic Device Expectations</b><br>Creation or access of inappropriate material; vandalizing; gaining or attempting to gain unauthorized access; using computers or networks for harassing or threatening or other non-educational purposes. OR Direct or indirect use of district computers, computer networks or computer systems which involves offensive, personal, commercial or other inappropriate messages<br>OR Other actions that are a violation of the District Technology Policy.<br><br>Cell Phones or other electronic devices are not allowed to be used in the classroom during the school hours. Restrooms are always banned from device usage. | Refer to Level 2 Response Considerations and Acceptable Use Agreement (AUA)<br><br>Cell phones and other electronic devices will be confiscated until the student retrieves them at the end of the day. (first violation) |

|                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Nuisance Item (Dangerous)</b></p> <p>Any item in a student's possession that is sufficiently annoying, offensive, unpleasant, obnoxious that it substantially interferes with or disrupts the learning environment and presents a danger or potential danger to the school environment. This may include items such as matches, lighters, pepper spray, etc.</p>                                             | <p>Refer to Level 2 Response Considerations</p> <p>Item(s) will be confiscated and returned to the parent.</p>                                        |
| <p><b>Physical Contact</b></p> <p>Any unwanted physical contact between students that does not cause injury or danger, but results in a needed intervention. (Or that causes a disruptive or dangerous environment) Including, but not limited to: Pushing, Shoving, Running, Chasing, Touching, Throwing, or Related Non-Injurious Behaviors.</p>                                                                 | <p>Refer to Level 2 Response Considerations</p>                                                                                                       |
| <p><b>Possession of Obscene or Pornographic Literature, Materials, or Electronic Images</b></p> <p>The possessing, taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, images of staff/students with malicious intent to the person, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise</p>                                                  | <p>Refer to Level 2 Response Considerations and Acceptable Use Agreement</p> <p>Item(s) will be confiscated and returned to the parent.</p>           |
| <p><b>Property Damage</b></p> <p>Causing or attempting to cause damage to property, or repeated damage to property. This shall include school property lent to the student which the student damages. As to any such damaged property, the student's parent(s) or guardian(s) shall be liable for the damage to the school property. Neb. Rev. Stat. §79-267(2).</p>                                               | <p>Refer to Level 2 Response Considerations</p> <p>Student may be issued monetary consequences to repair damage.</p>                                  |
| <p><b>Reckless Behavior Resulting in Injury of Others</b></p> <p>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. Physical misconduct that causes injury to another person. The conduct is not intentional but the injury was caused by negligence or potential misconduct by the student.</p> | <p>Refer to Level 2 Response Considerations</p>                                                                                                       |
| <p><b>Recording Others</b></p> <p>Recording others (photographs, videotaping, sound recording, or otherwise transmitting images and/or sounds of another person or persons, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public.</p>                                          | <p>Refer to Level 2 Response Considerations and Acceptable Use Agreement (AUA)</p> <p>Confiscate the device and contact the parent to pick it up.</p> |
| <p><b>Refusal to Cooperate with School Staff</b></p> <p>A student, who has already been sent to the office for misbehavior, continues to fail to comply with directions from staff.</p>                                                                                                                                                                                                                            | <p>Refer to Level 2 Response Considerations</p>                                                                                                       |
| <p><b>Theft</b></p> <p>Stealing or attempting to steal property from another individual or the school. When an item is valued at less than \$100 or does not require forced entry into a classroom, vehicle and there was no damage to property during the theft or attempted theft. (Examples: Taking a small item off of an open table or picking up an item left out by another student.)</p>                   | <p>Refer to Level 2 Response Considerations</p> <p>Notification of law enforcement</p>                                                                |

|                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Threat—Level 2</b><br>Using an expression (verbal or non-verbal) or an implied or veiled threat with the intent of threatening, frightening, or coercing another and the recipient feels threatened, frightened, or coerced.                                                                                                                                                                                         | Refer to Level 2 Response Considerations                                                                               |
| <b>Unauthorized Use of Camera, Video Device, Personal Device or Recording Device</b><br>Student use of cameras/video devices to record or photograph the school, classroom, teacher or other students without explicit, prior authorization of the principal/classroom teacher and other student. Any unauthorized recording or photography is prohibited.                                                              | Refer to Level 2 Response<br>Considerations and Acceptable Use Agreement (AUA)<br>Confiscate device and contact parent |
| <b>Vandalism or Damage to School or Private Property</b><br>Causing or attempting to cause damage to property. This includes school property that is lent to the student.                                                                                                                                                                                                                                               | Refer to Level 2 Response Considerations<br>Monetary compensation for the damage. Potential loss of privileges         |
| <b>Verbal or Written Abuse to Staff, Nonthreatening</b><br>Language or behavior that is disrespectful to a staff member but is not severe in nature or uses significant profanity.                                                                                                                                                                                                                                      | Refer to Level 2 Response Considerations                                                                               |
| <b>Vulgarity/Profanity</b><br>Written or oral language that is disgusting and/or repulsive, but does not constitute harassment and is not directed at staff members.                                                                                                                                                                                                                                                    | Refer to Level 2 Response Considerations                                                                               |
| <b>Youth Gang Apparel and Behaviors</b><br>Wearing apparel as identified by the Falls City Public Schools as gang related; wearing or carrying any item meant to identify a person as a gang member; writing gang graffiti, possessing items containing gang graffiti, or the display of gang hand signs with the intent or potential to intimidate others or that creates a disruptive or unsafe learning environment. | Refer to Level 2 Response Considerations                                                                               |
| <b>Repeated Disruptive Behavior</b><br>Behavior that causes a repeated disruption to the classroom and in which the student does not participate in or respond to Level 1 Interventions.                                                                                                                                                                                                                                | Refer to Level 2 Response Considerations<br>Increased consequences to fit the repetitive nature of the behavior.       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <h2>Level 3 Interventions and Responses</h2>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Level 3 violations will involve the 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 cases of multiple suspensions, a problem-solving team may be utilized.</p>                                                                                                                                                                                                                                                                                          |
| <p>Who: Teachers and other staff members will refer students to any administrator who will work with the team to identify the appropriate intervention and response.</p> <p>This list of Interventions is not intended to be exhaustive, nor will every 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.</p> | <p><b>Level 3 Responses</b><br/> In School Suspensions between 1-9 days<br/> Short term Out of School Suspensions between 1-5 days<br/> Long term Out of School Suspensions between 6-10 days<br/> Communication with law enforcement (as needed)<br/> Restitution<br/> Parent/Guardian Meeting<br/> Threat Assessment</p> <p><b>Level 3 Interventions</b><br/> Interventions from all previous levels<br/> Parent or guardian collaboration (Parent meeting may be required upon re-entry from a suspension)<br/> IEP or SAT team meeting<br/> Restorative Practices strategies<br/> Communication with law enforcement (as needed)</p> |

| Level 3 Violations                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Response                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Recording Others</b></p> <p>Recording others (photographs, videotaping, sound recording, or otherwise transmitting images and/or sounds of another person or persons, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public. Any recording in the restrooms or other private spaces will be considered major offenses.</p> | <p>Refer to Level 3 Response Considerations and Acceptable Use Agreement</p> <p>Confiscate the device and contact the parent to pick it up.</p>                       |
| <p><b>Possession of Medication</b></p> <p>Student possession of medication that is prescribed or non-prescribed that is on the student's person and has not been given to the nurse for proper dispensing. Student shows no evidence of distribution or intent to distribute.</p>                                                                                                                                                                                   | <p>Refer to Level 3 Response Considerations</p> <p>Contact parents and arrange for pick up.</p>                                                                       |
| <p><b>Possession of Look-alike Weapons</b></p> <p>Possessing a lookalike weapon, the object must closely resemble a real weapon in size and shape even when examined up close. Weapon is visible or known, but is not used in a threatening manner.</p>                                                                                                                                                                                                             | <p>Refer to Level 3 Response Considerations</p> <p>Item(s) may be confiscated and returned to the parent. More consequences may be issued based on the situation.</p> |
| <p><b>Assault, No Injury</b></p> <p>Attempting to cause injury to another person; intentionally placing another person in reasonable apprehension of imminent personal injury. An assault is violence by one party in which the other individual does not initiate contact or retaliation and that is unprovoked.</p>                                                                                                                                               | <p>Refer to Level 3 Response Considerations</p>                                                                                                                       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <p><b>Bullying/Harassment</b></p> <p>Any ongoing and continued behaviors that have been outlined and addressed through a conflict resolution model where hostile or offensive verbal, written, graphic, demonstrative, or physical act that has the purpose of exerting domination over another student or staff member through the act of intimidating, frightening, oppressing, or adversely controlling the student or staff member, and that is disruptive of the educational process or any ongoing pattern of physical, verbal, written, graphic, demonstrative or electronic abuse, on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a designee, or at school-sponsored activities or school-sponsored athletic events. This may include, but is not limited to, verbal, graphic, written or electronic activities such as name-calling, taunting, blackmailing, inciting to fight, terrorizing, or physical or demonstrative activities such as poking, blocking or impeding, following, hair pulling, mock hitting motions, bumping, tripping, and damaging clothing.</p> | <p>Refer to Level 3 Response Considerations</p> <p>FCPS Bullying and Harassment steps will be followed, as appropriate</p> |
| <p><b>Damage to Property</b></p> <p>Willfully or recklessly causing or attempting to cause damage to student, teacher or school property.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Refer to Level 3 Response Considerations</p>                                                                            |
| <p><b>Disruption in the ISS room</b></p> <p>Student who is currently placed in the ISS room and continues to display disrespectful, disruptive or non-compliant behavior.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Refer to Level 3 Response Considerations</p>                                                                            |
| <p><b>Possession of Alcohol, or Prescription Drugs without use</b></p> <p>Bringing prescription drugs to school that do not belong to the student, but without taking them or making any known effort to distribute. This also includes finding alcohol or drugs in a student vehicle that were not brought into the school building, were not used or distributed and were found while administration was conducting an unrelated search.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Refer to Level 3 Response Considerations</p>                                                                            |
| <p><b>Exposure to Bodily or Dangerous Fluids</b></p> <p>Intentional spitting, throwing, wiping, biting, or otherwise dispersing bodily fluids on or to another student or staff member thereby jeopardizing their safety, or exposing others to dangerous substances including pepper spray or other chemicals.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p>                                     |
| <p><b>False Alarm/Tampering with Safety and Security Systems</b></p> <p>Tampering with school entrances/exits or emergency warning systems that creates a false alarm signal and triggers an emergency response or causes damage or the intent to cause damage to cameras, fire alarms, locks, door sensors or other safety and security systems within the school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p>                                     |
| <p><b>False Allegations Against Staff</b></p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Refer to Level 3 Response Considerations</p>                                                                            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Fighting that Causes Substantial Harm</b></p> <p>Physical attack of one student on another that is not mutual and results in substantial physical harm of one student to another. Planned attack or one which was orchestrated by the student. And/or fighting that involves a large number of students.</p>                                                                                                                                                                                                                                                                  | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p>                                                                                      |
| <p><b>Repeated Fighting</b></p> <p>Student who engages in multiple physical or aggressive attacks with the same or different students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p>                                                                                      |
| <p><b>Harassment</b></p> <p>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. Repeated or of an egregious nature.</p>                                                                                                                                                             | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p>                                                                                      |
| <p><b>Possession of Obscene or Pornographic Literature, Materials, or Electronic Images</b></p> <p>The possessing, taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, images of staff/students with malicious intent to the person, or otherwise illegal images or photographs that causes a substantial disruption to the learning environment and/or were captured at school or were dispersed to other students in the school environment.</p>                                                                                                      | <p>Refer to Level 3 Response Considerations and Acceptable Use Agreement</p> <p>Notification of Law Enforcement Item(s) will be confiscated and returned to the parent.</p> |
| <p><b>Possession of Look-alike Weapons</b></p> <p>Possessing a lookalike weapon, the object must closely resemble a real weapon in size and shape even when examined up close. Weapon is used in a threatening manner or used to provoke or intimidate others or in a manner that causes concern of others.</p>                                                                                                                                                                                                                                                                     | <p>Refer to Level 3 Response Considerations</p> <p>Item(s) will be confiscated and returned to the parent.</p> <p>Notification of law enforcement</p>                       |
| <p><b>Profanity Directed Towards Staff</b></p> <p>Students who use significant profanity that is directed at staff members.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Refer to Level 3 Response Considerations</p>                                                                                                                             |
| <p><b>Public Indecency</b></p> <p>Behaviors described in Nebraska Statute 28-806<br/>Behavior resulting in public indecency. "Public indecency" shall mean performing, procuring, or assisting any other person to perform, in a public place and where the conduct may reasonably be expected to be publicly viewed: (1) An act of sexual penetration; (2) An exposure of the genitals, female breasts or buttocks of the body done with intent to affront or alarm any person; or (3) A lewd fondling or caressing of the body of another person of the same or opposite sex.</p> | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p>                                                                                      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <p><b>Sexual Assault</b></p> <p>Any sexual assault or attempt to sexually assault any person. Sexual assault shall mean sexual assault in the first or second degree as defined in Neb. Rev. Stat. §§28-319 and 320 or sexual assault of a child in the first, second or third degree as defined in Neb. Rev. Stat. §§28-319.01 and 320.01. Neb. Rev. Stat. §79-267(9).</p>                                                                                                                                                                                                                                                                                                                                                                  | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p> |
| <p><b>Sexual Contact</b></p> <p>The intentional touching of another person's sexual or intimate parts or the intentional touching of another person's clothing covering the immediate area of the other person's sexual or intimate parts, without the consent of the other person. Sexual contact also includes the non-consensual touching by the other person of the actor's sexual or intimate parts or the clothing covering the immediate area of the actor's sexual or intimate parts when such touching is intentionally caused by the actor. The sexual contact must be such that it can be reasonably construed as being for the purpose of sexual arousal or gratification of either party. Neb. Rev. Stat. §§28-318 and 320.</p> | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p> |
| <p><b>Sexual Harassment</b></p> <p>Unwanted or unwelcome activity of a sexual nature which materially interferes with or substantially disrupts the educational process. This may include, but is not limited to, unwanted touching, pinching, patting, verbal comments of a sexual nature, sexual name-calling, pressure to engage in sexual activity, repeated propositions, written messages, notes, cartoons or graffiti of a sexual nature, and unwanted body contact.</p>                                                                                                                                                                                                                                                              | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p> |
| <p><b>Threat—Level 3</b></p> <p>Threatening to kill or injure another person or threatening to damage property with potential for personal injury, without possessing a weapon or other object that could kill or injure the threatened or intimidated person, and the student describes how it will be done, including any threats that concern dangerous chemical substances, biochemical attacks, or bioterrorism.</p>                                                                                                                                                                                                                                                                                                                    | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p> |
| <p><b>Threatening With An Object</b></p> <p>Threatening with an object which looks like a weapon or an object that could be used to injure someone. To qualify as a lookalike weapon, the object must closely resemble a real weapon in size, shape and color even when examined up close. No injury or contact between individuals is made, and threats are verbal or written in nature.</p>                                                                                                                                                                                                                                                                                                                                                | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p> |
| <p><b>Theft</b></p> <p>Stealing, attempting to steal property, being in possession of stolen property, or repeated theft of property. This will include school property lent to a student that is not returned upon demand by an authorized staff member and for which there is no reasonable justification for the failure to return the property. This also includes thefts from KHS food service outlets. Neb. Rev. Stat. §79-267(2).</p>                                                                                                                                                                                                                                                                                                 | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p> |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <b>Threats or Intimidation</b><br><br>Use of violence, force, coercion, threat, and intimidation or similar conduct in a manner that constitutes substantial interference with school purposes.                                                                                                                                                                                                                                                                                                                                                                                                                   | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement |
| <b>Tobacco Possession/Use Vaping Nicotine Products</b><br><br>Possession of Tobacco or look-alike substance, including cigarettes, chewing tobacco, cigars, lighters, matches, and other paraphernalia, including vapor products (i.e. electronic nicotine delivery systems) associated with the physical inhalation or absorption of tobacco which intend to replicate tobacco products either by appearance or effect.<br><br>To include students found to be in use of tobacco or a product that may be used to distribute tobacco or the chemical nicotine while in the school building, or on school grounds | Refer to Level 3 Response Considerations                                        |
| <b>Under the Influence of a Controlled Substance</b><br><br>Coming to school or a school activity under the influence of a controlled substance, recreational drug or alcohol.                                                                                                                                                                                                                                                                                                                                                                                                                                    | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement |
| <b>Unlawful Activity</b><br><br>Engaging in any activity forbidden by state or federal law and not otherwise specifically included in this CODE which creates potential danger in the school environment or interference with school purposes.                                                                                                                                                                                                                                                                                                                                                                    | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement |
| <b>Verbal or Written Abuse of Staff, Threatening</b><br><br>Abusive communication directed at staff which includes words or actions that threaten the individual's safety and security.                                                                                                                                                                                                                                                                                                                                                                                                                           | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement |
| <b>Assault on School Personnel</b><br><br>Violence, aggression or physical contact with or directed at school personnel which causes physical harm or creates an unsafe environment in which they feel significantly threatened due to mannerisms, actions, or the physical presence of the student.<br>Examples include but are not limited to throwing items, punching, posturing, blocking an entrance or exit, swinging at a staff and not making contact, etc.                                                                                                                                               | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement |
| <b>Weapon (other than firearm and not being used)</b><br><br>Possessing any object or material that is ordinarily and/or generally considered to be a weapon that could be used to injure a person. The weapon is not being held or used by the student and is not threatening but is in the student's possession. This could include but is not limited to having a pocket knife in their bookbag.                                                                                                                                                                                                               | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement |



| <b>Level 4</b><br><b>Interventions and Response</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Level 4 violations have the potential to significantly impact the safety of the school environment. These violations may result in the long-term removal of a student from the school environment due to the severity of the behavior. Such violations may result in long term suspension up to expulsion from school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Who: These situations will be referred immediately to a member of the Administrative Team and handled swiftly and in collaboration with the entire team and District Office personnel.</p> <p>This list of Interventions is not intended to be exhaustive, nor will every 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.</p> | <p><b>Level 4 Responses</b><br/>         Long-Term Suspension, Reassignment, or Expulsion<br/>         Long-term suspension may be applied when it is feasible to reintegrate the student back into the school environment. Changes in schedules or placements 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.<br/>         Threat Assessment</p> <p><b>Level 4 Reentry Interventions</b><br/>         Upon return to a traditional school setting after a reassignment or expulsion, the school staff will establish a plan of support for the student's ongoing success at school that may include the following:<br/>         Interventions from previous level<br/>         School reentry plan<br/>         Alternative educational placement/setting<br/>         Communication with law enforcement, probation or other agencies</p> |

| <b>Level 4 Violations</b>                                                                                                                                                                                                                                                                                                                                                              | <b>Responses</b>                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <p><b>Arson</b><br/>         Intentionally setting or attempting to set a fire on or in school property.</p>                                                                                                                                                                                                                                                                           | <p>Refer to Level 4 Response Considerations<br/>         Notification of law enforcement</p> |
| <p><b>Assault with Injury (Intentional)</b><br/>         Assault of another person where the student has knowingly and intentionally used force to cause personal injury.</p>                                                                                                                                                                                                          | <p>Refer to Level 4 Response Considerations<br/>         Notification of law enforcement</p> |
| <p><b>Possession of Drugs, alcohol, prescription medication or other illegal substances</b><br/>         Possession of prescribed medications is prohibited. Students may possess non-prescribed medications, but they may not possess prescribed medications except in transport to and from school. Prescribed medications must be turned into the nurse upon arrival at school.</p> | <p>Refer to Level 4 Response Considerations<br/>         Notification of law enforcement</p> |
| <p><b>Firearm</b><br/>         Knowing and intentional possession, use or transmission of a firearm as defined in 18 U.S. Code 921 (see firearm definition in Glossary section) as well as unintentionally possessing weapon(s) in student vehicles. This does not include lookalike items.</p>                                                                                        | <p>Refer to Level 4 Response Considerations<br/>         Notification of law enforcement</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <b>Threatening With An Object</b><br><br>Threatening with an object which looks like a weapon or an object that could be used to injure someone. To qualify as a lookalike weapon, the object must closely resemble a real weapon in size, shape and color even when examined up close.                                                                                                                                                                                                                         | Refer to Level 4 Response Considerations<br><br>Notification of law enforcement |
| <b>Under the Influence of a Controlled Substance</b><br><br>Coming to school or a school activity under the influence of a controlled substance, recreational drug, prescription drug under misuse or alcohol.                                                                                                                                                                                                                                                                                                  | Refer to Level 4 Response Considerations<br><br>Notification of law enforcement |
| <b>Selling, Distributing, Intent to Distribute, or Attempting to Distribute Drugs, Alcoholic Beverages, or a Controlled/ Imitation Controlled Substance</b><br><br>Distribution or attempted distribution to any other person, of any illegal narcotic drug, controlled substance, look-a-like substance, mood-altering or behavior affecting substance, drug paraphernalia, or alcohol, or of any prescribed medication. OR<br>Receiving any of the above-mentioned substances from another student at school. | Refer to Level 4 Response Considerations<br><br>Notification of law enforcement |
| <b>Sexual Assault</b><br><br>Sexual Assault in the first or second degree as defined in Nebraska Statutes 28-319 and 28-320                                                                                                                                                                                                                                                                                                                                                                                     | Refer to Level 4 Response Considerations<br><br>Notification of law enforcement |
| <b>School Threat (verbal or written)</b><br><br>Causing a substantial disruption to the school environment and/or placing students at risk by a threat of violence at school or towards the school in general or specific students and groups of people that threaten the safety of the building. This could include making a false report, or activating an alarm, bomb threats, threats to bring weapons, threats to shoot others, death threats, kill lists and other such threats.                          | Refer to Level 4 Response Considerations<br><br>Notification of law enforcement |
| <b>Weapon (other than firearm)</b><br><br>Possessing, handling, transmitting, using, intimidating with, or threatening with any object or material that is ordinarily and/or generally considered a firearm, explosive, destructive device, or weapon, including, but not limited to, guns, firearms, knives, throwing stars, brass knuckles, chemical substances (including but not limited to mace, pepper guns, and bleach) and any other object that could be used to injure a person.                      | Refer to Level 4 Response Considerations<br><br>Notification of law enforcement |
| <b>Repeat Rule Violations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Refer to Level 4 Response Considerations                                        |

## Section 2 Forms of School Discipline

Students who violate the student conduct rules may be subject to the following forms of discipline:

1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five (5) school days (short-term suspension) on the following grounds:
  - a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or

- b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary, but not more than 48 hours, following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct, or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference. The Principal shall document their attempt to make a reasonable effort to hold a conference with the parent or guardian.
- e. A student on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

Notwithstanding the foregoing, no pre-kindergarten through second grade student may be short-term suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal's designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with these disciplinary procedures.

- 2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five (5) school days but less than twenty (20) school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. Pursuant to the Nebraska Student Discipline Act, a notice will be given to the student and the parents/guardian when the Principal recommends a

long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.

3. Expulsion:

- a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten (10) school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten (10) school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
- b. Suspension Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension. During this period, the student will not be required to attend the alternative programs for expelled students in order to complete classwork or homework.
- c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
- d. Alternative Education: Students who are expelled may be offered an alternative education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal, or another school representative assigned by the Principal, and a representative of a

community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.

- e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., “stayed”) if the Superintendent approves the suspension of an expulsion. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
- f. Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one (1) of the six (6) regional accrediting bodies in the United States.

- 4. Emergency Exclusion: A student may be excluded from school in the following circumstances:
  - a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
  - b. If the student’s conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described above.

If the emergency exclusion will be for five (5) school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or designee determines that an emergency exclusion shall extend beyond five days, a hearing may, upon a parent or guardian’s request, be held and a final determination made within ten (10) school days after the initial date of exclusion. Such appeal procedures shall substantially comply with the procedures set forth in this Handbook for a long-term suspension or expulsion and be modified by the Board of Education only to the extent necessary to accomplish the hearing and determination within this shorter time period.

- 5. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are

assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

6. Student Conduct Expectations. Students are not to engage in conduct which causes, or which creates a reasonable likelihood that it will cause, a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well-being or rights of other students, staff, or visitors.
7. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff, and other persons or to interfere with the educational process otherwise seriously. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.
  - a. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
  - b. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
  - c. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
  - d. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
  - e. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
  - f. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
  - g. Engaging in selling, using, possessing, or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling,

using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

- h. Public indecency or sexual conduct. This includes "deep fakes" or other computer-generated images of other students or staff intended to bully, harass, intimidate, or humiliate another student or staff member.
- i. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
- j. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
- k. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
- l. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes, including (but not limited to) a violation of the District's dress code and electronic communication device rules.
- m. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
- n. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race (including skin color, hair texture and protective hairstyles), gender, disability, national origin, or religion.
- o. Willfully violating behavioral expectations for riding school buses or vehicles.

In addition to the foregoing, a student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the

misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:

- a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
- b. The known and intentional possession, use, or transmission of a dangerous weapon other than a firearm. The term “dangerous weapon” includes any personal safety or security device (such as tasers, mace, and pepper spray). If a student desires to carry or possess a personal safety or security device, the student must obtain prior approval from the building principal before bringing such device to school grounds. If a student obtains prior approval from the building principal, the student must store the device during the school day in the student’s locker, in the main office or in another secure location designated by the building principal. A student shall not carry a personal safety or security device during the school day.

Further, a student will be expelled for one (1) calendar year if the student knowingly and intentionally possesses, uses, or transmits a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. The term “firearm” means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. The only exception to this rule is if the student obtains prior written permission to bring the firearm on school grounds by the Superintendent for a school-related purpose.

8. Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules may be grounds for disciplinary action, up to and including an expulsion.
  - a. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is reasonably forecasted to interfere with the learning environment or teaching process in our school. The following is a non-exhaustive list of examples of attire that are not appropriate at school:
    - i. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
    - ii. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horseplay” or that would damage property (e.g. cleats).
    - iii. Headwear including hats, caps, and bandannas.



- iv. Clothing or jewelry which exhibits nudity, makes sexual references, or carries lewd, indecent, or vulgar double meaning.
- v. Clothing or jewelry that is gang related.
- vi. Any other clothing that the administration deems inappropriate for the school setting.

The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for approval.

A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any location where the student is authorized to be on such school grounds or at any school function, as long as the tribal regalia does not interfere with the educational process and does not endanger another person, as determined by the administration. Further, students will also be permitted to wear attire, including religious attire, natural and protective hairstyles, adornments or other characteristics associated with race, national origin, or religion, as long as the attire does not interfere with the educational process and does not endanger another person, as determined by the administration.

No student shall be disproportionately affected by a dress code or grooming policy enforcement because of the student's gender, race, color, religion, disability, or national origin.

A student dress code violation will be treated as a minor rule violation and may not require the student to miss substantial classroom time, instructional time, or school activities. However, a repeated violation of school rules may subject the student to further discipline, as outlined in the Student Discipline Policy.

b. Academic Integrity.

- i. Policy Statement: Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

- ii. Definitions: The following definitions provide a guide to the standards of academic integrity:
  - (1) "Cheating" means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such

misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:

(a) Tests (includes tests, quizzes and other examinations or academic performances):

- (i) Advance Information: Obtaining, reviewing, or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
- (ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
- (iii) Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.
- (iv) Use of Other Student to Take Test: Having another person take one’s place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
- (v) Misrepresenting Need to Delay Test: Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student’s real reason for missing class was because the student was not prepared for the test.

(b) Papers (includes papers, essays, lab projects, and other similar academic work):

- (i) Use of Another’s Paper: Copying another student’s paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
- (ii) Re-use of One’s Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or

program without notifying the instructor to whom the work is presented.

- (iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
- (iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
- (v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.
- (c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.
- (2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:
  - (a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves the use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
  - (b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
  - (3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

- c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

- (i) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standard, the instructor will assign a grade which the instructor determines to be appropriate for the work.
  - (ii) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
  - (iii) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.
- 9. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:
  - a. 1st Offense: Student will be directed to stop.
  - b. 2nd Offense: Student will be directed to stop, and parents will be notified.
  - c. 3rd Offense: Student will be suspended from school for a minimum of one (1) day, and parents and student will need to meet with the administration to address the ongoing conduct.If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.
- 10. Law Violations  
Any act of a student which is a basis for expulsion and which the Principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible.
- 11. Anti-Bullying:  
One of the missions of the District is to provide safe and secure environments for all students and staff. Students who are the victim of bullying or harassment or who observe such occurring are to promptly report the problem to their teacher or to the Principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report. The school's anti-bullying is available for review on the District's website.

12. Network, E-Mail, Internet, and Other Computer Use Rules:

a. General Rules:

- i. The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Access for all staff and students is a privilege and not a right.
- ii. Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.
- iii. Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and ensure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
- iv. Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained, or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.
- v. The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.

b. Rules for Acceptable Use of Computers and the Network: The following rules for acceptable use of computers and the network, including Internet, shall apply to all students:

- i. Students shall not erase, remake, or make unusable anyone else's computer, information, files, or programs.
- ii. Students shall not let other people use their name, account, log-on password, or files for any reason (except for authorized staff members).
- iii. Students shall not use or try to discover another user's account or password.
- iv. Students shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
- v. Students shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.
- vi. Students shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to

- self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software.
- vii. Students shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create, or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
  - viii. Students shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources.

### **Physical Restraint and Seclusion**

As a part of the emergency procedures in place in our schools, any student who poses an imminent risk of injury to him/herself, to others, or to school/private property may be physically restrained and/or placed in seclusion by school staff in accord with School Board policies. These could occur along with other emergency actions such as calling law enforcement. Significant violations of the law including assaults on students and staff will be reported to law enforcement. As soon as possible after any such incident, the parents or guardian will be informed when any of these actions have occurred.

### **Section 3      Fidgets**

Fidgets may be used as a support for student learning only when they are included as an accommodation in a student's Individualized Education Program (IEP), Section 504 Plan, or other documented support plan, or when approved by the building principal.

Fidgets are intended to support students in maintaining focus, self-regulation, or addressing sensory needs. They are not toys and must be used appropriately and for their intended purpose. Any use of a fidget that causes a distraction to the student or others, disrupts the learning environment, or is inconsistent with its intended purpose may result in the privilege being revoked at the discretion of school staff or the building principal.

## **Article 9 – Student Fees Policy**

The District's general policy is to provide 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.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District has set forth in policy its guidelines or policies for specific categories of student fees. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The policy includes specifics of student fees and materials required of students for the current school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics. The District's entire Student Fees Policy is available on the District's website.

**2026-2027 Student Fees**  
**Specification of Required Materials and Fees**

| <b>Program</b>             | <b>General Description of Fee or Material</b>                                                    | <b>\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required</b>                              |
|----------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Physical Education classes | Appropriate clothing (non-specialized attire)                                                    | Tennis shoes and comfortable clothing                                                                       |
| Classroom supplies         | General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc. | School supply lists are found on our school website: <a href="http://www.fctigers.org">www.fctigers.org</a> |
| Field Trips                | Transportation and admission costs of field trips                                                | Student admission for field trips are sponsored by our Partners In Education (P.I.E.)                       |
| School Meals               | Lunch program                                                                                    | Breakfast—\$2.80<br>Lunch—\$3.80<br>Adults—\$5.30<br>Milk—\$0.50                                            |
| Library                    | Damaged/non-returned books                                                                       | Book fine responsible for replacement of the book                                                           |

**Article 10 – State and Federal Programs**

**Section 1 Notice of Nondiscrimination**

The School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in the admission, access to its facilities or programs or activities, treatment, or employment.

**Section 2 Designation of Coordinators**

Any person having concerns or needing information about the District's compliance with anti-discrimination laws or policies should contact the District's designated Coordinator for the applicable anti-discrimination law.

| <b>Law, Policy, or Program</b> | <b>Issue or Concern</b>                                                                                                                          | <b>Coordinator</b> |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Title VI                       | Discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin; harassment | Superintendent     |
| Title IX                       | Discrimination or harassment based on sex; gender equity                                                                                         | Superintendent     |

|                                                                                     |                                                                                       |                |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------|
| Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) | Discrimination, harassment, or reasonable accommodations of persons with disabilities | Superintendent |
| Homeless student laws                                                               | Children who are homeless                                                             | Superintendent |
| Safe and Drug Free Schools and Communities                                          | Safe and drug free schools                                                            | Superintendent |

The Coordinator may be contacted at: Dr. Andrew Offner, 1415 Morton Street, Falls City, NE 68355, telephone: 402-245-2825.

### **Section 3      Multicultural**

The philosophy of the District's multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races. The mission shall also include preparing students to eliminate stereotypes and discrimination, or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

### **Section 4      Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973**

The following is a description of the rights granted to qualifying students with disabilities under Section 504 of the Rehabilitation Act. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.



9. Examine all relevant records relating to decisions regarding your child's identification, evaluation, and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent.)
11. File a local grievance.

## **Section 5 Notification of Rights Under FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They 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.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements 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 or eligible student believes are inaccurate or misleading at the time the record was created.

Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write to the school principal, 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 or eligible student, the District will notify the parent 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 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 or otherwise allowed by law. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); 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 or

student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.

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 is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-4605

#### **Notice Concerning Directory Information**

The District may disclose directory information. The primary purpose of directory information is to allow the District to include information from your child's education records in certain school publications. Examples may include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Under FERPA, "directory information" is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's Name, address, telephone number, and the name, address, telephone number, e-mail address and other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's extra-curricular participation;

6. Student's achievement awards or honors;
7. Student's weight and height if a member of an athletic team; and
8. Student's photograph.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student, or would otherwise not be in a student's best interests.

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. Parents or guardians may refuse to allow their student's information to be designated as "directory information" at any time during the school year, so long as the parent or guardian notifies the Superintendent in writing.

#### **Section 6 Combined District and School Title I Parent and Family Involvement**

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 is available for review on the District's website.

#### **Section 7 Student Privacy Protection Policy**

1. In the event any parent, guardian, or educational decisionmaker of a student has a complaint or objection to textbooks, tests, curriculum materials, activities, digital materials, websites or applications used for learning, training materials for teachers, administrators, or staff, and any other instructional materials, the parent, guardian, or educational decisionmaker may request a personal conference with appropriate school personnel to discuss such concerns. The Superintendent or designee shall prepare a complaint form which may be used by a parent, guardian, or educational decisionmaker to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent, guardian, or educational decisionmaker.

2. Upon reasonable advance request, a parent, guardian, or educational decisionmaker will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities unless the school determines that such attendance would substantially interfere with a legitimate school interest, which includes the interests of the parent's child, other students, and the educational staff.

3. Parents, guardians, and educational decisionmakers are encouraged to communicate to school staff when the parent, guardian, or educational decisionmaker believes it to be appropriate for their child to be excused from testing, classroom instruction, learning materials, activities, guest speaker events, and other school experiences that the parent, guardian,

or educational decisionmaker finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent, guardian, or educational decisionmaker concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the parent's objection, and a proposed solution for dealing with the objection that would be satisfactory to the parent, guardian, or educational decisionmaker and consistent with the mission of the District and legitimate school interests. Parents, guardians, and educational decisionmakers are encouraged to contact the building principal with any questions about any test, curriculum, or surveys.

4. Upon request of a parent, guardian, or educational decisionmaker the District will provide access to the education records of their child consistent with applicable law. Access will be provided during regular business hours of the school.

5. The District will notify parents, guardians, and educational decisionmakers when their child may be subjected to a standard norm referenced or criterion referenced test or standardized tests. When reasonable to do so or required by law, the parents, guardians, or educational decisionmakers will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent, or guardian, or educational decisionmaker of such student shall be prohibited unless a parent, guardian, or educational decisionmaker requests in writing that such tests be administered to their child.

6. Parents, guardians, and educational decisionmakers will be notified in advance of any school-sponsored survey administered to students of the District when the survey concerns one or more of the following areas:

- Political affiliations or beliefs of the student or the student's parent, guardian, or educational decisionmaker;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or student's parent, guardian, or educational decisionmaker; or
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Any survey administered by the District that asks a student to disclose any of the

aforementioned topics, including any non-anonymous survey requesting a student provide information relating to drug, vape, alcohol, or tobacco use, then the District will, at least fifteen days prior to the administration of the survey, notify parents, guardians, and educational decisionmakers that their students will receive the survey. This notice must describe the nature and types of questions included in the survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results of such survey will be disclosed. After receiving such notice, parents, guardians, and educational decisionmakers may request a copy of the survey, review the survey, and/or exempt their student from participating in the survey.

No survey requesting sexual information of a student shall be administered to any student in kindergarten through grade six.

No personally identifiable information of any student survey shall be disclosed unless permitted or required by state and federal law.

7. As a general matter substantive decision-making processes will be left to the judgment of the professional staff, administration and the Board of Education, subject to an effort to receive information from parents, guardians, or educational decisionmakers as to any concerns, objections, or other information such parents, guardians, or educational decisionmakers would wish to provide to the school district concerning a parent's, guardian's, or educational decisionmaker's access, involvement, and participation in activities of the school.

## **Section 8 Homeless Students**

The District shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths. Any person with knowledge of a homeless student in the District should contact the District's Homeless Coordinator. A copy of the District's Homeless Policy is available on the District's website.

## AVAILABILITY OF HANDBOOKS

The 2026-2027 Elementary Student-Parent Handbook of Falls City Public Schools is available on the internet at [www.fctigers.org](http://www.fctigers.org).

Because of the expense of printing the handbooks, we are asking that you consider using the internet to access and review the 2026-2027 Elementary Student-Parent Handbook. Using the internet to access the handbook will allow the district to direct printing dollars to instructional needs and eliminate the need for you to search for your handbook when you have questions throughout the year. Thank you for considering this new use of technology to improve school-home communication.

Please return to the Principal's Office by **August 31, 2026**. This will allow us time to get the Handbook to all students and parents before school starts while avoiding the necessity of printing more copies of the Handbooks than necessary.

- ☐ **Thank you for providing the 2026-2027 Elementary Student-Parent Handbook online. I will review it on the internet. My signed receipt below acknowledges receipt of the Handbook in a satisfactory manner via the internet.**
- ☐ **I prefer a paper copy of the Handbook.**

\_\_\_\_\_  
Name

## RECEIPT OF 2026-2027 ELEMENTARY STUDENT-PARENT HANDBOOK

This signed receipt acknowledges receipt of the 2026-2027 Elementary Student-Parent Handbook of Falls City Public Schools. We understand that the handbook contains student conduct and discipline rules and information about Safe and Drug-Free Schools and that we agree to follow such conduct and discipline rules. This receipt also serves to acknowledge that we understand that the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used to respond to harassment or discrimination.

Date: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent or Legal Guardian's Signature

# **Falls City Middle School**

## **Student Handbook 2026-2027**

***Falls City Public School District does not discriminate on the basis of race, color, national origin, religion, sex, marital status, sexual orientation, disability, age, genetic information, citizenship status or economic status in its programs, activities and employment.***

***SPECIFIC COMPLAINTS OF ALLEGED DISCRIMINATION WOULD BE REFERRED TO:  
SUPERINTENDENT OF SCHOOLS  
FALLS CITY PUBLIC SCHOOLS  
1415 MORTON STREET, BOX 129  
FALLS CITY, NE 68355  
402-245-2825***

**Falls City Public Schools: A Culture of Belonging, Consistency, and Coherence.**

**Falls City Middle School is committed to providing a rigorous, relevant, and responsive educational experience that meets the unique developmental needs of middle level learners. Through high academic expectations, meaningful relationships, and thoughtful instruction, we empower students to grow as confident, capable, and engaged learners.**

### **Goals of Falls City Middle School**

Middle school is a transformative period in a young person's life. During these years, students experience significant academic, social, emotional, and physical growth as they develop their sense of self and prepare for future opportunities. At Falls City Middle School, we recognize the unique needs of adolescent learners and are committed to creating an environment where every student is known, valued, challenged, and supported.

This is our mission, and these are our goals:

- Ensure all students demonstrate continuous growth and achievement through high-quality instruction, rigorous learning experiences, and data-informed support.
- Foster a culture where every student feels known, valued, connected, and empowered to contribute positively to the school community.
- Encourage students to embrace challenges, learn from mistakes, persevere through adversity, and view effort as an essential part of growth and achievement.
- Support students in developing self-awareness, emotional regulation, responsible decision-making, and healthy interpersonal relationships.
- Develop responsible, ethical, and compassionate individuals who demonstrate integrity, leadership, and pride in representing Falls City Middle School and the Falls City community.
- Prepare students for successful transitions to high school and beyond by helping them explore interests, set goals, and develop the skills necessary for lifelong learning and success.

## Table of Contents

|                                                                        |       |
|------------------------------------------------------------------------|-------|
| Middle School Staff                                                    | 4     |
| School Song                                                            | 5     |
| Daily Schedule                                                         | 6-7   |
| Code of Conduct                                                        | 8-15  |
| <b>Middle School Policies and Procedures</b>                           |       |
| PBIS Information                                                       | 16    |
| PBIS Mission Statement                                                 | 16    |
| Classroom Expectations                                                 | 16    |
| Lunch Room Regulations                                                 | 17    |
| School Bus Rules and Policy                                            | 17-18 |
| Student Dress Code Policy                                              | 19-20 |
| TASC Time                                                              | 20    |
| Tardy Policy                                                           | 21    |
| Cell Phone/Personal Device Policy and Guidelines                       | 21    |
| Cheating and Plagiarism                                                | 21    |
| Bags and Book Bag Policy                                               | 22    |
| Water Bottle Policy                                                    | 22    |
| Before and After School Policy                                         | 22    |
| Physical Restraint and Seclusion Policy                                | 22    |
| Sniffer Dog Policy                                                     | 22    |
| Articles Prohibited by Students in School                              | 23    |
| Solicitation Policy                                                    | 23    |
| Possession, Use, or Distribution of Alcohol,<br>Tobacco or Other Drugs | 23    |
| Office Phone Policy                                                    | 23    |
| Copy Machine Policy                                                    | 24    |
| Dating Violence Policy                                                 | 24    |
| Good Sportsmanship Policy                                              | 24    |
| Automobiles and Buses                                                  | 25    |
| Bicycle and Pedestrian Safety                                          | 25    |
| Entrances and Exits                                                    | 25    |
| Fire and Disaster Drills                                               | 25    |
| Student Accidents                                                      | 26    |
| Computer and Internet Usage Policy                                     | 26    |
| Behavior Expectations Co-Curricular/Athletic Events                    | 26    |
| Crisis Procedure                                                       | 27    |
| Suicide Ideation                                                       | 28    |
| Threats to Students, Staff, and School                                 | 28    |



|                                             |    |
|---------------------------------------------|----|
| Hope Squads                                 | 28 |
| Public Displays of Affection                | 28 |
| Searches                                    | 29 |
| <b>Middle School Academic Policies</b>      |    |
| Grading Policy                              | 30 |
| Incompletes                                 | 30 |
| Eligibility Policy                          | 30 |
| Dropping Classes                            | 31 |
| Promotion and Retention                     | 31 |
| Honor Roll                                  | 31 |
| National Junior Honor Society (NJHS)        | 31 |
| <b>Middle School Informational Items</b>    |    |
| Leaving School During School Hours          | 32 |
| Bulletins                                   | 32 |
| Lost and Found                              | 32 |
| National School Lunch and Breakfast Program | 32 |
| USDA Nondiscrimination Statement            | 32 |
| Lunch Prices                                | 33 |
| Meal Charges Policy                         | 33 |
| Absences Policy                             | 33 |
| Appointments During School Hours            | 35 |
| Visitors                                    | 35 |
| Physicals and Physical Education            | 35 |
| Change of Address                           | 35 |
| Withdrawing from School                     | 35 |
| Lice Policy                                 | 36 |
| Anonymous Tip Reporting/Vector Alerts       | 36 |
| Handbook Statement                          | 36 |

## FALLS CITY MIDDLE SCHOOL STAFF

|                     |                                     |
|---------------------|-------------------------------------|
| Enneking, Bobbi     | Grade 6, Yearbook                   |
| Fredrick, Allison   | Grade 7, NJHS                       |
| Powell, Amanda      | Grade 6, NJHS                       |
| Haines, Allison     | Computers, Coding, Weights and PE   |
| Ivey, Brooks        | Grade 6, Esports                    |
| Nolte, Kim          | Family & Consumer Science           |
| Johnson, Alison     | Industrial Technology/Agriculture   |
| Huppert, Kory       | Language Arts, ESports              |
| Findlay, Susan      | Librarian - Media Center            |
| Hogue, Terri        | Math 7/8 Pre-Algebra/8 Algebra      |
| Sutton, Alisha      | Choral Music 6/7/8, Musical Theatre |
| Oberle, Thomas      | Instrumental Music 6/7/8, Guitar    |
| Kraft, Nick         | Physical Education/Weights          |
| Keller, Tayten      | Science 7/8                         |
| Lovercheck, Darin   | Special Education                   |
| Nelson, Tabitha     | Special Education                   |
| Brown, Jennifer     | Para Educator                       |
| Popham, Doug        | Para Educator                       |
| Kirkendall, Megan   | Para Educator                       |
| Sailors, Cathie     | Secretary                           |
| Desormiers, Christi | School Nurse                        |
| Huettner, Allison   | School Nurse                        |
| Suther, Maggie      | Guidance Counselor                  |
| Robeson, Meghan     | Principal                           |
| Coonce, Rita        | Cook                                |
| Dungan, Mara        | Food Service Manager                |
| Peirce, Lisa        | School Psychologist                 |
| Jacobs, Jamie       | Mental Health Counselor             |
| Ankrom, Jami        | Intro to Agriculture/4H             |
| Kennedy, Kaytlyn    | Intro to Agriculture/4H             |

### FCMS Regular Bell Schedule

| Period             | Time        |
|--------------------|-------------|
| Breakfast          | 7:45-8:08   |
| First Period       | 8:15-9:05   |
| Second Period      | 9:07-9:52   |
| Third Period       | 9:54-10:39  |
| Fourth Period      | 10:41-11:26 |
| Lunch Block One    | 11:26-11:56 |
| Lunch Block Two    | 11:56-12:26 |
| Lunch Block Three  | 12:26-12:56 |
| Fifth Period       | 12:58-1:43  |
| Sixth Period       | 1:45-2:30   |
| Seventh Period     | 2:32-3:17   |
| Afternoon Homeroom | 3:17-3:20   |

### FCMS 1:20 Dismissal Schedule

| Period            | Time        |
|-------------------|-------------|
| Breakfast         | 7:45-8:08   |
| First Period      | 8:15-8:48   |
| Second Period     | 8:50-9:23   |
| Third Period      | 9:25-9:58   |
| Fourth Period     | 10:00-10:33 |
| Fifth Period      | 10:35-11:08 |
| Lunch Block One   | 11:08-11:28 |
| Lunch Block Two   | 11:28-11:48 |
| Lunch Block Three | 11:48-12:08 |
| Sixth Period      | 12:10-12:43 |

|                    |            |
|--------------------|------------|
| Seventh Period     | 12:45-1:18 |
| Afternoon Homeroom | 1:18-1:20  |

FCMS Two Hour Late Start

| Period             | Time        |
|--------------------|-------------|
| Doors Open         | 9:45-10:08  |
| First Period       | 10:08-10:42 |
| Second Period      | 10:44-11:18 |
| Lunch Block One    | 11:20-11:40 |
| Lunch Block Two    | 11:40-12:00 |
| Lunch Block Three  | 12:00-12:20 |
| Third Period       | 12:22-12:56 |
| Fourth Period      | 12:58-1:32  |
| Fifth Period       | 1:34-2:08   |
| Sixth Period       | 2:10-2:44   |
| Seventh Period     | 2:46-3:16   |
| Afternoon Homeroom | 3:16-3:20   |

**Introduction**

The purpose of the Falls City Middle School Code of Conduct is to establish clear expectations for student behavior and outline appropriate responses to disciplinary violations that occur at school, on school property, in school vehicles, or at school-sponsored activities.

The Code of Conduct is designed not only to communicate behavioral expectations and consequences, but also to support students in making responsible, positive, and productive choices. Through a balanced approach that incorporates accountability and skill development the Code of Conduct exists to promote student growth while maintaining a safe and orderly learning environment.

Compliance with the Code of Conduct is expected of all students attending Falls City Middle School. While the school strives for consistency in the application of disciplinary responses, administrators may consider factors such as a student's age, grade level, developmental needs, disciplinary history, intent, and the circumstances surrounding an incident when determining appropriate corrective actions.

**Levels of Intervention and Response**

The Falls City Middle School Code of Conduct is organized into four levels of infractions. As the level increases, the severity of the behavior and the corresponding disciplinary response increase. This tiered system is designed to promote consistency, fairness, and appropriate interventions while addressing the unique circumstances of each situation.

Whenever possible, disciplinary responses will focus on helping students learn from their mistakes, repair harm, and develop the skills necessary for future success. More serious or repeated behaviors may require increased consequences and interventions to ensure a safe and productive learning environment for all students.

The descriptions below provide an overview of each level of infraction and the range of possible interventions and disciplinary responses associated with each level.

| <b>Level 1 Interventions and Responses</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Level 1 Interventions and Responses are aimed to teach alternative behavior so that students can learn and demonstrate safe, respectful and responsible behavior. Staff members are encouraged to try a variety of teaching and classroom management strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Who: Teachers primarily handle these situations within their classroom. They will seek the support of the Administration, Counselors, SAT chairs, SPED case managers and other members of the team.</i></p> <p>This list of Interventions is not intended to be exhaustive, nor will every school in the district 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 specific circumstances.</p> | <p><b>Level 1 Response Considerations</b></p> <ol style="list-style-type: none"> <li>1. Teacher or student conference</li> <li>2. Time out/Break from classroom</li> <li>3. Work Done: Complete Assignment Loss of Recess/Loss of privilege means losing opportunities that could include extracurricular school activities on or off campus before, during, or after school.</li> <li>4. Detention</li> <li>5. Spend the remainder of the day in ISS</li> <li>6. Verbal Correction</li> <li>7. Loss of classroom privileges</li> </ol> <p><b>Level 1 Intervention Considerations</b></p> <ol style="list-style-type: none"> <li>8. Parent or guardian contacted, conference, and/or accompany student to school</li> <li>9. Implementation of classroom supports <ol style="list-style-type: none"> <li>a. Expectations established and taught</li> <li>b. Positive rapport/relationship</li> <li>c. Re-teaching, prompting, feedback</li> <li>d. Effective classroom supervision</li> </ol> </li> <li>10. Verbal correction</li> <li>11. Collaborative Problem Solving</li> <li>12. Written reflection or apology</li> <li>13. Seat change</li> <li>14. Establish Buddy Teacher/Classroom system</li> <li>15. Positive Reinforcements</li> <li>16. Refer to MTSS SEBL</li> </ol> |

| <b>Level 1 Violations</b>                                                                                                                                                                                   | <b>Additional Responses</b>                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Bus Misconduct</b><br/>Activity on the bus which is unsafe; refusal to follow directions of the driver or aide</p>                                                                                    | <p>Work with transportation department to complete investigation and follow bus misconduct consequences chart found in transportation handbook.</p>                                         |
| <p><b>Cheating or Plagiarizing</b><br/>Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests, and using the ideas of writings of another person.</p> | <p>Academic consequences may include requiring student to redo the assignment, issuing alternate assignment or issuing no grade or grade of zero (in consultation with administration).</p> |
| <p><b>Classroom Disruption</b><br/>Student behavior that causes a disruption to the classroom environment impedes or has the potential to impede the learning of others.</p>                                | <p>Refer to Level 1 Response Considerations</p>                                                                                                                                             |

|                                                                                                                                                    |                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>Behavior Disruptive to the School Environment</b> Student behavior that is unruly or causes disruption to the natural course of the school day. | Refer to Level 1 Response Considerations |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Bullying/Harassment</b><br>When a student engages in a back-and-forth exchange that includes any hurtful, demeaning, or disparaging acts, words, symbolic representations, or behavior used by a student(s) against another student(s) or staff member(s) that is disruptive of the educational process including any activity on the internet.<br><br>This includes, but is not limited to, verbal, physical, visual, or graphic actions such as name-calling, taunting, mocking, slandering, humiliating, defaming, teasing, pestering, and making derogatory remarks, demeaning jokes, disparaging drawings or notes. | Conflict Resolution Process followed and parents of all students were involved notified. This includes when bullying is reported to the school by parents or outside individuals. |
| <b>Dress Code Violation</b><br>Student attire that has messages, images or phrases that represent distasteful or illegal activities including references to drugs, alcohol, violence, profanity or sexual innuendos. Dress that causes a substantial disruption to the educational environment or poses a safety threat to others. This can include items such as chains, belts or belt buckles, jewelry or other objects that could be used as weapons.<br>Clothing which is construed to be distracting to the learning environment, per district and/or school guidelines.                                               | Students will be asked to change/cover/remove the clothing item. Parents will be contacted if deemed necessary by administration.                                                 |
| <b>Excessive Tardies</b><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                                                                                                                                                                                                                                                                                                                                                                                                                                     | Refer to Level 1 Response Considerations                                                                                                                                          |
| <b>Failure to Serve Detention</b><br>Student does not serve an assigned detention, whether it is scheduled during the school day or after school hours.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Refer to Level 1 Response Considerations                                                                                                                                          |
| <b>Leaving or Entering the School without Following Procedures</b><br>Failure of a student to adhere to guidelines for leaving for TA, WEP, appointment, etc                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Refer to Level 1 Response Considerations                                                                                                                                          |
| <b>Loitering</b><br>Students in hallways, corners, restrooms, locker rooms or other locations in the building without expressed permission and without the approval and supervision of a classroom teacher.                                                                                                                                                                                                                                                                                                                                                                                                                 | Refer to Level 1 Response Considerations                                                                                                                                          |
| <b>Lunchroom and Hallway Misconduct</b><br>Student fails to follow expectations for behavior in the lunchroom, hallways or other common spaces.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Refer to Level 1 Response Considerations                                                                                                                                          |

|                                                                                                                                                                |                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>Misuse of Pass/Out of Area</b><br>Student is out of his or her assigned area during the school day, or uses a hall pass in a way not intended by the issuer | Refer to Level 1 Response Considerations |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Electronic Device Violations</b><br>Creation or access of inappropriate material; vandalizing; gaining or attempting to gain unauthorized access; using computers or networks for harassing or threatening or other non-educational purposes. OR Direct or indirect use of district computers, computer networks or computer systems which involves offensive, personal, commercial or other inappropriate messages<br>OR Other actions that are a violation of the District Technology Policy.<br><b>Cell Phones</b> or other electronic devices are not allowed to be used in the classroom during the school hours. Restrooms, locker rooms are always banned from device usage. | Refer to Level 1 Response Considerations and Acceptable Use Agreement<br><br>Cell phones and other electronic devices will be confiscated until the student retrieves them at the end of the day. (first violation)<br><br>ISS for 2 <sup>nd</sup> Violation<br>OSS for 3 <sup>rd</sup> Violation |
| <b>Nuisance Item</b><br>Any item in a student's possession that is sufficiently annoying, offensive, unpleasant, obnoxious or dangerous that it substantially interferes with or disrupts the learning environment. This may include items that have the potential to cause a disruption or chewing gum.                                                                                                                                                                                                                                                                                                                                                                               | Item(s) will be confiscated and returned to the parent or to the student.                                                                                                                                                                                                                         |
| <b>Inappropriate or Disparaging Language</b><br>Using inappropriate words or topics of conversation (Without threats directed towards specific staff) in school including use of disparaging, demeaning language, or symbolic actions of any kind including, but not limited to gestures, drawings, symbols, or language.                                                                                                                                                                                                                                                                                                                                                              | Refer to Level 1 Response Considerations                                                                                                                                                                                                                                                          |
| <b>Insubordination/Non-Compliance</b><br>Failure to comply with the instructions of school staff when current behavior prevents success of the student or impacts learning. Behavior does not pose a threat to others and is not dangerous. No threats are directed at staff members.                                                                                                                                                                                                                                                                                                                                                                                                  | Refer to Level 1 Response Considerations                                                                                                                                                                                                                                                          |
| <b>Threat—Level 1:</b><br>Using a threat as part of a common expression or in a context that the recipient does not feel threatened, frightened, or coerced ("Oh, I could just kill you for that" or "I ought to punch you in the nose.")                                                                                                                                                                                                                                                                                                                                                                                                                                              | Refer to Level 1 Response Considerations                                                                                                                                                                                                                                                          |
| <b>Tardy to class</b><br>When a student repeatedly continues to be tardy to a class.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | There will be no out of school suspension for attendance infractions; FCPS attendance policy will be followed.                                                                                                                                                                                    |
| <b>Truancy</b><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; FCPS attendance policy will be followed.                                                                                                                                                                                    |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <h2>Level 2</h2> <h3>Interventions and Responses</h3>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Level 2 interventions often involve support staff, both school-based and within the community, and/or the administrator. These interventions aim to increase the student's skills, positive view of schooling, and positive experience at school so that misbehavior is less likely to continue or escalate.</p> <p>Short-term In School Suspensions may be applied due to the severity or chronic nature of an individual behavior. In cases of multiple suspensions, a problem-solving team may be utilized.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><i>Who: A support team including teachers, administration, Counselors, SAT chairs, SPED case managers, social workers, and others may work together to support the student.</i></p> <p>This list of Interventions is not intended to be exhaustive, nor will every 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.</p> | <p><b>Level 2 Response Considerations</b></p> <ol style="list-style-type: none"> <li>1. Loss of classroom privileges</li> <li>2. Teacher or student conference</li> <li>3. Time out/Break from classroom</li> <li>4. Work Done: Complete Assignment</li> <li>5. Loss of Recess/Privileges</li> <li>6. Detention</li> <li>7. In School Suspension ranging 1-5 days</li> <li>8. Out of School suspension for remainder of the day</li> <li>9. Bus Suspension</li> <li>10. Out of School suspension for remainder of the day and following</li> </ol> <p><b>Level 2 Intervention Considerations</b></p> <ol style="list-style-type: none"> <li>11. Parent or guardian collaboration (consider meeting upon reentry)</li> <li>12. School Counselor support</li> <li>13. Change in schedule or class</li> <li>14. Social Worker Referral</li> <li>15. Peer mediation</li> <li>16. Service to school/Service to Community</li> <li>17. Conflict resolution</li> <li>18. Restorative Practices</li> <li>19. Loss of school privileges</li> <li>20. Temporary removal from the bus, cafeteria, or other location</li> <li>21. Review or revision of student plan</li> <li>22. Referral to community agency</li> <li>23. Positive Reinforcements</li> <li>24. Refer to MTSS SEBL</li> <li>25. Communication with law enforcement</li> </ol> |

| Level 2 Violations                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Response                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <p><b>Bus Misconduct</b><br/>Activity on the bus which is unsafe; refusal to follow directions of the driver or aide</p>                                                                                                                                                                                                                                                                                                                                                       | <p>Collaborate with transportation department</p> |
| <p><b>Compromising building security.</b><br/>Tampering with school entrances/exits for the purpose of entry later by self or peers, student loitering during non-school hours, skateboarding, longboarding, rollerblading, letting people into the building, littering, multiple students in the same restroom stall at one time, unsupervised activities during the school day, or any other activity deemed by administration to threaten building safety and security.</p> | <p>Refer to Level 2 Response Considerations</p>   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Exposure to Bodily Fluids</b><br>Purposeful spitting, throwing, wiping, biting, or otherwise dispersing bodily fluids on or to another student or staff member.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Refer to Level 2 Response Considerations<br>Mandatory ISS or OSS                                                                                                                                                                                                                                    |
| <b>Engaging in Verbal Conflict</b><br>Disrupting the school environment by engaging in a loud argument that may include disparaging comments or discussion of potential physical conflict.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Refer to Level 2 Response Considerations<br>Minimum of ISS remainder of the day                                                                                                                                                                                                                     |
| <b>Fighting:</b><br>Mutual attempt to physically harm another person through mutual combative physical contact. Not planned, but erupts spontaneously and is a first offense during that school year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Refer to Level 2 Response Considerations<br>Minimum of OSS                                                                                                                                                                                                                                          |
| <b>Bullying/Harassment</b><br>Continued behavior between students, and after administrative intervention that includes hurtful, demeaning, or disparaging acts, words, symbolic representations, or behavior used by a student(s) against another student(s) or staff member(s) that is disruptive of the educational process including any activity on the internet. This includes, but is not limited to, verbal, physical, visual, or graphic actions such as name-calling, taunting, mocking, slandering, humiliating, defaming, teasing, pestering; and making derogatory remarks, demeaning jokes, disparaging drawings or notes.                                       | Refer to Level 2 Response Considerations<br><br>Both students are instructed to stop all behaviors immediately and parents are informed.<br><br>FCPS Bullying and Harassment steps will be followed as appropriate.                                                                                 |
| <b>Electronic Device Expectations</b><br>Creation or access of inappropriate material; vandalizing; gaining or attempting to gain unauthorized access; using computers or networks for harassing or threatening or other non-educational purpose. OR Direct or indirect use of district computers, computer networks or computer systems which involves offensive, personal, commercial or other inappropriate messages<br>OR Other actions that are a violation of the District Technology Policy. Cell Phones or other electronic devices are not allowed to be used in the classroom during the school hours. Restrooms, locker rooms are always banned from device usage. | Refer to Level 2 Response Considerations and Acceptable Use Agreement (AUA)<br><br>Cell phones and other electronic devices will be confiscated until the student retrieves them at the end of the day. (first violation)<br>ISS for 2 <sup>nd</sup> Violation<br>OSS for 3 <sup>rd</sup> Violation |
| <b>Nuisance Item (Dangerous):</b><br>Any item in a student's possession that is sufficiently annoying, offensive, unpleasant, obnoxious that it substantially interferes with or disrupts the learning environment and presents a danger or potential danger to the school environment. This may include items such as matches, lighters, pepper spray, etc.                                                                                                                                                                                                                                                                                                                  | Refer to Level 2 Response Considerations<br><br>Item(s) will be confiscated and returned to the parent.                                                                                                                                                                                             |
| <b>Physical Contact</b><br>Any unwanted physical contact between students that does not cause injury or danger, but results in a needed intervention. (Or that causes a disruptive or dangerous environment) Including, but not limited to: Pushing, Shoving, Running, Chasing, Touching, Throwing, or Related Non-Injurious Behaviors.                                                                                                                                                                                                                                                                                                                                       | Refer to Level 2 Response Considerations<br><br>Minimum ISS for remainder of the school day                                                                                                                                                                                                         |
| <b>Possession of Obscene or Pornographic Literature, Materials, or Electronic Images</b><br>The possessing, taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, images of staff/students with malicious intent to the person, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise                                                                                                                                                                                                                                                                                                                        | Refer to Level 2 Response Considerations and Acceptable Use Agreement<br><br>Item(s) will be confiscated and returned to the parent.                                                                                                                                                                |

|                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Property Damage</b><br>Causing or attempting to cause damage to property, or repeated damage to property. This shall include school property lent to the student which the student damages. As to any such damaged property, the student's parent(s) or guardian(s) shall be liable for the damage to the school property. Neb. Rev. Stat. §79-267(2).                                                   | Refer to Level 2 Response Considerations<br><br>Student may be issued monetary consequences to repair damage.                                  |
| <b>Reckless Behavior Resulting in Injury of Others</b><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. Physical misconduct that causes injury to another person. The conduct is not intentional but the injury was caused by negligence or potential misconduct by the student.     | Refer to Level 2 Response Considerations<br><br>Minimum of ISS for remainder of the day                                                        |
| <b>Recording Others</b><br>Recording others (photographs, videotaping, sound recording, or otherwise transmitting images and/or sounds of another person or persons, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public.                                              | Refer to Level 2 Response Considerations and Acceptable Use Agreement (AUA)<br><br>Confiscate the device and contact the parent to pick it up. |
| <b>Refusal to Cooperate with School Staff</b><br>A student, who has already been sent to the office for misbehavior, continues to fail to comply with directions from staff.                                                                                                                                                                                                                                | Refer to Level 2 Response Considerations<br><br>Minimum of OSS for remainder of the day                                                        |
| <b>Theft:</b><br>Stealing or attempting to steal property from another individual or the school. When an item is valued at less than \$100 or does not require forced entry into a classroom, locker room, locker, vehicle and there was no damage to property during the theft or attempted theft. (Examples: Taking a small item off of an open table or picking up an item left out by another student.) | Refer to Level 2 Response Considerations<br><br>Notification of law enforcement                                                                |
| <b>Threat—Level 2:</b><br>Using an expression (verbal or non-verbal) or an implied or veiled threat with the intent of threatening, frightening, or coercing another and the recipient feels threatened, frightened, or coerced.                                                                                                                                                                            | Refer to Level 2 Response Considerations<br><br>Minimum of ISS for remainder of the school day                                                 |
| <b>Unauthorized Use of Camera, Video Device, Personal Device or Recording Device</b><br>Student use of cameras/video devices to record or photograph the school, classroom, teacher or other students without explicit, prior authorization of the principal/classroom teacher and other student. Any unauthorized recording or photography is prohibited.                                                  | Refer to Level 2 Response<br><br>Considerations and Acceptable Use Agreement (AUA)<br><br>Confiscate device and contact parent                 |
| <b>Vandalism or Damage to School or Private Property:</b> Causing or attempting to cause damage to property. This includes school property that is lent to the student.                                                                                                                                                                                                                                     | Refer to Level 2 Response Considerations<br>Monetary compensation for the damage. Potential loss of privileges                                 |
| <b>Verbal or Written Abuse to Staff, Nonthreatening</b><br>Language or behavior that is disrespectful to a staff member but is not severe in nature or use significant profanity.                                                                                                                                                                                                                           | Refer to Level 2 Response Considerations<br><br>Minimum of out of class for the current class period                                           |
| <b>Vulgarity/Profanity</b><br>Written or oral language that is disgusting and/or repulsive, but does not constitute harassment and is not directed at staff members.                                                                                                                                                                                                                                        | Refer to Level 2 Response Considerations                                                                                                       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Youth Gang Apparel and Behaviors</b><br/> Wearing apparel as identified by the Falls City Public Schools as gang related; wearing or carrying any item meant to identify a person as a gang member; writing gang graffiti, possessing items containing gang graffiti, or the display of gang hand signs with the intent or potential to intimidate others or that creates a disruptive or unsafe learning environment.</p> | <p>Refer to Level 2 Response Considerations</p> <p>Student will be asked to change or stop behavior and ISS for remainder of the school day.</p> |
| <p><b>Repeated Disruptive Behavior</b><br/> Behavior that causes a repeated disruption to the classroom and in which the student does not participate in or respond to Level 1 Interventions.</p>                                                                                                                                                                                                                                | <p>Refer to Level 2 Response Considerations</p> <p>Increased consequences to fit the repetitive nature of the behavior.</p>                      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <h2>Level 3</h2> <h3>Interventions and Responses</h3>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Level 3 violations will involve the 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 cases of multiple suspensions, a problem-solving team may be utilized.</p>                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Who: Teachers and other staff members will refer students to any administrator who will work with the team to identify the appropriate intervention and response.</p> <p>This list of Interventions is not intended to be exhaustive, nor will every 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.</p> | <p><b>Level 3 Responses</b></p> <ol style="list-style-type: none"> <li>1. In School Suspensions between 1-9 days</li> <li>2. Short term Out of School Suspensions between 1-5 days</li> <li>3. Long term Out of School Suspensions between 6-10 days</li> </ol> <p><b>Level 3 Interventions</b></p> <ol style="list-style-type: none"> <li>4. Interventions from all previous levels</li> <li>5. Parent or guardian collaboration (Parent meeting may be required upon re-entry from a suspension)</li> <li>6. IEP or SAT team meeting</li> <li>7. Restorative Practices strategies, including school and community service</li> <li>8. Communication with law enforcement (as needed)</li> <li>9. Change of schedule</li> </ol> |

| Level 3 Violations                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Response                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Recording Others</b><br/>Recording others (photographs, videotaping, sound recording, or otherwise transmitting images and/or sounds of another person or persons, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public. Any recording in the restrooms, locker rooms or other private spaces will be considered major offenses.</p> | <p>Refer to Level 3 Response Considerations and Acceptable Use Agreement</p> <p>Confiscate the device and contact parent to pick it up.</p>                           |
| <p><b>Possession of Medication</b><br/>Student possession of medication that is prescribed or non-prescribed that is on the student's person and has not been given to the nurse for proper dispensing. Student shows no evidence of distribution or intent to distribute.</p>                                                                                                                                                                                                 | <p>Refer to Level 3 Response Considerations</p> <p>Contact parents and arrange for pick up.</p>                                                                       |
| <p><b>Possession of Look-alike Weapons:</b><br/>Possessing a lookalike weapon, the object must closely resemble a real weapon in size and shape even when examined up close. Weapon is visible or known, but is not used in a threatening manner.</p>                                                                                                                                                                                                                          | <p>Refer to Level 3 Response Considerations</p> <p>Item(s) may be confiscated and returned to the parent. More consequences may be issued based on the situation.</p> |
| <p><b>Assault, No Injury</b><br/>Attempting to cause injury to another person; intentionally placing another person in reasonable apprehension of imminent personal injury. An assault is violence by one party in which the other individual does not initiate contact or retaliation and that is unprovoked.</p>                                                                                                                                                             | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p>                                                                                |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <p><b>Bullying/Harassment</b></p> <p>Any ongoing and continued behaviors that have been outlined and addressed through a conflict resolution model where hostile or offensive verbal, written, graphic, demonstrative, or physical act that has the purpose of exerting domination over another student or staff member through the act of intimidating, frightening, oppressing, or adversely controlling the student or staff member, and that is disruptive of the educational process or any ongoing pattern of physical, verbal, written, graphic, demonstrative or electronic abuse, on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a designee, or at school-sponsored activities or school-sponsored athletic events. This may include, but is not limited to, verbal, graphic, written or electronic activities such as name-calling, taunting, blackmailing, inciting to fight, terrorizing, or physical or demonstrative activities such as poking, blocking or impeding, following, hair pulling, mock hitting motions, bumping, tripping, and damaging clothing.</p> | <p>Refer to Level 3 Response Considerations</p> <p>FCPS Bullying and Harassment steps will be followed, as appropriate</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <p><b>Damage to Property</b></p> <p>Willfully or recklessly causing or attempting to cause damage to student, teacher or school property.</p>                                                                                                                                                                                                                                                                                           | <p>Refer to Level 3 Response Considerations</p>                                                                        |
| <p><b>Disruption in the ISS room</b> Student who is currently placed in the ISS room and continues to display disrespectful, disruptive or non-compliant behavior.</p>                                                                                                                                                                                                                                                                  | <p>Refer to Level 3 Response Considerations</p>                                                                        |
| <p><b>Possession of Alcohol, or Prescription Drugs without use</b> Bringing prescription drugs to school that do not belong to the student, but without taking them or making any known effort to distribute. This also includes finding alcohol or drugs in a student vehicle that were not brought into the school building, were not used or distributed and were found while administration was conducting an unrelated search.</p> | <p>Minimum of OSS</p>                                                                                                  |
| <p><b>Exposure to Bodily or Dangerous Fluids</b></p> <p>Intentional spitting, throwing, wiping, biting, or otherwise dispersing bodily fluids on or to another student or staff member thereby jeopardizing their safety, or exposing others to dangerous substances including pepper spray or other chemicals.</p>                                                                                                                     | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement Minimum of long-term suspension</p> |
| <p><b>False Alarm/Tampering with Safety and Security Systems</b> Tampering with school entrances/exits or emergency warning systems that creates a false alarm signal and triggers an emergency response or causes damage or the intent to cause damage to cameras, fire alarms, locks, door sensors or other safety and security systems within the school.</p>                                                                        | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p>                                 |
| <p><b>False Allegations Against Staff</b></p> <p>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.</p>                                                                                                                             | <p>Refer to Level 3 Response Considerations</p>                                                                        |
| <p><b>Fighting that Causes Substantial Harm:</b></p> <p>Physical attack of one student on another that is not mutual and results in substantial physical harm of one student to another. Planned attack or one which was orchestrated by the student. And/or fighting that involves a large number of students.</p>                                                                                                                     | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement Minimum of long-term suspension</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Repeated Fighting:</b><br>Student who engages in multiple physical or aggressive attacks with the same or different students.                                                                                                                                                                                                                                                                                                                                                                                                                                        | Refer to Level 3 Response Considerations<br>Notification of law enforcement<br><br>Minimum of long-term suspension                                               |
| <b>Harassment</b><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. Repeated or of an egregious nature.                                                                                                                                                            | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement                                                                                  |
| <b>Possession of Obscene or Pornographic Literature, Materials, or Electronic Images</b><br>The possessing, taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, images of staff/students with malicious intent to the person, or otherwise illegal images or photographs that causes a substantial disruption to the learning environment and/or were captured at school or were dispersed to other students in the school environment.                                                                                                     | Refer to Level 3 Response Considerations and Acceptable Use Agreement<br>Notification of Law Enforcement Item(s) will be confiscated and returned to the parent. |
| <b>Possession of Look-alike Weapons</b><br>Possessing a lookalike weapon, the object must closely resemble a real weapon in size and shape even when examined up close. Weapon is used in a threatening manner or used to provoke or intimidate others or in a manner that causes concern of others.                                                                                                                                                                                                                                                                    | Refer to Level 3 Response Considerations<br><br>Item(s) will be confiscated and returned to the parent.<br>Minimum of OSS.<br>Notification of law enforcement    |
| <b>Profanity Directed Towards Staff</b><br>Students who use significant profanity that is directed at staff members.                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Refer to Level 3 Response Considerations                                                                                                                         |
| <b>Public Indecency</b><br>Behaviors described in Nebraska Statute 28-806<br>Behavior resulting in public indecency. "Public indecency" shall mean performing, procuring, or assisting any other person to perform, in a public place and where the conduct may reasonably be expected to be publicly viewed: (1) An act of sexual penetration; (2) An exposure of the genitals, female breasts or buttocks of the body done with intent to affront or alarm any person; or (3) A lewd fondling or caressing of the body of another person of the same or opposite sex. | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement                                                                                  |
| <b>Sexual Assault</b><br>Any sexual assault or attempt to sexually assault any person.<br>Sexual assault shall mean sexual assault in the first or second degree as defined in Neb. Rev. Stat. §§28-319 and 320 or sexual assault of a child in the first, second or third degree as defined in Neb. Rev. Stat. §§28-319.01 and 320.01. Neb. Rev. Stat. §79-267(9).                                                                                                                                                                                                     | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement                                                                                  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <p><b>Sexual Contact</b><br/>The intentional touching of another person's sexual or intimate parts or the intentional touching of another person's clothing covering the immediate area of the other person's sexual or intimate parts, without the consent of the other person. Sexual contact also includes the non-consensual touching by the other person of the actor's sexual or intimate parts or the clothing covering the immediate area of the actor's sexual or intimate parts when such touching is intentionally caused by the actor. The sexual contact must be such that it can be reasonably construed as being for the purpose of sexual arousal or gratification of either party. Neb. Rev. Stat. §§28-318 and 320.</p> | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p> |
| <p><b>Sexual Harassment</b><br/>Unwanted or unwelcome activity of a sexual nature which materially interferes with or substantially disrupts the educational process. This may include, but is not limited to, unwanted touching, pinching, patting, verbal comments of a sexual nature, sexual name-calling, pressure to engage in sexual activity, repeated propositions, written messages, notes, cartoons or graffiti of a sexual nature, and unwanted body contact.</p>                                                                                                                                                                                                                                                              | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p> |
| <p><b>Threat—Level 3:</b><br/>Threatening to kill or injure another person or threatening to damage property with potential for personal injury, without possessing a weapon or other object that could kill or injure the threatened or intimidated person, and the student describes how it will be done, including any threats that concern dangerous chemical substances, biochemical attacks, or bioterrorism.</p>                                                                                                                                                                                                                                                                                                                   | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p> |
| <p><b>Threatening With An Object:</b><br/>Threatening with an object which looks like a weapon or an object that could be used to injure someone. To qualify as a lookalike weapon, the object must closely resemble a real weapon in size, shape and color even when examined up close. No injury or contact between individuals is made, and threats are verbal or written in nature.</p>                                                                                                                                                                                                                                                                                                                                               | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p> |
| <p><b>Theft:</b><br/>Stealing, attempting to steal property, being in possession of stolen property, or repeated theft of property. This will include school property lent to a student that is not returned upon demand by an authorized staff member and for which there is no reasonable justification for the failure to return the property. This also includes thefts from KHS food service outlets. Neb. Rev. Stat. §79-267(2).</p>                                                                                                                                                                                                                                                                                                | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p> |
| <p><b>Threats or Intimidation</b><br/>Use of violence, force, coercion, threat, and intimidation or similar conduct in a manner that constitutes substantial interference with school purposes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p> |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <p><b>Tobacco Possession/Use Vaping Nicotine Products</b><br/> Possession of Tobacco or look-alike substance, including cigarettes, chewing tobacco, cigars, lighters, matches, and other paraphernalia, including vapor products (i.e. electronic nicotine delivery systems) associated with the physical inhalation or absorption of tobacco which intend to replicate tobacco products either by appearance or effect.</p> <p>To include students found to be in use of tobacco or a product that may be used to distribute tobacco or the chemical nicotine while in the school building, or on school grounds</p> | <p>Refer to Level 3 Response Considerations</p>                                                         |
| <p><b>Under the Influence of a Controlled Substance:</b><br/> Coming to school or a school activity under the influence of a controlled substance, recreational drug or alcohol.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p>                  |
| <p><b>Unlawful Activity:</b><br/> Engaging in any activity forbidden by state or federal law and not otherwise specifically included in this CODE which creates potential danger in the school environment or interference with school purposes.</p>                                                                                                                                                                                                                                                                                                                                                                   | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p>                  |
| <p><b>Verbal or Written Abuse of Staff, Threatening:</b><br/> Abusive communication directed at staff which includes words or actions that threaten the individual's safety and security.</p>                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p>                  |
| <p><b>Assault on School Personnel</b><br/> Violence, aggression or physical contact with or directed at school personnel which causes physical harm or creates an unsafe environment in which they feel significantly threatened due to mannerisms, actions, or the physical presence of the student.<br/> Examples include but are not limited to throwing items, punching, posturing, blocking an entrance or exit, swinging at a staff and not making contact, etc.</p>                                                                                                                                             | <p>Refer to Level 3 Response Considerations</p> <p>Notification of law enforcement</p>                  |
| <p><b>Weapon (other than firearm and not being used)</b><br/> Possessing any object or material that is ordinarily and/or generally considered to be a weapon that could be used to injure a person. The weapon is not being held or used by the student and is not threatening but is in the student's possession. This could include but is not limited to having a pocket knife in their bookbag.</p>                                                                                                                                                                                                               | <p>Refer to Level 4 Response Considerations</p> <p>Notification of law enforcement Contact Director</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level 4 - Interventions and Response</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Level 4 violations have the potential to significantly impact the safety of the school environment. These violations may result in the long-term removal of a student from the school environment due to the severity of the behavior. Such violations may result in long term suspension up to expulsion from school</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Who: These situations will be referred immediately to a member of the Administrative Team and handled swiftly and in collaboration with the entire team and District Office personnel.</p> <p>This list of Interventions is not intended to be exhaustive, nor will every 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.</p> | <p><b>Level 4 Responses</b></p> <ol style="list-style-type: none"> <li>1. Long-Term Suspension, Reassignment, or Expulsion</li> </ol> <p>Long-term suspension may be applied when it is feasible to reintegrate the student back into the school environment. Changes in schedules or placements 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.</p> <p><b>Level 4 Reentry Interventions</b></p> <p>Upon return to a traditional school setting after a reassignment or expulsion, the school staff will establish a plan of support for the student's ongoing success at school that may include the following:</p> <ol style="list-style-type: none"> <li>2. Interventions from all previous levels</li> <li>3. School reentry plan</li> <li>4. Alternative educational placement/setting</li> <li>5. Communication with law enforcement, probation or other agencies</li> </ol> |

| Level 4 Violations                                                                                                                                                                                                                                                                                                                                                             | Responses                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <p><b>Arson</b><br/>Intentionally setting or attempting to set a fire on or in school property.</p>                                                                                                                                                                                                                                                                            | <p>Refer to Level 4 Response Considerations</p> <p>Notification of law enforcement</p> <p>Contact Director</p> |
| <p><b>Assault with Injury (Intentional)</b><br/>Assault of another person where the student has knowingly and intentionally used force to cause personal injury.</p>                                                                                                                                                                                                           | <p>Refer to Level 4 Response Considerations</p> <p>Notification of law enforcement</p> <p>Contact Director</p> |
| <p><b>Possession of Drugs, alcohol, prescription medication or other illegal substances:</b><br/>Possession of prescribed medications is prohibited. Students may possess non-prescribed medications, but they may not possess prescribed medications except in transport to and from school. Prescribed medications must be turned into the nurse upon arrival at school.</p> | <p>Refer to Level 4 Response Considerations</p> <p>Notification of law enforcement Contact Director</p>        |
| <p><b>Firearm</b><br/>Knowing and intentional possession, use or transmission of a firearm as defined in 18 U.S. Code 921 (see firearm definition in Glossary section) as well as unintentionally possessing weapon(s) in student vehicles. This does not include lookalike items.</p>                                                                                         | <p>Refer to Level 4 Response Considerations</p> <p>Notification of law enforcement Contact Director</p>        |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <b>Threatening With An Object:</b><br>Threatening with an object which looks like a weapon or an object that could be used to injure someone. To qualify as a lookalike weapon, the object must closely resemble a real weapon in size, shape and color even when examined up close.                                                                                                                                                                                                                         | Refer to Level 4 Response Considerations<br>Notification of law enforcement Contact Director |
| <b>Under the Influence of a Controlled Substance:</b><br>Coming to school or a school activity under the influence of a controlled substance, recreational drug, prescription drug under misuse or alcohol.                                                                                                                                                                                                                                                                                                  | Refer to Level 4 Response Considerations<br>Notification of law enforcement Contact Director |
| <b>Selling, Distributing, Intent to Distribute, or Attempting to Distribute Drugs, Alcoholic Beverages, or a Controlled/ Imitation Controlled Substance:</b><br>Distribution or attempted distribution to any other person, of any illegal narcotic drug, controlled substance, look-a-like substance, mood-altering or behavior affecting substance, drug paraphernalia, or alcohol, or of any prescribed medication. OR<br>Receiving any of the above-mentioned substances from another student at school. | Refer to Level 4 Response Considerations<br>Notification of law enforcement Contact Director |
| <b>Sexual Assault</b><br>Sexual Assault in the first or second degree as defined in Nebraska Statutes 28-319 and 28-320                                                                                                                                                                                                                                                                                                                                                                                      | Refer to Level 4 Response Considerations<br>Notification of law enforcement Contact Director |
| <b>School Threat (verbal or written)</b><br>Causing a substantial disruption to the school environment and/or placing students at risk by a threat of violence at school or towards the school in general or specific students and groups of people that threaten the safety of the building. This could include making a false report, or activating an alarm, bomb threats, threats to bring weapons, threats to shoot others, death threats, kill lists and other such threats.                           | Refer to Level 4 Response Considerations<br>Notification of law enforcement Contact Director |
| <b>Weapon (other than firearm)</b><br>Possessing, handling, transmitting, using, intimidating with, or threatening with any object or material that is ordinarily and/or generally considered a firearm, explosive, destructive device, or weapon, including, but not limited to, guns, firearms, knives, throwing stars, brass knuckles, chemical substances (including but not limited to mace, pepper guns, and bleach) and any other object that could be used to injure a person.                       | Refer to Level 4 Response Considerations<br>Notification of law enforcement Contact Director |
| <b>Repeat Rule Violations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Refer to Level 4 Response Considerations                                                     |

### Repeated Violations:

When determining an appropriate response to a violation of the Code of Conduct, school administrators may consider whether a student has engaged in the same or similar behavior on multiple occasions during the same school year. Repeated violations may result in additional interventions, increased disciplinary responses, or the assignment of a higher level of consequence than would typically be associated with a first offense.

The purpose of escalating responses is to promote accountability, address ongoing behavioral concerns, and provide additional support to help students make positive behavioral changes.

### **A note regarding level of response**

The disciplinary responses outlined in this Code of Conduct are intended to provide guidance and consistency; however, each situation will be evaluated individually. When determining the appropriate level of response, school staff may consider factors including:

- The student's age and developmental level
- The student's intent
- The severity of the behavior
- The impact on student or staff safety
- Whether the behavior is a repeated or ongoing concern
- Any mitigating or aggravating circumstances

As a result, disciplinary responses may not always begin at the lowest level identified for a particular violation. More serious behaviors may warrant an immediate higher-level response, while other situations may be addressed through supportive or restorative interventions when appropriate.

### **Definitions:**

- **Due Process:** Students who are suspended, expelled, or reassigned are entitled to procedural protections as outlined in Nebraska state statute. These rights include notice of the allegations and an opportunity to respond.
- **Short-Term Suspension:** Removal from school for five (5) school days or less.
- **Long-Term Suspension / Expulsion:** Removal from school for more than five (5) school days but fewer than twenty (20) school days, or expulsion beyond that timeframe, in accordance with applicable due process requirements under Nebraska law, unless otherwise required by statute.
- **Expulsion – No Alternative Placement:** Following required due process procedures, a student may be expelled from school for twenty (20) school days or longer. Exceptions apply when expulsion is mandated under Nebraska Revised Statute §79-283(4), including certain firearm-related offenses.
- **Expulsion – Firearm Violation:** Any student who is found to have knowingly and intentionally possessed, used, or transmitted a firearm on school property, in a school vehicle, or at any school-sponsored activity or event will be expelled for a period of not less than one (1) calendar year, in accordance with federal and state law. For the purposes of this policy, “firearm” is defined under 18 U.S.C. § 921.

## **Middle School Policies and Procedures**

### **The MTSS Process at Falls City Middle School**

At Falls City Middle School, we are committed to helping every student be successful academically, socially, emotionally, and behaviorally. To accomplish this, we use a **Multi-Tiered System of Supports (MTSS)**, which is a framework designed to identify student needs early and provide the appropriate level of support to help students grow and succeed.

MTSS uses data from academics, attendance, behavior, and teacher observations to monitor student progress and determine what supports may be needed. The goal of MTSS is not to punish students, but to ensure that every student receives the assistance, supports, and interventions necessary to reach their full potential.

#### **Tier 1 – Universal Supports**

All students receive high-quality instruction, positive behavior expectations, social-emotional learning opportunities, and school-wide supports designed to promote success for every learner.

#### **Tier 2 – Targeted Supports**

Students who need additional assistance may receive targeted interventions such as small-group academic support, attendance interventions, check-ins with staff members, organizational support, or other strategies designed to address specific needs.

#### **Tier 3 – Intensive Supports**

Students with significant or ongoing needs may receive individualized interventions and more frequent monitoring. These supports are tailored to the student's specific circumstances and may involve collaboration among teachers, counselors, administrators, families, and other support personnel.

The MTSS team meets regularly to review student data, monitor progress, and determine whether supports should be adjusted. Parents and guardians may be contacted when additional interventions are needed, and students are encouraged to actively participate in the process by setting goals and reflecting on their progress.

Through MTSS, Falls City Middle School strives to create a supportive learning environment where students are known, valued, challenged, and provided with the resources they need to be successful both in school and beyond.

#### **Classroom Expectations:**

- Arrive on time and be in their assigned classroom when the bell rings.
- Come prepared for learning by bringing required materials, assignments, and technology to class each day.
- Remain in class unless permission has been granted by the teacher.

- Obtain permission before leaving the classroom for any reason, including restroom visits, office visits, or other approved destinations.
- Sign out and sign back in via Securely when leaving and returning to class.
- Follow all classroom procedures and expectations established by the teacher. Additional classroom-specific expectations will be taught, posted, and reviewed throughout the school year.
- Demonstrate respect for themselves, others, and the learning environment by contributing positively to the classroom community.

## **LUNCH ROOM REGULATIONS**

Students must eat lunch in the school cafeteria whether you eat school lunches or bring a sack lunch. The following regulations must be followed when using these facilities:

- Eat lunch in the cafeteria unless otherwise directed by school staff.
- Clean up after yourself by disposing of trash properly and leaving their eating area ready for the next group of students.
- Return trays, utensils, and other cafeteria items to the designated locations.
- Keep food and beverages in the cafeteria unless permission has been granted by a staff member for a school-related activity.
- Remain seated during lunch unless obtaining food, disposing of trash, or given permission by a staff member.
- Respect personal space and remain with their assigned table or lunch group. Excessive movement, running, or moving from table to table is not permitted.
- Use appropriate voice levels and conduct themselves in a manner that allows everyone to enjoy their lunch period.
- Follow all directions given by cafeteria supervisors and staff members.

## **SCHOOL BUS RULES**

All students riding on school transportation vehicles are subject to the policies governing student conduct within the code of conduct. Riding on school transportation vehicles is an extension of the normal school day. When riding school transportation, the student is responsible to abide by all handbook rules. Students who ride school vehicles to an away activity are to ride school vehicles home unless they have a note signed by their parent or guardian telling who they will be riding home with. If they don't have a note, they will ride home with the rest of the activity group. If a parent comes up to a sponsor driver to ask to take the student home, the parent should ask school personnel face-to-face to take them. Guests of bus riders will need a note from the parent granting the guest permission to ride.

### **Bus Conduct Reports**

Students who cannot follow the rules of the bus will have a conduct report completed. The following action will be taken depending on how many conduct reports are issued:

**1st Report** - It must be signed by a parent. If the report is not signed and returned, the student will be sent to the principal's office for an explanation.

**2nd Report** - The student is sent to the principal's office for a conference with the principal and the transportation supervisor.

**3rd Report** - No bus privileges for one week.

**4th Report** - No bus privileges for up to one month.

**5th Report** - No bus privileges for one semester.

Depending on the seriousness of the offense, students may lose bus riding privileges for an indefinite period of time at the discretion of the principal and transportation supervisor. A conduct report will be completed to document the offense.

## **BUS RULES**

1. When riding school transportation, the student is responsible to abide by all handbook rules. Students who ride school vehicles to an away activity are to ride school vehicles home unless they have a note signed by their parent telling who they will be riding home with. If they don't have a note they will ride home with the rest of the activity group. If a parent comes up to a sponsor driver to ask to take the student home, the parent should ask you face-to-face to take them.
2. Food, candy, gum and drinks are allowed on buses and vans, but each individual is responsible for their own trash. There are two (2) trash boxes on each bus, if you cannot keep the trash mess down to a minimum, this privilege will be revoked. Please remember if you carry something on, carry it off, or put it in one of the trash boxes. There will be no sunflower seeds permitted on the buses or vans. Each route driver has the authority to revoke this privilege.
3. Electronic devices without headphones are not to be played on buses or vans while you are traveling. If they are played without headphones while you are on the bus it will be taken from you. When you return home, it will be returned to you and reported to the principal. Hand held videos may be played only if they have a mute button and use it.
4. There will be no smoking or use of tobacco of any form and no use of or possession of drugs or alcoholic beverages on school vehicles.
5. Students are not to stand to get off the bus until the bus has come to a complete stop.
6. No one is to exit out the rear door of the bus except in an emergency.
7. It is now a state law that when seat belts are provided in school vehicles, all passengers will wear them.
8. Once in motion:
  - A. Movement in the bus is not recommended.
  - B. Riders should have one leg (if not both) out of the aisle.
  - C. Riders should have one shoulder (if not both) behind the bus seat in front of their seat.
  - D. No standing in seats.
  - E. All students will be quiet when nearing and stopping at railroad crossings.

## Student Dress Code

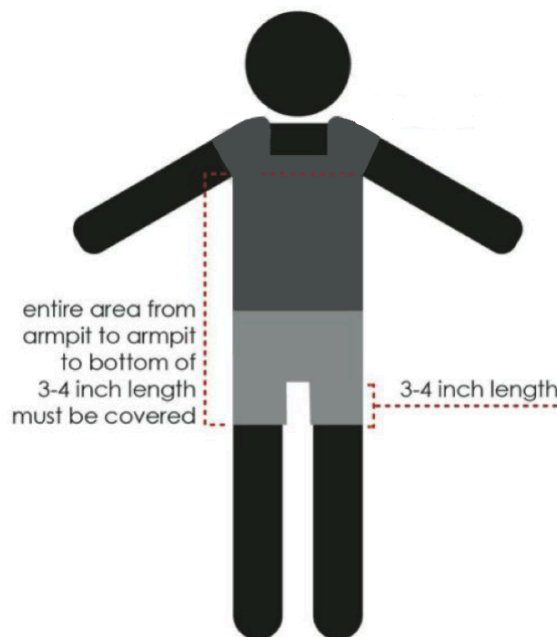
Falls City Middle School recognizes that student attire is a form of self-expression. Students are expected to wear clothing that is appropriate for a school environment and does not interfere with the health, safety, or educational process of the school.

All students must wear clothing that adequately covers the areas identified in the accompanying diagram. Clothing should provide appropriate coverage at all times, including during normal school activities such as sitting, bending, reaching, and walking up stairs.

Students are expected to:

- Wear clothing that fully covers undergarments.
- Ensure that shirts, tops, shorts, skirts, dresses, and pants fit appropriately and provide adequate coverage.
- Wear clothing that covers the chest, buttocks, and groin area.
- Select clothing that allows them to participate safely and comfortably in school activities.

Administration reserves the right to determine whether clothing is appropriate for the school setting. Students whose attire does not meet dress expectations may be asked to change clothing, contact a parent/guardian for appropriate attire, or be provided alternative clothing when available.





## **Additional Dress and Appearance Expectations**

To maintain a safe, respectful, and productive learning environment, the following expectations apply to all students:

- Clothing, accessories, and personal items may not display or promote profanity, obscenity, hate speech, discrimination, violence, gang affiliation, sexually suggestive content, or the use of alcohol, tobacco, vaping products, or illegal drugs.
- Students must wear shoes at all times while on school property.
- Clothing made of transparent, sheer, or open-mesh material must be worn over clothing that provides appropriate coverage.
- Pants, shorts, and skirts must be worn appropriately.
- Clothing designed as athletic compression wear (including spandex shorts or similar garments) is not considered appropriate standalone outerwear and must be covered by school-appropriate clothing that meets the district dress code.
- Hats, hoods, bandanas, and other head coverings may not be worn inside the building during the school day unless approved for religious, medical, educational, or school-sponsored purposes.
- Face paint is not permitted during the regular school day except during approved school-sponsored events, spirit days, or activities.
- Writing or drawing on one's body is discouraged and may be addressed by school staff if it creates a disruption, contains inappropriate content, or poses a health or safety concern.
- Clothing or accessories that substantially disrupt the educational environment or create a safety concern may be prohibited.

School administrators retain the authority to determine whether student attire complies with the dress code. When a dress code concern arises, school staff will work with the student to resolve the issue in a manner that minimizes lost instructional time. Students may be asked to change clothing, adjust their attire, or contact a parent/guardian to provide appropriate clothing if necessary.

## **Detention**

The purpose of detention is to provide students an opportunity to reflect on choices that disrupted learning and to reteach expectations for appropriate academic and social behavior. Detention is also used to help students make up missed learning time and responsibilities.

**Time:** After-school detention is held from 3:25–3:45 PM unless otherwise assigned by a teacher or administrator.

## **Expectations:**

- Students are expected to report to detention on time with materials needed to complete missing classwork or with approved independent reading materials.

- Students may be required to complete missed assignments or reflect on classroom expectations during detention.

**Communication:** When a detention is assigned, the assigning teacher will ensure that parent/guardian communication is completed to inform families of the behavior concern and arrange transportation as needed.

**Attendance:**

Students are expected to attend detention on the assigned day unless prior arrangements have been made with the assigning teacher or an administrator due to extenuating circumstances (such as transportation barriers or school-sponsored conflicts).

If a student is unable to attend, a written note from a parent/guardian may be required upon return and should be provided to the assigning staff member or office the next school day.

**Consequences for Non-Attendance:**

Failure to attend assigned detention without an approved excuse may result in the detention being rescheduled or escalated to additional consequences, including in-school suspension. Administrative staff will determine appropriate follow-up on a case-by-case basis.

**TARDIES**

*Students are considered tardy after the 8:15 bell.* If a pattern of tardiness develops, parents will be called to consider the causes and to aid in reestablishing a timely arrival at school. A tardy between classes is recorded in PowerSchool and will be handled by teachers on an individual basis using the code of conduct.

**Cell Phone/Personal Device Policy and Guidelines**

Falls City Middle School is a phone- and personal communication device-free school day campus. This policy is in place to reduce distractions, support student engagement, and maintain a focused learning environment.

*A personal communication device* includes any non-school-issued device capable of internet access, texting, calling, gaming, photography/video recording, or multimedia use. This includes, but is not limited to, cell phones, smartwatches, earbuds/headphones with communication capability, and similar electronic devices.

**Expectations:**

- Students are required to turn in personal communication devices to their first-period teacher at the beginning of the school day. Devices will be securely stored with the first-period teacher and returned at the end of the school day.
- Students may not store personal communication devices in lockers during the school day.
- The school day begins and ends with first-period classroom procedures for device collection and return.

- FCMS strongly encourages families to leave personal communication devices at home whenever possible.

### **Responsibility**

Falls City Middle School is not responsible for lost, stolen, or damaged personal communication devices.

### **Violation of Policy**

If a student is found in possession of a personal communication device during the school day:

- The device will be confiscated and secured in the principal's office.
- Going forward, the student will turn their phone into the office daily rather than turning it in to their first period teacher.

### **Exceptions**

The principal may approve exceptions to this policy in extraordinary circumstances in collaboration with a student's parent/guardian. All exceptions will be reviewed on a case-by-case basis.

## **Cheating/Plagiarism**

Falls City Middle School values honesty, responsibility, and academic integrity. Students are expected to complete and submit their own work unless collaboration or outside assistance has been specifically authorized by the teacher.

Cheating and plagiarism involve presenting another person's work, ideas, or responses as one's own. Examples may include, but are not limited to:

- Copying another student's work or allowing another student to copy your work.
- Using notes, materials, websites, or other resources during an assignment or assessment without permission.
- Copying information from books, websites, or other sources and submitting it as original work.
- Submitting work completed by another person.
- Using artificial intelligence (AI) tools, applications, or programs to generate responses, assignments, projects, or other work when such use has not been authorized by the teacher.

These examples are not intended to be an exhaustive list. Any act that gives a student an unfair academic advantage or misrepresents the student's own learning may be considered cheating or plagiarism.

Consequences for cheating and plagiarism will be addressed by the classroom teacher and may include academic and/or disciplinary consequences as outlined in the Student Code of Conduct.

### **Backpacks**

To help maintain a safe and organized learning environment, backpacks, book bags, purses, tote bags, athletic bags, and other personal carrying containers must be stored in student lockers during the school day and may not be carried from class to class.

Students should bring only the materials needed for class and are encouraged to use their lockers to store personal belongings and non-essential items.

### **Water Bottles**

Students are allowed and encouraged to carry water bottles in order to stay hydrated. Only water is allowed in the bottles. No disposable bottles are permitted. Teachers have the right to check bottle contents at any time. If students do not allow checks, they will lose the privilege of carrying a water bottle during the day. Teachers also reserve the right to limit water bottle use in the classroom due to safety or equipment concerns.

### **Before and After School Policy**

Falls City Middle School's instructional day begins at 8:08 a.m. and ends at 3:20 p.m. Breakfast is available beginning at 7:45 a.m. for students who choose to eat breakfast at school. Students attending breakfast are supervised by school personnel.

The school does not provide general student supervision before 7:45 a.m. Students who are not attending breakfast should not arrive before that time. Parents or guardians who choose to drop off students before 7:45 a.m. assume responsibility for their student's supervision and safety prior to the start of the supervised school day.

Students may enter the building beginning at 7:45 a.m. and should report directly to their designated area. On days when weather conditions create safety concerns, administration may allow earlier entry into the building.

At the conclusion of the school day, students are expected to leave the building and school grounds promptly unless they are:

- Participating in a school-sponsored activity, athletic practice, or event; or
- Under the direct supervision of a teacher, coach, or other school staff member.

Students remaining after school without supervision may be asked to leave campus or contact a parent or guardian for transportation.

## **Physical Restraint and Seclusion**

As a part of the emergency procedures in place in our schools, any student who poses an imminent risk of injury to him/herself, to others, or to school/private property may be physically restrained and/or placed in seclusion by school staff in accord with school board policies. These could occur along with other emergency actions such as calling law enforcement. Significant violations of the law, including assaults on students and staff, will be reported to law enforcement. As soon as possible after any such incident, the parents or guardian will be informed when any of these actions have occurred.

## **Sniffer Dog Policy Notice to Students**

By this policy and/or via the provision in the student or staff handbook, students and staff are specifically notified that:

1. Lockers may be sniffed by sniffer dogs at any time.
2. Vehicles parked on school property may be sniffed by sniffer dogs at any time.
3. Classrooms and other common areas may be sniffed by sniffer dogs at any time students and staff are not present.
4. If contraband of any kind is found, the student or staff member shall be subject to appropriate disciplinary action.

## **ARTICLES PROHIBITED BY STUDENTS IN SCHOOL**

Problems can arise when students bring items to school that create safety concerns, disrupt the learning environment, or interfere with school operations. Items such as cameras, personal electronic devices, laser pointers, lighters, chains (including wallet chains), permanent markers, toys, games, and other distracting or unauthorized items are not permitted at school and may be confiscated by school personnel.

Students may not bring squishy toys, fidgets, sensory items, or other manipulative objects to school unless they are specifically required as part of an approved accommodation or support plan (e.g., an Individualized Education Program (IEP), Section 504 Plan, or other documented educational plan) or have been authorized by school staff for instructional or therapeutic purposes. Unauthorized items that become distracting or disruptive to the educational environment may be confiscated and returned in accordance with school procedures.

The school administration reserves the right to determine whether any item brought to school poses a safety concern, creates a disruption, or interferes with the educational process.

## **Solicitation**

Falls City Public Schools and staff support the many clubs, activities, and civic organizations that our students belong to. We ask that sales and fundraising activities be conducted outside of the school day.

## **POSSESSION, USE, OR DISTRIBUTION OF ALCOHOL, TOBACCO OR OTHER DRUGS**

Falls City Middle School is committed to providing a safe, healthy, and drug-free learning environment for all students. The following rules shall be enforced in accordance with the Student Code of Conduct and applicable state and federal laws.

Students shall not possess, use, be under the influence of, distribute, sell, transmit, or attempt to distribute any illegal drug, controlled substance, marijuana, hallucinogen, narcotic, amphetamine, barbiturate, alcohol, intoxicant, drug paraphernalia, or any substance represented to be such while on school property, in school vehicles, at school-sponsored activities, or under the supervision of school personnel.

Students shall not possess, use, distribute, or misuse prescription or over-the-counter medications except as authorized by school policy and applicable law. Medications brought to school must be managed through the school office in accordance with district procedures.

The possession, use, distribution, sale, or transmission of any prohibited substance at a school-sponsored activity, whether held on or off school grounds, is strictly prohibited.

Any violation of this policy may result in disciplinary action, including but not limited to short-term suspension, long-term suspension, expulsion, exclusion from extracurricular activities, and referral to law enforcement authorities when appropriate. Parents or guardians will be notified as required by law and district policy.

The administration reserves the right to investigate suspected violations and to take appropriate action to maintain a safe and drug-free educational environment.

### **TELEPHONE**

The telephone in the office is for school business; however, it may be used by students for calls, provided permission is obtained from the secretary or the principal. Students with written permission from teachers may make calls during or between classes. A log will be kept of student phone calls and the purpose of the call. The school number is 402-245-3455.

### **COPY MACHINE**

The copy machine is off limits to students unless authorized by the principal's office or secretaries. When it is found necessary for use by students, there is a \$.10 (B & W) or \$.25 (color) charge for each copy produced.

### **Dating Violence Prevention**

Falls City Public School District shall make continued efforts to provide physically safe and emotionally secure environments for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding and acceptance of others) are encouraged in the educational program and are required of all students and staff. Inappropriate behaviors, including but not limited to, dating violence, will not be tolerated and must be avoided by all students and staff.

Dating violence is defined as (a) 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; and (b) “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.

The district will provide appropriate training to staff and incorporate within its educational program age-appropriate dating violence education that shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships. Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors. Dating violence training shall be provided to staff deemed appropriate by the administration.

### **GOOD SPORTSMANSHIP**

Students attending school-sponsored activities are expected to demonstrate good sportsmanship, respect, and school pride at all times. Respect should be shown toward players, coaches, officials, performers, spectators, cheerleaders, and event staff regardless of the outcome of the event.

Good school citizens contribute to a positive environment by behaving in an orderly and respectful manner before, during, and after all school activities. Students are expected to follow school rules, use appropriate language, respect school property and the property of others, and dispose of trash and other materials in designated containers.

Disruptive, disrespectful, inappropriate, or unsportsmanlike behavior will not be tolerated. Students who fail to meet these expectations may be removed from the event, required to leave the premises, and may lose the privilege of attending future school-sponsored activities.

Attendance at extracurricular activities and school events is a privilege, not a right. Students are expected to represent Falls City Middle School in a manner that reflects positively on themselves, their school, and their community.

### **AUTOMOBILES - BUSES**

The *red curb area* in front of the school is for buses and handicap parking. Please use the parking lots north and south of the school for loading and unloading students. Extreme care should be exercised in getting out of and/or getting into automobiles. It is a busy area, especially before and after school. Students should always use the crosswalk when crossing the street. The red curb area from the front door to the north is covered by video camera surveillance which helps monitor traffic.

### **BICYCLE AND PEDESTRIAN SAFETY**

Safety should be an important concern for everyone. The need for safety extends beyond the school grounds. Traffic conditions at the hours of arrival and dismissal necessitate careful observation of rules for the pedestrian. If you walk to and from school, stay on the sidewalks where they exist. If no sidewalk exists and streets provide the only route, stay close to the curb on the left side. Respect the position of vehicle operators. Use the crosswalks where provided. No shortcuts through school or private property. All bicycle racks are under video surveillance.

The rider of a bicycle, like the driver of a car, must obey traffic rules. The following are some of the most important rules for bicycle riders:

1. Ride with traffic, not against it.
2. Never use a zigzag course; ride straight ahead.
3. Remember that a bicycle is built to carry one person at a time.
4. Always ride as close to the right curb as possible.
5. Leave parked bicycles alone.
6. Know and use your hand signals before you turn or stop.
7. Keep both hands on the handlebars.
8. Park bicycles immediately on arriving at school.

## **ENTRANCES AND EXITS**

All students who arrive to school before 8:00 A.M. should be gathered at the main entrance. All students will enter the building through the cafeteria entrance at 8:08 a.m. Stay off the grass at the front of the building.

## **FIRE AND DISASTER DRILLS**

### **(Evacuation Drills)**

The following important rules should always be observed in any school or public building during an emergency.

1. Should you discover a fire, notify the nearest teacher.
2. Rise at the sound of the alarm and follow the student leader to the assigned place. All persons must leave the building in case of fire.
3. Walk rapidly, but do not run.
4. Do not talk at any time during the drill, including the return to class.
5. Continue walking until your group reaches the place of safety. Stay with your own group and await further direction.
6. Regardless of what room you may be in, you are expected to know how to leave the building by the nearest exit and rejoin your class so that the teacher may check attendance.
7. Take shelter in the building as specified by supplementary instructions for all other emergencies.
8. Know all drill procedures posted in each classroom.

## **STUDENT ACCIDENTS**



Should a student have an accident on or around the school grounds during, before, or after school activities, it should be reported immediately to the principal, the nurse, or any teacher available at the moment regardless of how minor the accident might seem.

### **Computer/Internet Use**

All students and their parent(s)/guardian(s) must review and acknowledge the Falls City Public Schools Acceptable Use Policy before accessing district technology resources, devices, networks, or internet services. Students are expected to use technology in a safe, responsible, ethical, and educationally appropriate manner at all times.

Violation of the Acceptable Use Policy, district technology procedures, or applicable laws may result in the loss of technology privileges, school disciplinary action, restitution for damages, referral to law enforcement, or other consequences as permitted by law and district policy.

Falls City Middle School also encourages students to be responsible digital citizens. Social media platforms, online forums, messaging applications, gaming communities, artificial intelligence tools, and other internet-based services can create permanent digital records. Information, images, videos, comments, and messages shared online may be difficult or impossible to remove and can be viewed by a wide audience, including school officials, colleges, scholarship committees, employers, and law enforcement agencies.

Students should understand that online behavior may have real-world consequences. Content that violates school policies, disrupts the educational environment, threatens the safety of students or staff, constitutes bullying or harassment, or violates the law may result in school disciplinary action and/or referral to appropriate authorities, even when such conduct occurs off campus.

Students are encouraged to protect their privacy, think carefully before posting or sharing information online, respect the rights and dignity of others, and use technology in ways that reflect positively on themselves, their school, and their community.

### **Behavior Expectations for Students Participating in Co-Curricular Activities and Athletics**

Students who participate in extracurricular activities are deemed to be held to a higher standard when it comes to representing their respective schools both on and off campus. It is therefore critical for those students to always be mindful of their behavior and how it reflects on the school. A substantial disruption to the school environment is not required in order to be suspended from participation in co-curricular music/sports/clubs.

In addition to any other discipline imposed for violations of the Code of Conduct or for behaviors prohibited as part of co-curricular activities, students may be subject to suspension from participation in co-curricular activities. The sanction shall be implemented upon confirmation and notice to the student by the principal and the sanction will apply to all school

sponsored activities or any activity that occurs on school property or at a school function. In addition, the teacher/coach/sponsor may impose additional sanctions.

The principal may take action based on first-hand information. This may include contact with witnesses to the student's prohibited behavior. Prior to any decision, the principal must confer with the student and inform the student of any charge or available information and give the student an opportunity to tell his or her version of events, weigh the evidence, make a decision whether the student engaged in prohibited conduct, and then inform the student of the final decision. The principal will then inform the parent of the decision.

**Students who are suspended either in or out of school are not allowed to participate in extracurricular activities on days when they are suspended.**

### **Rules Regarding Other Conduct**

Individual coaches/sponsors or staff responsible for an activity may impose participation restrictions or eligibility restrictions in co-curricular activities on students for behavior other than those listed provided:

1. Students and parents have first been advised of the participation/eligibility rules and the types of misbehavior that would cause the student to become subject to such participation and or eligibility restrictions.
2. Restrictions and/or eligibility are imposed only after the coach/sponsor has:
  - a. Investigated the matter.
  - b. Given the student notice of the charges.
  - c. Explained the evidence against the student.
  - d. Given the student a chance to give his/her side of the story.
  - e. The coach/sponsor decides that the student in fact violated team rules.

### **Crisis Procedure**

In the case that a student becomes destructive, is non-compliant, or is threatening to hurt themselves or others during the course of the school day, Falls City Middle School will enact this crisis management procedure. Falls City Middle School has a trained crisis intervention team that is made up of 4 to 5 staff members. This "CPI" team is trained to deal with crisis situations that may occur during the school day. The following steps are to be followed in the event of a student crisis during school hours.

1. The supervising teacher will call the leader of the CPI team. This will be the principal and if the principal is out of the building it will be his/her designee.
2. The building will go into "Hold" status. All classes will remain in the classroom with the door shut.
3. The team leader will call the CPI team together. Teachers on the CPI team who have classes will move their classes to another classroom or available paras and teachers will cover the classes so students can be supervised while the CPI team deals with the crisis.
4. Students in the room where the crisis is occurring will be evacuated from the room.

5. The CPI team will then intercede with the student in crisis following the guidelines provided by CPI.
6. At the conclusion of the crisis, students/teachers will return to classroom and the hold will be lifted.

## **Suicide Ideation Policy**

Falls City Middle School takes all reports of suicidal ideation, self-harm, or threats of self-harm seriously. Suicide ideation includes situations in which a student expresses thoughts of suicide or self-harm, threatens suicide or self-harm, or when a student, parent/guardian, staff member, or other stakeholder reports concerns that a student may be considering suicide or self-harm.

If a staff member becomes aware of a concern involving suicidal ideation or self-harm, the staff member shall immediately notify the building principal and school counselor. The student will remain under supervision and shall not be left alone while the concern is being assessed.

The school counselor will conduct a suicide risk screening using the district-approved suicide ideation screener as part of the school's response protocol. Based on the results of the screening and the professional judgment of school personnel, additional interventions may be implemented.

Parents/guardians will be notified as soon as reasonably possible. The principal, counselor, and other appropriate personnel will coordinate the school's response and determine any additional steps necessary to ensure student safety.

If the suicide risk screening indicates a level of risk that requires immediate evaluation, the student will be referred to a hospital emergency department or other appropriate emergency mental health provider for further assessment. Parents/guardians will be notified and expected to participate in the process. Emergency services or law enforcement may be contacted when necessary to ensure the safety of the student or others.

When applicable, students returning to school following a mental health crisis, hospitalization, or emergency evaluation may be required to participate in a re-entry meeting and provide any recommended documentation or safety plans from treating professionals. School personnel will work collaboratively with the student, family, and providers to support a safe return to school.

All reports of suicidal ideation or self-harm will be addressed in accordance with district policy, state law, and established school safety procedures.

## **Threats to Staff, Students, or the School**

If a student issues a threat to the staff, student/s or the school, the principal will enact the district policy in regards to threat assessment and apply the code of conduct as warranted.

## **Public Displays of Affection**

Inappropriate displays of affection in school include, but are not limited to, consensual kissing, groping, or inappropriate touching on school grounds. The principal reserves the right to decide what is appropriate and a distraction to the learning environment. In the case of inappropriate PDA, the principal may apply level 1 interventions.

## **Searches**

To maintain a safe and orderly learning environment, Falls City Middle School reserves the right to conduct searches of students, student belongings, lockers, desks, and other school property when there is reasonable suspicion that a student may be in possession of items that are prohibited on school grounds or at school-sponsored activities. Such items may include, but are not limited to, weapons, illegal drugs, alcohol, drug paraphernalia, stolen property, or other materials that may pose a threat to the safety, health, or welfare of students or staff or that violate school rules.

Student lockers are school property and are provided for student use as a matter of convenience. Lockers may be inspected or searched by school officials at any time in accordance with applicable law and district policy. Students should not expect privacy in lockers or other school-issued storage areas.

Searches of a student's personal belongings or person will be conducted with two school officials present. Searches will be limited in scope to what is reasonably necessary based on the nature of the suspected violation and the information that led to reasonable suspicion.

School administrators may take appropriate action based on the results of a search, including confiscation of prohibited items and implementation of disciplinary consequences in accordance with the Student Code of Conduct. Law enforcement may be contacted when appropriate or required by law.

Searches will be conducted in a manner intended to ensure student safety, maintain dignity, and minimize disruption to the educational environment.

## **Bullying and Hate Speech:**

In recognition of the importance of fostering a safe and inclusive school environment, FCMS is implementing an addendum to our bullying policy to explicitly address hate speech. Hate speech, defined as any communication that disparages individuals or groups based on characteristics such as race, ethnicity, national origin, religion, gender, sexual orientation, disability, or any other protected attribute, is antithetical to our values of respect, diversity, and equity.

**Guidelines:**

1. Hate speech, including but not limited to derogatory remarks, slurs, threats, or any other form of verbal or written expression intended to intimidate, harass, or demean individuals or groups, is strictly prohibited.
2. This prohibition applies to all forms of communication within the school community, including in-person interactions, written messages, social media posts, and other digital communications.
3. Students who engage in hate speech, whether directed at peers, staff members, or members of the broader community, will be subject to disciplinary action in accordance with the school's code of conduct. Such consequences may include but are not limited to counseling, education, suspension, or expulsion, depending on the severity and frequency of the behavior.

## Middle School Academic Policies

### GRADING POLICY

Reports of grades are issued quarterly. In addition, copies of all grades will be sent home at three-week intervals. Each pupil should strive for marks commensurate with his ability.

|    |          |    |         |    |            |
|----|----------|----|---------|----|------------|
| A+ | 97 – 100 | C+ | 82 – 85 | F  | (0 - 69)   |
| A  | 93 – 96  | C  | 78 – 81 | P  | Passing    |
| B+ | 89 - 92  | D+ | 74 - 77 | NG | No Grade   |
| B  | 86 - 88  | D  | 70 - 73 | I  | Incomplete |

### INCOMPLETES

Students with incompletes should see the teacher concerned at once. If the work is not satisfactorily completed in a timely manner (generally 1 week), these marks automatically become failures.

### Eligibility Requirements

A student may not be in failing status in any class in order to participate in extracurricular activities. Grades will be checked by the principal on the morning of the first day of the week. If a student is in failing status they are ineligible to play that week. If all grades are passing by the next grading period, then they are eligible to play. A teacher can grant eligibility if the student improves the grade and they clear the change through the principal.

Exceptions:

1. If a teacher has not updated grades by the time of the grade check, then the student will be deemed passing.
2. If there is an extenuating circumstance, the principal reserves the right to grant or revoke eligibility.

If a student is absent past 10:00 a.m. for an illness or unexcused absence or tardy, he/she will not be able to participate or travel to any extra-curricular activity that day unless it is for an excused appointment with parent provided documentation.

Attending an extra-curricular event is a privilege that can be revoked due to violations of the code of conduct during events. The principal reserves the right to revoke attendance privileges for students who violate the code of conduct at any Falls City Public School extra-curricular event.

Any student who is found possessing or consuming any type of drugs, tobacco or alcohol, or is reported being observed by a school employee smoking or consuming any drugs, tobacco, vape, or alcohol will be ineligible to compete for the following duration:

|                       |                |
|-----------------------|----------------|
| <b>First offense</b>  | 3 weeks        |
| <b>Second offense</b> | 30 school days |

|                       |                                  |
|-----------------------|----------------------------------|
| <b>Third offense</b>  | 90 school days                   |
| <b>Fourth offense</b> | remainder of middle school years |

## **Dropping Classes**

Middle school students are not allowed to drop classes unless there is an extenuating circumstance that requires the drop. The principal reserves the right to decide if the circumstance requires the drop. The desire to drop or not liking a class is NOT an extenuating circumstance.

## **Promotion and Retention**

The school has the authority to promote or retain students based on their academic progress (or lack thereof).

## **Honor Roll**

Falls City Middle School has 2 levels of Honor Roll. In order to qualify for the regular Honor Roll a student must carry a 3.5 GPA and not carry any D's or F's at the end of the quarter. In order to make the High Honor Roll a student must carry a 3.75 GPA and have no D's or F's at the end of the quarter. GPA is calculated on the following scale:

A = 4.0

B = 3.0

C = 2.0

D = 1.0

F = 0.0

## **Titanium Tigers**

In addition to Honor Roll recognition, students may earn the designation of Titanium Tiger, the highest level of achievement at Falls City Middle School. Titanium Tigers demonstrate excellence in academics, attendance, behavior, and school engagement. To qualify, students must maintain Honor Roll (or equivalent academic proficiency), have no major disciplinary incidents as defined by the Student Code of Conduct, demonstrate strong attendance with no more than 2 unexcused absences per quarter, participate in at least one school-sponsored or approved activity (or demonstrate equivalent engagement), and meet or exceed proficiency on the most recent district benchmark assessment (NSCAS or equivalent).

## **National Junior Honor Society**

National Junior Honor Society (NJHS) is an organization established to recognize outstanding middle-level students who have demonstrated excellence in the areas of *Scholarship, Leadership, Service, Character, and Citizenship*. Students in grades 6-8 who are full-time students with a 3.5 GPA for the first semester (among other criteria) receive an invitation to fill out a Candidate Information Form to be considered for membership. The goal of NJHS is to build leaders and all-around great young adults, along with promoting community involvement.

NJHS members select activities and officers along with his/her own individual service project every semester that best reflects his/her personal interests.

## **Middle School Informational Items**

### **BULLETINS**

There will be announcements read daily at the start of the first period . These bulletins contain announcements and information important to all students. Students are, therefore, responsible for knowing the information contained in these bulletins.

The principal's signature or initials are required for outside school information, dances, tryouts, etc. before posting of any kind is permitted in the building.

### **LOST AND FOUND**

All lost and found articles should be taken to and claimed in the office. A collection of lost articles is in the cafeteria. Report to the office for lost articles - not once, but several times. Check with the secretary on such items as jewelry, watches, purses, billfolds, phones, etc.

### **National School Lunch/Breakfast Program**

The Falls City Public Schools participates in the National School Lunch Program. Breakfast is available during all school days beginning at 7:45 AM until the start of the school day, and lunch is also available at all building sites. A featured entrée, a la carte items, milk, a full salad bar, and special dietary needs meals are available for students. Free and Reduced meal applications are available at the main office of each school building. Lunch account information can be monitored through the district's PowerSchool Parent Portal found at <https://ps.fctigers.org/public/>.

### **USDA Nondiscrimination Statement**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. braille, large print, audiotape, American Sign Language, etc.), should contact the agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:

[http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To



request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter 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](mailto:program.intake@usda.gov). This institution is an equal opportunity provider.

## 2025-2026 LUNCH PRICES

|           | PCC  | K-5  | 6-8  | 9-12 | ADULT |
|-----------|------|------|------|------|-------|
| BREAKFAST | NC   | 2.75 | 2.85 | 2.85 | 3.35  |
| LUNCH     | 3.25 | 3.75 | 3.90 | 3.95 | 5.25  |

## Meal Charges Policy

The district's policy on charged meals is if a student has no funds available to pay for a meal, the student will be provided and charged for up to ten meals. If a student has no funds available to pay for a meal, the building principal or his or her designee will contact households about unpaid meal charges and notify them again of the availability of the free and reduced meal program and/or establish payment plans and due dates by telephone, e-mail, or other written or oral communication. Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative balance from other food purchases. A la carte or extra items will be available for a cash purchase only.

If these collection efforts are unsuccessful, the school district may pursue any other methods to collect delinquent debt as allowed by law. Collection efforts may continue into a new school year.

In the event that the Nebraska Department of Education develops a state-level meal charge policy, it shall supersede that portion of this policy.

## ABSENCES

You MUST bring a written excuse giving the reason and date(s) following each absence from school. A parent or guardian may also call the school secretary or send an email to the secretary giving the excuse for the absence. The note, email, or call must be made/written by the parent or guardian, then sent to the office before reporting to your first class. After three consecutive days of absence due to illness, a doctor's excuse/note is requested.

The principal will make the decision as to whether or not the reason for the absence is excused or unexcused. An excused absence allows the student full credit for make-up work in the classes which he/she has missed. An unexcused absence, as well as a substantial number of absences, will be handled according to board policy.

Parents are to notify the school whenever a child is to be absent. The call should be made by 9:30 a.m.; otherwise, we shall call you to verify the child's absence. Your call will save us this step. **Calls to report either an absence or a request for assignments should be made by 9:30 a.m.**

**Prearranged application** - when a student knows in advance that he or she will be absent from school, he/she should notify the office. Pre-notification should be arranged for the following:

1. Vacations (needs parent/guardian signatures).
2. School activities (no parent/guardian signatures).
3. Personal activities (needs parent/guardian signatures).

In the event that a student must leave school before a regular dismissal time due to illness, he/she is to report to the office where the reason for leaving will be recorded and proper arrangements made for transportation. In every case, a school official will phone the home before sending the student from the school.

A primary obligation of the school is to encourage regular attendance by the students. A relationship between success in school and good attendance does exist. Therefore, the purpose of this policy is to promote regular school attendance. Regular attendance is a habit that directly applies to the world of work. This policy stresses to the students the importance of regular attendance, and it promotes a habit that will transfer into adulthood.

The current compulsory attendance laws (**§ 79-209**) & (**§ 79-201**) define that in all Nebraska school districts, any superintendent, principal, teacher, or member of the school board who knows of any violation of the compulsory attendance law on the part of any child of school age, his/her parent, the person in actual or legal control of the child, or any other person must within three days report the violation to the attendance officer of the school, who must investigate the case.

The number of absences may not exceed five days per quarter or the hourly equivalent. Missing more than 5 days in a quarter may result in a letter to the parent and a copy given to the truant officer. Missing more than 17 days in a school year has a negative effect on the schools AQUESTT rating. The goal is to have all students miss less than 17 days in a school year. Missing 20 days or more may result in a letter to the parent and a copy to county attorney, truant officer, and student file.

## APPOINTMENTS DURING SCHOOL HOURS

Students should make dental, medical and other appointments for after school hours if possible.

Special requests to leave class during the school day for scheduled appointments must be approved and initialed by the principal or by the office secretary. Give the permit to your classroom teacher at the beginning of the period from which you wish to be excused. ***You must sign out in the office before leaving the building.***

## VISITORS

All visitors should enter the main entrance. During school hours you must push the button and give your name when asked to be permitted. Visitors wanting to observe a class may do so only after asking and receiving approval from the office. All visitors must report to the principal's office upon entering the building.

## PHYSICALS - PHYSICAL EDUCATION

***Nebraska state law requires that ALL students entering the seventh grade, new enrollees from out-of-state, and anyone planning to participate in athletics must have a current physical examination form on file (March 1, 1992).*** Students will have physical education two/three days per week.

Before participating in sports, all students must have completed all insurance and physical documentation, along with the other office forms that are needed to compete. **No student will be allowed to practice until all forms are submitted to the main office and documented.** Coaches cannot allow students to practice until all forms are turned in and verified with the school secretary.

## CHANGE OF ADDRESS

Students changing their address or telephone number should report this information to the office. This is necessary so that your file may be kept current.

## WITHDRAWING FROM SCHOOL

If it becomes necessary for a student to withdraw from school, the following procedure should be observed:

1. Report to the counselor before your first period class on the morning of the day you plan to withdraw from school and receive a checkout sheet to take to your teachers.
2. Pay all library fines and outstanding bills.
3. Check in all books and other school property to the proper teacher, have the teacher sign the checkout sheet, and return it to the office.
- 4.
5. The counselor will give you a letter of introduction and a transcript of your grades to take to the new school.

6. Other pertinent information will be sent upon request.

## **Lice**

Students suspected to have lice will be removed from the classroom and inspected. If an active louse is discovered, the student's parent(s) or guardian(s) will be notified, and prompt, proper treatment will be required. Any other students residing in the same household, or otherwise at risk, should be inspected as soon as possible after the initial finding.

The student will not be excluded from school. No healthy child should be excluded from or allowed to miss school because of lice unless efforts to remedy an infestation have been unsuccessful.

The school will not be closed due to a louse presence. If pest management is necessary, it will be provided to affected areas of the school. Determination of notifying parent(s) or guardian(s) will be made by the superintendent and/or principal of the building.

## **Our District's Tip Reporting Service**

Safety is one of our district's top priorities, that's why we're now using Vector Alert, a tip reporting system that allows students, staff, and parents to submit safety concerns to our administration five different ways:

1. **App:** Search for "Vector Alert" in the App Store to download for free
2. **Phone:** 855.449.6558
3. **Text:** Text your tip to 855.449.6558
4. **Email:** 1896@alert1.us
5. **Web:** <http://1896.alert1.us>

Easily report tips on bullying, harassment, drugs, vandalism or any safety issue you're concerned about. Tips may be submitted anonymously too. Thanks in advance for helping to make our school community a safer place to work and learn! We appreciate your support.

## **Handbook**

This handbook is not a contract. By signing the handbook form, you are simply stating that you have seen and are aware of the Falls City Middle School rules, procedures, and policies. Parents, guardians, and students are responsible for adhering to these rules. Compliance with these policies are essential for maintaining a respectful and focused educational environment.

# ***Falls City High School***



## **STUDENT HANDBOOK 2026-2027**

*Falls City Public School District does not discriminate on the basis of race, color, national origin, religion, sex, marital status, sexual orientation, disability, age, genetic information, citizenship status or economic status in its programs, activities, career and technical educational programs and employment.*

**SPECIFIC COMPLAINTS OF ALLEGED DISCRIMINATION WOULD BE REFERRED  
TO:**

**SUPERINTENDENT OF SCHOOLS  
SECTION 504 COORDINATOR  
FALLS CITY PUBLIC SCHOOLS  
1415 MORTON STREET, BOX 129  
FALLS CITY, NE 68355  
402-245-2825**

***Principal - Ethan Sullivan  
Assistant Principal & Activities Director- Joshua Rowan  
School Counselor- Ashleigh Eickhoff  
LMHP- Jamie Jacobs***

## Table of Contents

|                                                                        |       |
|------------------------------------------------------------------------|-------|
| High School Staff                                                      | 4     |
| School Song                                                            | 5     |
| Daily Schedule                                                         | 6     |
| PAWS(Positive Achievement with Support)                                | 6     |
| Graduation Requirements                                                | 7     |
| Early Graduation                                                       | 8     |
| Grading                                                                | 8     |
| Honor Roll                                                             | 9     |
| National Honor Society                                                 | 10    |
| Semester Testing                                                       | 10    |
| Code of Conduct                                                        | 11-25 |
| <b>High School Discipline Policies and Procedures</b>                  |       |
| PBIS Information                                                       | 26    |
| PBIS Mission Statement                                                 | 26    |
| Classroom Expectations                                                 | 26    |
| Lunchroom Regulations                                                  | 27    |
| School Bus Rules and Policy                                            | 27-28 |
| Student Dress Code Policy                                              | 29    |
| Detention                                                              | 30    |
| Attendance Committee and Loss of Credit                                | 30-31 |
| Tardy Policy                                                           | 31    |
| Extracurricular Attendance                                             | 31    |
| Cell Phone Policy and Guidelines                                       | 32    |
| Bags and Book Bag Policy                                               | 32    |
| Water Bottle Policy                                                    | 32    |
| Before and After School Policy                                         | 32    |
| Physical Restraint and Seclusion Policy                                | 33    |
| Sniffer Dog Policy                                                     | 33    |
| Articles Prohibited by Students in School                              | 33    |
| Solicitation Policy                                                    | 33    |
| Possession, Use, or Distribution of Alcohol,<br>Tobacco or Other Drugs | 33-34 |
| Office Phone Policy                                                    | 34    |
| Copy Machine Policy                                                    | 34    |
| Dating Violence Policy                                                 | 34    |
| Good Sportsmanship Policy                                              | 34-35 |
| Automobiles and Buses                                                  | 35    |
| Bicycle and Pedestrian Safety                                          | 35    |
| Entrances and Exits                                                    | 35    |
| Fire and Disaster Drills                                               | 35-36 |
| Student Accidents                                                      | 36    |
| Computer and Internet Usage Policy                                     | 36    |

|                                                     |       |
|-----------------------------------------------------|-------|
| Behavior Expectations Co-Curricular/Athletic Events | 36-37 |
| Eligibility for Activities                          | 37-38 |
| Absences in Conjunction with Extra/Co-Curricular    | 38    |
| Dance Rules                                         | 38    |
| Pep Rallies/Pep Buses                               | 38-39 |
| Dismissal for State Participation                   | 39    |
| Overnight Trips                                     | 39    |
| Crisis Procedure                                    | 39-40 |
| Suicide Ideation                                    | 40    |
| Threats to students, staff and school               | 40    |
| Tip Reporting information                           | 40-41 |
| Public Displays of Affection                        | 41    |
| Searches                                            | 41    |
| <b>High School Informational Items</b>              |       |
| Leaving School During School Hours                  | 41    |
| Bulletins                                           | 41    |
| Lost and Found                                      | 41    |
| National School Lunch and Breakfast Program         | 41    |
| USDA Nondiscrimination Statement                    | 42    |
| 2026-2027 Lunch Prices                              | 42    |
| Meal Charges Policy                                 | 42    |
| Absences Policy                                     | 42-43 |
| Appointments During School Hours                    | 44    |
| Visitors                                            | 44    |
| Physicals and Physical Education                    | 44    |
| Change of Address                                   | 44    |
| Guidance Office                                     | 44    |
| Schedule Changes                                    | 45    |
| Withdrawing from School                             | 45    |
| Rotating Study Halls                                | 45    |

## **FALLS CITY HIGH SCHOOL STAFF**

Jack Bangert  
Lisa Bartek  
Chris Bennett  
Brian Bindle  
Karen Boatright  
Jason Bredemeier  
Kenny Clinton  
Quentin Coatney  
Pennelope Caudle  
Christi Chesnut  
Ashleigh Eickhoff  
Donna Eickhoff  
Susan Findlay  
Julie Frederick  
Teresa Hamilton  
Jessica Hansen  
Allyson Huettner  
Don Hogue  
Nicole Jackson  
Jamie Jacobs  
Sharon Jefferies  
Allison Johnson  
Skylar Kreifels  
Brent Krauter  
Darin Lovercheck  
Caroline McClure  
Amanda Merz  
Jamie Milam  
Brian Miller  
Kim Nolte  
Thomas Oberle  
Lisa Ramer  
Brooke Rowan  
Joshua Rowan  
Steve Rumbaugh  
Molley Richey  
Brittany Shafer  
Desirae Schawang  
Tammy Schulenberg  
Kris Simon  
Ethan Sullivan  
Alisha Sutton  
Connie Taft  
Katie Titus  
Jason Vitosh  
Paul Wertenberger  
Mindy Wittwer  
Michelle Bauer

Career Academy Coordinator  
Paraeducator  
Art  
Head Custodian  
Language Arts  
Language Arts  
Night Custodian  
Physical Education/Health  
Science  
Paraeducator  
School Counselor  
Business/Info Tech Apps  
Media Specialist  
Science  
Cook  
Math  
School Nurse  
Work Based Learning Coordinator  
Paraeducator  
LMHP  
Social Science  
Industrial Tech/Agriculture  
Tech Coordinator  
Social Science  
Special Education  
Special Education  
Bookkeeping/Admin. Assistant  
Math  
Industrial Tech/Welding  
6-12 FCCLA  
6-12 Instrumental Music  
Paraeducator  
Secondary Life Skills  
Assistant Principal & AD  
Custodian  
A.D. Administrative Assistant  
Paraeducator  
School Nurse  
Cook  
Language Arts/Physical Education  
Principal  
6-12 Vocal Music  
Paraeducator  
Alternative Education  
Math  
Industrial Tech/Woods  
Paraeducator  
Spanish



## **School Song**

*We will fight, we will fight for the orange and black;  
Fight 'til the battle's won.  
We will fight, we will fight, for the alma mater  
Every loyal son and daughter.*

*Give a cheer, give a cheer for the orange and black,  
We will see you through.  
Onward now, keep up your courage, we will win tonight.  
As we fight, fight, fight, for you.*

*We will fight, we will fight for the orange and black;  
Fight 'til the battle's won.  
We will fight, we will fight, for the alma mater  
Every loyal son and daughter.*

*Give a cheer, give a cheer for the orange and black,  
We will see you through.  
Onward now, keep up your courage, we will win tonight.  
Fight, fight, fight, fight, Tigers, Tigers: fight, fight, fight, fight, tigers, tigers,  
FIGHT!*

## 2026-2027 Daily Schedule

| High School<br>Regular Start   |                  |                  | High School<br>Late Start      |                  |                  | High School<br>Early Out       |                 |                  |
|--------------------------------|------------------|------------------|--------------------------------|------------------|------------------|--------------------------------|-----------------|------------------|
| Period 1                       |                  |                  | Period 1                       |                  |                  | Period 1                       |                 |                  |
| 8:10 - 8:55                    |                  |                  | 10:10 - 10:43                  |                  |                  | 8:10 - 8:43                    |                 |                  |
| Period 2                       |                  |                  | Period 2                       |                  |                  | Period 2                       |                 |                  |
| 8:58 - 9:43                    |                  |                  | 10:46 - 11:19                  |                  |                  | 8:46 - 9:19                    |                 |                  |
| Period 3                       |                  |                  | Period 3                       | Lunch A          | Lunch B          | Period 3                       |                 |                  |
| 9:46 - 10:31                   |                  |                  | 11:22 - 11:55<br>11:55 - 12:27 | 11:19 -<br>11:52 | 11:54 -<br>12:27 | 9:22 - 9:55                    |                 |                  |
| Period 4                       |                  |                  | Period 4                       |                  |                  | Period 4                       |                 |                  |
| 10:34 - 11:19                  |                  |                  | 12:30 - 1:03                   |                  |                  | 9:58 - 10:31                   |                 |                  |
| PAWS/Lunch                     | Lunch A          | Lunch B          | Period 5                       |                  |                  | Period 5                       |                 |                  |
| 11:22 - 11:49<br>11:52 - 12:19 | 11:19 -<br>11:49 | 11:49 -<br>12:19 | 1:06 - 1:39                    |                  |                  | 10:34 - 11:07                  |                 |                  |
| Period 5                       |                  |                  | Period 6                       |                  |                  | Period 6                       | Lunch A         | Lunch B          |
| 12:22 - 1:07                   |                  |                  | 1:42 - 2:15                    |                  |                  | 11:10 - 11:43<br>11:43 - 12:16 | 11:07<br>-11:40 | 11:43 -<br>12:16 |
| Period 6                       |                  |                  | Period 7                       |                  |                  | Period 7                       |                 |                  |
| 1:10 - 1:55                    |                  |                  | 2:18 - 2:51                    |                  |                  | 12:19 - 12:52                  |                 |                  |
| Period 7                       |                  |                  | Period 8                       |                  |                  | Period 8                       |                 |                  |
| 1:58 - 2:42                    |                  |                  | 2:54 - 3:27                    |                  |                  | 12:55 - 1:28                   |                 |                  |
| Period 8                       |                  |                  |                                |                  |                  |                                |                 |                  |
| 2:45 - 3:30                    |                  |                  |                                |                  |                  |                                |                 |                  |

### PAWS - Positive Achievement With Support

PAWS is a daily 30-minute period at Falls City High School designed to support the whole student through a combination of mentorship, academic accountability, enrichment, and skill development. It serves as a consistent structure where students build relationships with staff while receiving guidance in academics, college and career readiness, and social-emotional growth.

At its core, PAWS functions as a Tier 1 support within the MTSS (Multi-Tiered System of Supports) framework, ensuring that every student has access to:

- Academic check-ins and support for missing work
- College and career readiness activities
- Character education and PBIS lessons
- School-wide connection and community-building opportunities

This foundation remains intact while also creating opportunities to deliver targeted academic support.

### **Implementation of Intervention Within the PAWS Timeframe**

The redesigned PAWS model strategically embeds Tier 2 academic intervention into the existing PAWS period without removing students from core instructional time.

### **How the Intervention Process Works**

#### **1. Student Identification**

- Students are identified using NWEA MAP assessment data.
- Those scoring at or below the 40th percentile in ELA and/or Math qualify for Tier 2 intervention.

#### **2. Scheduled Intervention During PAWS**

- On designated days, identified students are temporarily reassigned from their regular PAWS group.
- They report to core content teachers (ELA or Math) for small-group, targeted instruction.
- Interventions are:
  - Skill-based
  - Flexible
  - Focused on specific academic gaps

#### **3. Continued Support for All Students**

- Students not in intervention remain with their PAWS teacher.
- They continue participating in mentoring, enrichment, and academic accountability activities.

#### **4. Progress Monitoring and Adjustment**

- Student progress is monitored regularly using aligned assessment tools.
- The MTSS team reviews data every 4–6 weeks to:
  - Adjust groups
  - Modify strategies
  - Determine next steps for support

#### **5. Flexible Entry and Exit**

- Students remain in intervention until they demonstrate:
  - Academic growth
  - Skill mastery
  - Improvement above the 40th percentile

- Students can exit Tier 2 and return fully to Tier 1 supports, or move to more intensive support if needed.

## **ACCREDITATION**

Falls City High School (FCHS) is fully accredited by Nebraska Frameworks. FCHS will continue to be accredited and maintain rigid standards in order to meet requirements set forth by the State of Nebraska Department of Education.

## **COURSE OFFERINGS**

FCHS is committed to providing students with courses and curriculum that will prepare students to be lifelong learners as we enter the 21st century.

## **RETAKING CLASSES**

A student may retake a class only when that student has failed the class. A student may not retake a class to improve a previous passing grade. Retaking a class cannot be done by Independent Study without special permission from the principal.

## **GRADUATION REQUIREMENTS**

Requirements are in semester hours. Ten (10) semester hours is equivalent to one (1) year.

|    |                                                                                                      |
|----|------------------------------------------------------------------------------------------------------|
| 40 | English/Communications                                                                               |
| 30 | Math                                                                                                 |
| 30 | Science                                                                                              |
| 30 | Social Sciences - 10 hours of World Studies, 10 hours of US History, 10 hours of American Government |
| 10 | P.E./Health (one semester of Health/PE and one semester of another PE Class)                         |
| 5  | Computer Science                                                                                     |
| 5  | Personal Finance                                                                                     |
| 5  | Computer Literacy                                                                                    |
| *  | Successfully complete the American Civics Requirement - Nebraska Revised Statute § 79-724            |
| *  | Completion of the FAFSA or State approved Opt-Out Form - Nebraska Revised Statute § 79-729           |

A total of 260 semester hours are required for graduation (155 semester hours of required classes and 105 semester hours of elective classes). Students who fail to meet graduation requirements will not be allowed to participate in commencement exercises.

## **GRADUATION-CUM LAUDE**

Students at Falls City High School who have attained academic excellence and high achievement on the basis of cumulative grade point average are recognized with the following honors: 1) **Cum Laude**- Students who have achieved a grade point average between 3.50 and 3.69.

2) **Magna Cum Laude**- Students who have achieved a grade point average between 3.70 and 3.89.

3) **Summa Cum Laude**- Students who have achieved a grade point average of 3.90 and above.

Students must take and pass at least 5 weighted yearlong classes or 10 weighted credits to qualify for this recognition. Speakers for the ceremony will be determined each year by a method adopted by the senior class and approved by administration. The number of speeches and time will be limited. Students receiving honors will be recognized with medals for the ceremony and acknowledgement in the graduation program.

## EARLY GRADUATION

In unique circumstances, the board may waive the four-year attendance requirement for high school graduation, provided the student has met the requirements of this policy. A student who has completed all graduation requirements by the end of the first semester of his/her senior year may exercise the early graduation option. Application forms for early graduation are available from the school counselor and should be submitted for review by the first Tuesday after Labor Day of that current school year. Completion of those forms will require the approval/signature of the student, his/her parents/guardian, School Counselor, Principal, and Superintendent.

## Teacher's Aide/Student Tutor

A Student Teacher's Aide / Student Tutor Program gives students the opportunity to support classroom instruction, assist peers academically, and learn about education roles while under the supervision of a certified teacher. Students must carry a professional demeanor. Students must have a 3.0 GPA (must also have a 3.0 in subjects being tutored) and have a good attendance record (92% or higher) to qualify as an aide, a limit of 10 hours (1 credit) will be counted towards graduation. **Grading will be Pass or Fail. Teachers** are limited to one TA each semester. Students will be placed by district administration where they can provide the most good for students.

## GRADING

| Regular Grading Scale |    |     | Weighted Grading Scale |    |     |
|-----------------------|----|-----|------------------------|----|-----|
| 100 - 97              | A+ | 4.0 | 100 - 97               | A+ | 4.0 |
| 96 - 93               | A  | 4.0 | 96 - 90                | A  | 4.0 |
| 92 - 89               | B+ | 3.5 | 89 - 85                | B+ | 3.5 |
| 88 - 86               | B  | 3.0 | 84 - 80                | B  | 3.0 |
| 85 - 82               | C+ | 2.5 | 79 - 75                | C+ | 2.5 |
| 81 - 78               | C  | 2.0 | 74 - 70                | C  | 2.0 |
| 77 - 74               | D+ | 1.5 | 69 - 65                | D+ | 1.5 |
| 73 - 70               | D  | 1.0 | 64 - 60                | D  | 1.0 |
| 69 - Below            | F  | 0.0 | 59 - Below             | F  | 0.0 |

## **Weighted Classes**

|                      |                           |                 |
|----------------------|---------------------------|-----------------|
| Accounting II        | Anatomy & Physiology      | Spanish III, IV |
| College Algebra/Trig | Chemistry                 | Public Speaking |
| Calculus             | College American History  | Comp I & 2      |
| Physics              | Mobile Apps & Design      | Civics          |
| Applied Statistics   | Psychology                | Sociology       |
| Welding IV           | SENCAP classes/Portfolios |                 |

## **REPORT CARDS**

Report cards are issued by semester. Progress reports are distributed during parent-teacher conferences. Semester report cards will be picked up at the Principal's office. Second semester report cards will not be made available until all dues and fines are paid. Grades will be mailed home every 4 1/2 weeks.

## **CLASS RANK**

The grading system at Falls City Senior High School will be based on the 4.0 scale. Class ranks will be determined by using the descending order of the grade point averages. When it becomes necessary to break ties, the student with the highest ACT scores, most weighted classes, and grade percentile will break the ties.

## **HONOR ROLL**

The Honor Roll is a list of students that the school honors at the end of each semester for outstanding achievement.

To qualify for the **Orange and Black Honor Roll**, a student must have a quarter/semester G.P.A. of 3.85 or higher.

To qualify for the **Regular Honor Roll**, a student must have a quarter/semester G.P.A. of 3.0 or higher and have no more than one "C" and no "D's" or "F's".

## **ACADEMIC LETTER**

Students who demonstrate outstanding achievements and commitment to educational excellence will receive an ACADEMIC LETTER. Students must meet the following criteria to qualify for an ACADEMIC LETTER:

1. The student must be named to the first and second semester honor roll.
2. The student cannot miss more than nine days during the current school year (exceptions may be made for days missed due to hospitalization and/or prolonged illness).

## **TECHNOLOGY IMPLEMENTATION**

To enhance the Continuous Improvement Mission of Falls City Public Schools, the high school proposes to adopt a tigr's (Innovative, Resourceful, Resilient, Responsible) Learning Initiative and provide each student with a Chromebook. Students at Falls City High school will become more information literate through daily instruction and exposure to the technology of 1:1 Chromebooks. In modeling the characteristics of the mission, the learners will utilize these tools to develop a strong ability to collaborate, communicate, and solve problems to better prepare

themselves for continuing education and jobs in the modern workforce.

## **NATIONAL HONOR SOCIETY**

### Faculty Council

The five (5) member Faculty Council will meet to review eligible students and select new members (majority vote).

### Membership

Membership will be based on scholarship, leadership, character, and service. To be eligible for membership a student must be in the 10<sup>th</sup> grade and have a 4.0 average or be in the 11th, or 12th grade, have a 3.5 G.P.A. and be evaluated on service, leadership and character.

### **Selection Process at Falls City High School**

Student records are reviewed for scholastic eligibility. Eligible students are notified and told that for further consideration they must complete the Student Activity Information Form. Students eligible for consideration are then evaluated on service, leadership, and character. The Faculty Council votes on induction. Students receiving a majority vote for induction by the Faculty Council will be inducted into the National Honor Society. National Honor Society members will lose their membership permanently if they violate the eligibility requirements.

## **Semester Tests and Final Exams**

Falls City High School believes semester assessments are an important part of the learning process. Semester assessments provide students with an opportunity to demonstrate mastery of course standards, reflect on their learning, and prepare for future academic and career expectations. Therefore, all students are expected to participate in semester assessments during each semester.

### **Semester Assessment Requirement**

All courses will include a semester assessment or culminating learning activity. Every student is required to complete the semester assessment for each enrolled course.

Semester assessments may take a variety of forms depending on the nature of the course, including but not limited to:

- Traditional final examinations
- Research projects
- Presentations
- Portfolios
- Written reflections
- Performance-based assessments

- Skills demonstrations
- Laboratory practicals
- Musical or artistic performances
- Career and technical education assessments

The format of the semester assessment will be determined by the teacher and should reflect the essential learning outcomes of the course.

### **Semester Assessment Schedule**

Semester assessments will be administered using a two-day testing schedule at the conclusion of each semester.

| <b>Day 1 – Odd Period Assessments</b>                                                                                    | <b>Day 2 – Even Period Assessments</b>                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● Period 1</li> <li>● Period 3</li> <li>● Period 5</li> <li>● Period 7</li> </ul> | <ul style="list-style-type: none"> <li>● Period 2</li> <li>● Period 4</li> <li>● Period 6</li> <li>● Period 8</li> </ul> |

Semester assessment schedules will be published and communicated to students, parents, and staff prior to each testing period.

### **Student Expectations During Semester Assessments**

To ensure an appropriate testing environment, students are expected to:

- Attend all scheduled semester assessment periods.
- Report to their assigned testing location on time.
- Remain in their assigned classroom for the duration of the scheduled testing period unless otherwise directed by school personnel.
- Follow all classroom and testing expectations established by the teacher.
- Obtain permission before leaving the testing room.
- Complete all required semester assessments or culminating activities.

Students who finish an assessment early must remain in the assigned location or report to a designated supervised area if approved by administration.

Students will not be permitted to wander the building during semester assessment periods.



## **Attendance and Make-Up Assessments**

Semester assessment days are required school days. Students who are absent during a scheduled semester assessment must follow normal school attendance procedures. Any missed assessment must be completed within a timeframe established by the teacher and administration. A student who misses a semester assessment may receive an incomplete grade until the required assessment has been completed. Parent requests for student absences do not exempt students from completing required semester assessments.

## **Student Recognition**

Falls City High School recognizes and values students who demonstrate excellence in academics, attendance, behavior, and responsibility.

Students absent from school no more than five full days per semester (not including school activities), accumulated 6 or less total tardies, have not received a disciplinary detention, and have no “D’s” or “F’s” he/she will be given the option of an early check out for the semesters that they meet the expectations. Qualified first semester students would not be required to attend on December 18th, 2026 and qualified second semester students would not be required to attend on May 20th, 2027.

## **COLLEGE VISITATION**

Seniors are given two college visitation days. It must be authentically used during the 1st semester of their senior year. Juniors are given one day for the purpose of talking with admissions officers and touring the campus. It must be authentically used during the 2nd semester of their junior year. The Principal must approve any deviation of this policy.

## **INTRODUCTION TO THE CODE OF CONDUCT**

The purpose of the secondary code of conduct is to provide expectations and corrective actions for disciplinary violations by students within the school, on school property, in school vehicles or at school sponsored events. The code of conduct not only provides a list of rules and consequences but is designed to help students make better and healthier choices while at school. The code strives to be consistent with the application of corrective action with a mix of punitive and therapeutic responses to code of conduct violations.

Compliance with the student code of conduct is expected of all students. This code of conduct applies to all students attending Falls City Public Schools. Administrators reserve the right to consider student age and grade level among other factors when assigning disciplinary actions.

## **Levels of Intervention and Response**

This code of conduct will divide code of conduct infractions into 4 levels. As the number increases the severity of the infraction and intervention increases. Below is a description of the levels of intervention.

1. **Level 1** interventions aim to teach alternative 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. Examples of interventions at this level are PBIS positive interventions, social emotional training using the 16 Boys town skills along with standard tier 1 classroom interventions implemented by the teacher
2. **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 social skills and encourage a positive view of school so that misbehavior is less likely to continue or escalate.
3. **Level 3** violations may involve short term removal of the 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. The duration of the suspension will be at the discretion of the administrator and determined on a case by case basis. Possible referral for behavior intervention plan (BIP) if the violations are chronic.
4. **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 result in the student being removed from Falls City Public Schools.

| <b>Level 1<br/>Interventions and Responses</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Level 1 Interventions and Responses are aimed to teach alternative behavior so that students can learn and demonstrate safe, respectful and responsible behavior. Staff members are encouraged to try a variety of teaching and classroom management strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Who: Teachers primarily handle these situations within their classroom. They will seek the support of the Administration, Counselors, SAT chairs, SPED case managers and other members of the team.</i></p> <p>This list of Interventions is not intended to be exhaustive, nor will every school in the district 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 specific circumstances.</p> | <p><b>Level 1 Response Considerations</b></p> <ol style="list-style-type: none"> <li>1. Teacher or student conference</li> <li>2. Time out/Break from classroom</li> <li>3. Work Done: Complete Assignment Loss of Recess/Loss of privilege means losing opportunities that could include extracurricular school activities on or off campus before, during, or after school.</li> <li>4. Detention</li> <li>5. Spend the remainder of the day in ISS</li> <li>6. Verbal Correction</li> <li>7. Loss of classroom privileges</li> </ol> <p><b>Level 1 Intervention Considerations</b></p> <ol style="list-style-type: none"> <li>8. Parent or guardian contacted, conference, and/or accompany student to school</li> <li>9. Implementation of classroom supports               <ol style="list-style-type: none"> <li>a. Expectations established and taught</li> <li>b. Positive rapport/relationship</li> <li>c. Re-teaching, prompting, feedback</li> <li>d. Effective classroom supervision</li> </ol> </li> <li>10. Verbal correction</li> <li>11. Collaborative Problem Solving</li> <li>12. Written reflection or apology</li> <li>13. Seat change</li> <li>14. Establish Buddy Teacher/Classroom system</li> <li>15. Positive Reinforcements</li> <li>16. Refer to MTSS SEBL</li> </ol> |

| <b>Level 1 Violations</b>                                                                                                                                                                           | <b>Additional Responses</b>                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Bus Misconduct</b><br>Activity on the bus which is unsafe; refusal to follow directions of the driver or aide                                                                                    | Work with transportation department to complete investigation and follow bus misconduct consequences chart found in transportation handbook.                                         |
| <b>Cheating or Plagiarizing</b><br>Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests, and using the ideas of writings of another person. | Academic consequences may include requiring student to redo the assignment, issuing alternate assignment or issuing no grade or grade of zero (in consultation with administration). |
| <b>Classroom Disruption</b><br>Student behavior that causes a disruption to the classroom environment impedes or has the potential to impede the learning of others.                                | Refer to Level 1 Response Considerations                                                                                                                                             |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Behavior Disruptive to the School Environment</b> Student behavior that is unruly or causes disruption to the natural course of the school day.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Refer to Level 1 Response Considerations                                                                                                                                          |
| <b>Bullying/Harassment</b><br>When a student engages in a back-and-forth exchange that includes any hurtful, demeaning, or disparaging acts, words, symbolic representations, or behavior used by a student(s) against another student(s) or staff member(s) that is disruptive of the educational process including any activity on the internet.<br><br>This includes, but is not limited to, verbal, physical, visual, or graphic actions such as name-calling, taunting, mocking, slandering, humiliating, defaming, teasing, pestering; and making derogatory remarks, demeaning jokes, disparaging drawings or notes. | Conflict Resolution Process followed and parents of all students were involved notified. This includes when bullying is reported to the school by parents or outside individuals. |
| <b>Dress Code Violation</b><br>Student attire that has messages, images or phrases that represent distasteful or illegal activities including references to drugs, alcohol, violence, profanity or sexual innuendos. Dress that causes a substantial disruption to the educational environment or poses a safety threat to others. This can include items such as chains, belts or belt buckles, jewelry or other objects that could be used as weapons.<br>Clothing which is construed to be distracting to the learning environment, per district and/or school guidelines.                                               | Students will be asked to change/cover/remove the clothing item. Parents will be contacted if deemed necessary by administration.                                                 |
| <b>Excessive Tardies</b><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                                                                                                                                                                                                                                                                                                                                                                                                                                     | Refer to Level 1 Response Considerations                                                                                                                                          |
| <b>Failure to Serve Detention</b><br>Student does not serve an assigned detention, whether it is scheduled during the school day or after school hours.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Refer to Level 1 Response Considerations                                                                                                                                          |
| <b>Leaving or Entering the School without Following Procedures</b><br>Failure of a student to adhere to guidelines for leaving for TA, WEP, appointment, etc                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Refer to Level 1 Response Considerations                                                                                                                                          |

|                                                                                                                                                                                                             |                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>Loitering</b><br>Students in hallways, corners, restrooms, locker rooms or other locations in the building without expressed permission and without the approval and supervision of a classroom teacher. | Refer to Level 1 Response Considerations |
| <b>Lunchroom and Hallway Misconduct</b><br>Student fails to follow expectations for behavior in the lunchroom, hallways or other common spaces.                                                             | Refer to Level 1 Response Considerations |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Misuse of Pass/Out of Area</b><br>Student is out of his or her assigned area during the school day, or uses a hall pass in a way not intended by the issuer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Refer to Level 1 Response Considerations                                                                                                                                                                                                                                                      |
| <b>Electronic Device Violations</b><br>Creation or access of inappropriate material; vandalizing; gaining or attempting to gain unauthorized access; using computers or networks for harassing or threatening or other non-educational purposes. OR Direct or indirect use of district computers, computer networks or computer systems which involves offensive, personal, commercial or other inappropriate messages OR Other actions that are a violation of the District Technology Policy.<br><b>Cell Phones</b> or other electronic devices are not allowed to be used in the classroom during the school hours. Restrooms, locker rooms are always banned from device usage. | Refer to Level 1 Response Considerations and Acceptable Use Agreement<br><br>Cell phones and other electronic devices will be confiscated until the student retrieves them at the end of the day. (first violation)<br>ISS for 2 <sup>nd</sup> Violation<br>OSS for 3 <sup>rd</sup> Violation |
| <b>Nuisance Item</b><br>Any item in a student's possession that is sufficiently annoying, offensive, unpleasant, obnoxious or dangerous that it substantially interferes with or disrupts the learning environment. This may include items that have the potential to cause a disruption or chewing gum.                                                                                                                                                                                                                                                                                                                                                                            | Item(s) will be confiscated and returned to the parent or to the student.                                                                                                                                                                                                                     |
| <b>Inappropriate or Disparaging Language</b><br>Using inappropriate words or topics of conversation (Without threats directed towards specific staff) in school including use of disparaging, demeaning language, or symbolic actions of any kind including, but not limited to gestures, drawings, symbols, or language.                                                                                                                                                                                                                                                                                                                                                           | Refer to Level 1 Response Considerations                                                                                                                                                                                                                                                      |
| <b>Insubordination/Non-Compliance</b><br>Failure to comply with the instructions of school staff when current behavior prevents success of the student or impacts learning. Behavior does not pose a threat to others and is not dangerous. No threats are directed at staff members.                                                                                                                                                                                                                                                                                                                                                                                               | Refer to Level 1 Response Considerations                                                                                                                                                                                                                                                      |
| <b>Threat—Level 1:</b><br>Using a threat as part of a common expression or in a context that the recipient does not feel threatened, frightened, or coerced ("Oh, I could just kill you for that" or "I ought to punch you in the nose.")                                                                                                                                                                                                                                                                                                                                                                                                                                           | Refer to Level 1 Response Considerations                                                                                                                                                                                                                                                      |
| <b>Tardy to class</b><br>When a student repeatedly continues to be tardy to a class.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | There will be no out of school suspension for attendance infractions; FCPS attendance policy will be followed.                                                                                                                                                                                |
| <b>Truancy</b><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; FCPS attendance policy will be followed.                                                                                                                                                                                |

## Level 2

### Interventions and Responses

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.

Short-term In School Suspensions may be applied due to the severity or chronic nature of an individual behavior. In cases of multiple suspensions, a problem-solving team may be utilized.

*Who: A support team including teachers, administration, Counselors, SAT chairs, SPED case managers, social workers, and others may work together to support the student.*

This list of Interventions is not intended to be exhaustive, nor will every 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 Response Considerations

- Loss of classroom privileges
- Teacher or student conference
- Time out/Break from classroom
- Work Done: Complete Assignment
- Loss of Recess/Privileges
- Detention
- In School Suspension ranging 1-5 days
- Out of School suspension for remainder of the day
- Bus Suspension
  - Out of School suspension for remainder of the day and following

#### Level 2 Intervention Considerations

- Parent or guardian collaboration (consider meeting upon reentry)
- School Counselor support
- Change in schedule or class
- Social Worker Referral
- Peer mediation
- Service to school/Service to Community
- Conflict resolution
- Restorative Practices
- Loss of school privileges
- Temporary removal from the bus, cafeteria, or other location
- Review or revision of student plan
- Referral to community agency
- Positive Reinforcements
- Refer to MTSS SEBL
- Communication with law enforcement

### Level 2 Violations

### Response

#### Bus Misconduct

Activity on the bus which is unsafe; refusal to follow directions of the driver or aide

Collaborate with transportation department

#### Compromising building security.

Tampering with school entrances/exits for the purpose of entry later by self or peers, student loitering during non-school hours, skateboarding, longboarding, rollerblading, letting people into the building, littering, multiple students in the same restroom stall at one time, unsupervised activities during the school day, or any other activity deemed by administration to threaten building safety and security.

Refer to Level 2 Response Considerations

#### Exposure to Bodily Fluids

Refer to Level 2 Response Considerations

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purposeful spitting, throwing, wiping, biting, or otherwise dispersing bodily fluids on or to another student or staff member.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mandatory ISS or OSS                                                                                                                                                                                                                                                                                    |
| <b>Engaging in Verbal Conflict</b><br>Disrupting the school environment by engaging in a loud argument that may include disparaging comments or discussion of potential physical conflict.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Refer to Level 2 Response Considerations<br><br>Minimum of ISS remainder of the day                                                                                                                                                                                                                     |
| <b>Fighting:</b><br>Mutual attempt to physically harm another person through mutual combative physical contact. Not planned, but erupts spontaneously and is a first offense during that school year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Refer to Level 2 Response Considerations<br><br>Minimum of OSS                                                                                                                                                                                                                                          |
| <b>Bullying/Harassment</b><br>Continued behavior between students, and after administrative intervention that includes hurtful, demeaning, or disparaging acts, words, symbolic representations, or behavior used by a student(s) against another student(s) or staff member(s) that is disruptive of the educational process including any activity on the internet. This includes, but is not limited to, verbal, physical, visual, or graphic actions such as name-calling, taunting, mocking, slandering, humiliating, defaming, teasing, pestering; and making derogatory remarks, demeaning jokes, disparaging drawings or notes.                                       | Refer to Level 2 Response Considerations<br><br>Both students are instructed to stop all behaviors immediately and parents are informed.<br><br>FCPS Bullying and Harassment steps will be followed as appropriate.                                                                                     |
| <b>Electronic Device Expectations</b><br>Creation or access of inappropriate material; vandalizing; gaining or attempting to gain unauthorized access; using computers or networks for harassing or threatening or other non-educational purpose. OR Direct or indirect use of district computers, computer networks or computer systems which involves offensive, personal, commercial or other inappropriate messages OR Other actions that are a violation of the District Technology Policy.<br>Cell Phones or other electronic devices are not allowed to be used in the classroom during the school hours. Restrooms, locker rooms are always banned from device usage. | Refer to Level 2 Response Considerations and Acceptable Use Agreement (AUA)<br><br>Cell phones and other electronic devices will be confiscated until the student retrieves them at the end of the day. (first violation)<br><br>ISS for 2 <sup>nd</sup> Violation<br>OSS for 3 <sup>rd</sup> Violation |
| <b>Nuisance Item (Dangerous):</b><br>Any item in a student's possession that is sufficiently annoying, offensive, unpleasant, obnoxious that it substantially interferes with or disrupts the learning environment and presents a danger or potential danger to the school environment. This may include items such as matches, lighters, pepper spray, etc.                                                                                                                                                                                                                                                                                                                  | Refer to Level 2 Response Considerations<br><br>Item(s) will be confiscated and returned to the parent.                                                                                                                                                                                                 |

|                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Physical Contact</b><br>Any unwanted physical contact between students that does not cause injury or danger, but results in a needed intervention. (Or that causes a disruptive or dangerous environment) Including, but not limited to: Pushing, Shoving, Running, Chasing, Touching, Throwing, or Related Non-Injurious Behaviors.                | Refer to Level 2 Response Considerations<br><br>Minimum ISS for remainder of the school day                                          |
| <b>Possession of Obscene or Pornographic Literature, Materials, or Electronic Images</b><br>The possessing, taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, images of staff/students with malicious intent to the person, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise | Refer to Level 2 Response Considerations and Acceptable Use Agreement<br><br>Item(s) will be confiscated and returned to the parent. |

|                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Property Damage</b><br>Causing or attempting to cause damage to property, or repeated damage to property. This shall include school property lent to the student which the student damages. As to any such damaged property, the student's parent(s) or guardian(s) shall be liable for the damage to the school property. Neb. Rev. Stat. §79-267(2).                                                   | Refer to Level 2 Response Considerations<br><br>Students may be issued monetary consequences to repair damage.                                 |
| <b>Reckless Behavior Resulting in Injury of Others</b><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. Physical misconduct that causes injury to another person. The conduct is not intentional but the injury was caused by negligence or potential misconduct by the student.     | Refer to Level 2 Response Considerations<br><br>Minimum of ISS for remainder of the day                                                        |
| <b>Recording Others</b><br>Recording others (photographs, videotaping, sound recording, or otherwise transmitting images and/or sounds of another person or persons, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public.                                              | Refer to Level 2 Response Considerations and Acceptable Use Agreement (AUA)<br><br>Confiscate the device and contact the parent to pick it up. |
| <b>Refusal to Cooperate with School Staff</b><br>A student, who has already been sent to the office for misbehavior, continues to fail to comply with directions from staff.                                                                                                                                                                                                                                | Refer to Level 2 Response Considerations<br><br>Minimum of OSS for remainder of the day                                                        |
| <b>Theft:</b><br>Stealing or attempting to steal property from another individual or the school. When an item is valued at less than \$100 or does not require forced entry into a classroom, locker room, locker, vehicle and there was no damage to property during the theft or attempted theft. (Examples: Taking a small item off of an open table or picking up an item left out by another student.) | Refer to Level 2 Response Considerations<br><br>Notification of law enforcement                                                                |
| <b>Threat—Level 2:</b><br>Using an expression (verbal or non-verbal) or an implied or veiled threat with the intent of threatening, frightening, or coercing another and the recipient feels threatened, frightened, or coerced.                                                                                                                                                                            | Refer to Level 2 Response Considerations<br><br>Minimum of ISS for remainder of the school day                                                 |

|                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Unauthorized Use of Camera, Video Device, Personal Device or Recording Device</b><br>Student use of cameras/video devices to record or photograph the school, classroom, teacher or other students without explicit, prior authorization of the principal/classroom teacher and other student. Any unauthorized recording or photography is prohibited. | Refer to Level 2 Response<br><br>Considerations and Acceptable Use Agreement (AUA)<br><br>Confiscate device and contact parent |
| <b>Vandalism or Damage to School or Private Property:</b><br>Causing or attempting to cause damage to property. This includes school property that is lent to the student.                                                                                                                                                                                 | Refer to Level 2 Response Considerations<br>Monetary compensation for the damage. Potential loss of privileges                 |
| <b>Verbal or Written Abuse to Staff, Nonthreatening</b><br>Language or behavior that is disrespectful to a staff member but is not severe in nature or use significant profanity.                                                                                                                                                                          | Refer to Level 2 Response Considerations<br><br>Minimum of out of class for the current class period                           |
| <b>Vulgarity/Profanity</b><br>Written or oral language that is disgusting and/or repulsive, but does not constitute harassment and is not directed at staff members.                                                                                                                                                                                       | Refer to Level 2 Response Considerations                                                                                       |



|                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Youth Gang Apparel and Behaviors</b><br>Wearing apparel as identified by the Falls City Public Schools as gang related; wearing or carrying any item meant to identify a person as a gang member; writing gang graffiti, possessing items containing gang graffiti, or the display of gang hand signs with the intent or potential to intimidate others or that creates a disruptive or unsafe learning environment. | Refer to Level 2 Response Considerations<br><br>Student will be asked to change or stop behavior and ISS for remainder of the school day. |
| <b>Repeated Disruptive Behavior</b><br>Behavior that causes a repeated disruption to the classroom and in which the student does not participate in or respond to Level 1 Interventions.                                                                                                                                                                                                                                | Refer to Level 2 Response Considerations<br><br>Increased consequences to fit the repetitive nature of the behavior.                      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level 3 Interventions and Responses</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             | Level 3 violations will involve the 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 cases of multiple suspensions, a problem-solving team may be utilized.                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Who: Teachers and other staff members will refer students to any administrator who will work with the team to identify the appropriate intervention and response.</p> <p>This list of Interventions is not intended to be exhaustive, nor will every 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.</p> | <p><b>Level 3 Responses</b></p> <ol style="list-style-type: none"> <li>1. In School Suspensions between 1-9 days</li> <li>2. Short term Out of School Suspensions between 1-5 days</li> <li>3. Long term Out of School Suspensions between 6-10 days</li> </ol> <p><b>Level 3 Interventions</b></p> <ol style="list-style-type: none"> <li>4. Interventions from all previous levels</li> <li>5. Parent or guardian collaboration (Parent meeting may be required upon re-entry from a suspension)</li> <li>6. IEP or SAT team meeting</li> <li>7. Restorative Practices strategies, including school and community service</li> <li>8. Communication with law enforcement (as needed)</li> <li>9. Change of schedule</li> </ol> |

| Level 3 Violations                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Response                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Recording Others</b><br>Recording others (photographs, videotaping, sound recording, or otherwise transmitting images and/or sounds of another person or persons, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public. Any recording in the restrooms, locker rooms or other private spaces will be considered major offenses. | Refer to Level 3 Response Considerations and Acceptable Use Agreement<br><br>Confiscate the device and contact parent to pick it up. |
| <b>Possession of Medication</b><br>Student possession of medication that is prescribed or non-prescribed that is on the student's person and has not been given to the nurse for proper dispensing. Student shows no evidence of distribution or intent to distribute.                                                                                                                                                                                                 | Refer to Level 3 Response Considerations<br><br>Contact parents and arrange for pick up.                                             |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Possession of Look-alike Weapons:</b><br>Possessing a lookalike weapon, the object must closely resemble a real weapon in size and shape even when examined up close. Weapon is visible or known, but is not used in a threatening manner.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Refer to Level 3 Response Considerations<br><br>Item(s) may be confiscated and returned to the parent. More consequences may be issued based on the situation. |
| <b>Assault, No Injury</b><br>Attempting to cause injury to another person; intentionally placing another person in reasonable apprehension of imminent personal injury. An assault is violence by one party in which the other individual does not initiate contact or retaliation and that is unprovoked.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement                                                                                |
| <b>Bullying/Harassment</b><br>Any ongoing and continued behaviors that have been outlined and addressed through a conflict resolution model where hostile or offensive verbal, written, graphic, demonstrative, or physical act that has the purpose of exerting domination over another student or staff member through the act of intimidating, frightening, oppressing, or adversely controlling the student or staff member, and that is disruptive of the educational process or any ongoing pattern of physical, verbal, written, graphic, demonstrative or electronic abuse, on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a designee, or at school-sponsored activities or school-sponsored athletic events. This may include, but is not limited to, verbal, graphic, written or electronic activities such as name-calling, taunting, blackmailing, inciting to fight, terrorizing, or physical or demonstrative activities such as poking, blocking or impeding, following, hair pulling, mock hitting motions, bumping, tripping, and damaging clothing. | Refer to Level 3 Response Considerations<br><br>FCPS Bullying and Harassment steps will be followed, as appropriate                                            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Damage to Property</b><br>Willfully or recklessly causing or attempting to cause damage to student, teacher or school property.                                                                                                                                                                                                                                                                                                  | Refer to Level 3 Response Considerations                                                                       |
| <b>Disruption in the ISS room</b> Student who is currently placed in the ISS room and continues to display disrespectful, disruptive or non-compliant behavior.                                                                                                                                                                                                                                                                     | Refer to Level 3 Response Considerations                                                                       |
| <b>Possession of Alcohol, or Prescription Drugs without use</b><br>Bringing prescription drugs to school that do not belong to the student, but without taking them or making any known effort to distribute. This also includes finding alcohol or drugs in a student vehicle that were not brought into the school building, were not used or distributed and were found while administration was conducting an unrelated search. | Minimum of OSS                                                                                                 |
| <b>Exposure to Bodily or Dangerous Fluids</b><br>Intentional spitting, throwing, wiping, biting, or otherwise dispersing bodily fluids on or to another student or staff member thereby jeopardizing their safety, or exposing others to dangerous substances including pepper spray or other chemicals.                                                                                                                            | Refer to Level 3 Response Considerations<br>Notification of law enforcement<br>Minimum of long-term suspension |
| <b>False Alarm/Tampering with Safety and Security Systems</b><br>Tampering with school entrances/exits or emergency warning systems that creates a false alarm signal and triggers an emergency response or causes damage or the intent to cause damage to cameras, fire alarms, locks, door sensors or other safety and security systems within the school.                                                                        | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement                                |

|                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>False Allegations Against Staff</b><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.                                                                                                             | Refer to Level 3 Response Considerations                                                                           |
| <b>Fighting that Causes Substantial Harm:</b><br>Physical attack of one student on another that is not mutual and results in substantial physical harm of one student to another. Planned attack or one which was orchestrated by the student. And/or fighting that involves a large number of students.                                                                                                     | Refer to Level 3 Response Considerations<br>Notification of law enforcement<br>Minimum of long-term suspension     |
| <b>Repeated Fighting:</b><br>Student who engages in multiple physical or aggressive attacks with the same or different students.                                                                                                                                                                                                                                                                             | Refer to Level 3 Response Considerations<br>Notification of law enforcement<br><br>Minimum of long-term suspension |
| <b>Harassment</b><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. Repeated or of an egregious nature. | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement                                    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Possession of Obscene or Pornographic Literature, Materials, or Electronic Images</b><br>The possessing, taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, images of staff/students with malicious intent to the person, or otherwise illegal images or photographs that causes a substantial disruption to the learning environment and/or were captured at school or were dispersed to other students in the school environment.                                                                                                     | Refer to Level 3 Response Considerations and Acceptable Use Agreement<br>Notification of Law Enforcement Item(s) will be confiscated and returned to the parent. |
| <b>Possession of Look-alike Weapons</b><br>Possessing a lookalike weapon, the object must closely resemble a real weapon in size and shape even when examined up close. Weapon is used in a threatening manner or used to provoke or intimidate others or in a manner that causes concern of others.                                                                                                                                                                                                                                                                    | Refer to Level 3 Response Considerations<br><br>Item(s) will be confiscated and returned to the parent.<br>Minimum of OSS.<br>Notification of law enforcement    |
| <b>Profanity Directed Towards Staff</b><br>Students who use significant profanity that is directed at staff members.                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Refer to Level 3 Response Considerations                                                                                                                         |
| <b>Public Indecency</b><br>Behaviors described in Nebraska Statute 28-806<br>Behavior resulting in public indecency. "Public indecency" shall mean performing, procuring, or assisting any other person to perform, in a public place and where the conduct may reasonably be expected to be publicly viewed: (1) An act of sexual penetration; (2) An exposure of the genitals, female breasts or buttocks of the body done with intent to affront or alarm any person; or (3) A lewd fondling or caressing of the body of another person of the same or opposite sex. | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement                                                                                  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <b>Sexual Assault</b><br>Any sexual assault or attempt to sexually assault any person. Sexual assault shall mean sexual assault in the first or second degree as defined in Neb. Rev. Stat. §§28-319 and 320 or sexual assault of a child in the first, second or third degree as defined in Neb. Rev. Stat. §§28-319.01 and 320.01. Neb. Rev. Stat. §79-267(9).                                                                                                                                                                                                                                                                                                                                                                  | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement |
| <b>Sexual Contact</b><br>The intentional touching of another person's sexual or intimate parts or the intentional touching of another person's clothing covering the immediate area of the other person's sexual or intimate parts, without the consent of the other person. Sexual contact also includes the non-consensual touching by the other person of the actor's sexual or intimate parts or the clothing covering the immediate area of the actor's sexual or intimate parts when such touching is intentionally caused by the actor. The sexual contact must be such that it can be reasonably construed as being for the purpose of sexual arousal or gratification of either party. Neb. Rev. Stat. §§28-318 and 320. | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement |
| <b>Sexual Harassment</b><br>Unwanted or unwelcome activity of a sexual nature which materially interferes with or substantially disrupts the educational process. This may include, but is not limited to, unwanted touching, pinching, patting, verbal comments of a sexual nature, sexual name-calling, pressure to engage in sexual activity, repeated propositions, written messages, notes, cartoons or graffiti of a sexual nature, and unwanted body contact.                                                                                                                                                                                                                                                              | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement |

|                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <b>Threat—Level 3:</b><br>Threatening to kill or injure another person or threatening to damage property with potential for personal injury, without possessing a weapon or other object that could kill or injure the threatened or intimidated person, and the student describes how it will be done, including any threats that concern dangerous chemical substances, biochemical attacks, or bioterrorism.                    | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement |
| <b>Threatening With An Object:</b><br>Threatening with an object which looks like a weapon or an object that could be used to injure someone. To qualify as a lookalike weapon, the object must closely resemble a real weapon in size, shape and color even when examined up close. No injury or contact between individuals is made, and threats are verbal or written in nature.                                                | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement |
| <b>Theft:</b><br>Stealing, attempting to steal property, being in possession of stolen property, or repeated theft of property. This will include school property lent to a student that is not returned upon demand by an authorized staff member and for which there is no reasonable justification for the failure to return the property. This also includes thefts from KHS food service outlets. Neb. Rev. Stat. §79-267(2). | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement |
| <b>Threats or Intimidation</b><br>Use of violence, force, coercion, threat, and intimidation or similar conduct in a manner that constitutes substantial interference with school purposes.                                                                                                                                                                                                                                        | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Tobacco Possession/Use Vaping Nicotine Products</b><br>Possession of Tobacco or look-alike substance, including cigarettes, chewing tobacco, cigars, lighters, matches, and other paraphernalia, including vapor products (i.e. electronic nicotine delivery systems) associated with the physical inhalation or absorption of tobacco which intend to replicate tobacco products either by appearance or effect.<br><br>To include students found to be in use of tobacco or a product that may be used to distribute tobacco or the chemical nicotine while in the school building, or on school grounds | Refer to Level 3 Response Considerations                                                         |
| <b>Under the Influence of a Controlled Substance:</b><br>Coming to school or a school activity under the influence of a controlled substance, recreational drug or alcohol.                                                                                                                                                                                                                                                                                                                                                                                                                                   | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement                  |
| <b>Unlawful Activity:</b><br>Engaging in any activity forbidden by state or federal law and not otherwise specifically included in this CODE which creates potential danger in the school environment or interference with school purposes.                                                                                                                                                                                                                                                                                                                                                                   | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement                  |
| <b>Verbal or Written Abuse of Staff, Threatening:</b><br>Abusive communication directed at staff which includes words or actions that threaten the individual's safety and security.                                                                                                                                                                                                                                                                                                                                                                                                                          | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement                  |
| <b>Assault on School Personnel</b><br>Violence, aggression or physical contact with or directed at school personnel which causes physical harm or creates an unsafe environment in which they feel significantly threatened due to mannerisms, actions, or the physical presence of the student. Examples include but are not limited to throwing items, punching, posturing, blocking an entrance or exit, swinging at a staff and not making contact, etc.                                                                                                                                                  | Refer to Level 3 Response Considerations<br><br>Notification of law enforcement                  |
| <b>Weapon (other than firearm and not being used)</b><br><br>Possessing any object or material that is ordinarily and/or generally considered to be a weapon that could be used to injure a person. The weapon is not being held or used by the student and is not threatening but is in the student's possession. This could include but is not limited to having a pocket knife in their bookbag.                                                                                                                                                                                                           | Refer to Level 4 Response Considerations<br><br>Notification of law enforcement Contact Director |

|                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level 4 - Interventions and Response</b>                                                                                                                                                                                                                                                                                                         | Level 4 violations have the potential to significantly impact the safety of the school environment. These violations may result in the long-term removal of a student from the school environment due to the severity of the behavior. Such violations may result in long term suspension up to expulsion from school                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Who: These situations will be referred immediately to a member of the Administrative Team and handled swiftly and in collaboration with the entire team and District Office personnel.<br><br>This list of Interventions is not intended to be exhaustive, nor will every school have access to each intervention listed. School staff will seek to | <b>Level 4 Responses</b><br>● Long-Term Suspension, Reassignment, or Expulsion<br>Long-term suspension may be applied when it is feasible to reintegrate the student back into the school environment. Changes in schedules or placements 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.<br><br><b>Level 4 Reentry Interventions</b><br>Upon return to a traditional school setting after a reassignment or expulsion, the school staff will establish a plan of support for the student's ongoing success at school that may |

|                                                                                                                                                  |                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| implement the intervention(s) that seem to most effectively support positive behavior for the specific student under the specific circumstances. | include the following: <ul style="list-style-type: none"> <li>• Interventions from all previous levels</li> <li>• School reentry plan</li> <li>• Alternative educational placement/setting</li> <li>• Communication with law enforcement, probation or other agencies</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Level 4 Violations                                                                                                                                                                                                                                                                                                                                                     | Responses                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Arson</b><br>Intentionally setting or attempting to set a fire on or in school property.                                                                                                                                                                                                                                                                            | Refer to Level 4 Response Considerations<br><br>Notification of law enforcement<br><br>Contact Director |
| <b>Assault with Injury (Intentional)</b><br>Assault of another person where the student has knowingly and intentionally used force to cause personal injury.                                                                                                                                                                                                           | Refer to Level 4 Response Considerations<br><br>Notification of law enforcement<br><br>Contact Director |
| <b>Possession of Drugs, alcohol, prescription medication or other illegal substances:</b><br>Possession of prescribed medications is prohibited. Students may possess non-prescribed medications, but they may not possess prescribed medications except in transport to and from school. Prescribed medications must be turned into the nurse upon arrival at school. | Refer to Level 4 Response Considerations<br><br>Notification of law enforcement Contact Director        |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Firearm</b><br>Knowing and intentional possession, use or transmission of a firearm as defined in 18 U.S. Code 921 (see firearm definition in Glossary section) as well as unintentionally possessing weapon(s) in student vehicles. This does not include lookalike items.                                                                                                                                                                                                                               | Refer to Level 4 Response Considerations<br>Notification of law enforcement Contact Director     |
| <b>Threatening With An Object:</b><br>Threatening with an object which looks like a weapon or an object that could be used to injure someone. To qualify as a lookalike weapon, the object must closely resemble a real weapon in size, shape and color even when examined up close.                                                                                                                                                                                                                         | Refer to Level 4 Response Considerations<br>Notification of law enforcement Contact Director     |
| <b>Under the Influence of a Controlled Substance:</b><br>Coming to school or a school activity under the influence of a controlled substance, recreational drug, prescription drug under misuse or alcohol.                                                                                                                                                                                                                                                                                                  | Refer to Level 4 Response Considerations<br>Notification of law enforcement Contact Director     |
| <b>Selling, Distributing, Intent to Distribute, or Attempting to Distribute Drugs, Alcoholic Beverages, or a Controlled/ Imitation Controlled Substance:</b><br>Distribution or attempted distribution to any other person, of any illegal narcotic drug, controlled substance, look-a-like substance, mood-altering or behavior affecting substance, drug paraphernalia, or alcohol, or of any prescribed medication. OR<br>Receiving any of the above-mentioned substances from another student at school. | Refer to Level 4 Response Considerations<br><br>Notification of law enforcement Contact Director |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <b>Sexual Assault</b><br>Sexual Assault in the first or second degree as defined in Nebraska Statutes 28-319 and 28-320                                                                                                                                                                                                                                                                                                                                                                | Refer to Level 4 Response Considerations<br>Notification of law enforcement Contact Director |
| <b>School Threat (verbal or written)</b><br>Causing a substantial disruption to the school environment and/or placing students at risk by a threat of violence at school or towards the school in general or specific students and groups of people that threaten the safety of the building. This could include making a false report, or activating an alarm, bomb threats, threats to bring weapons, threats to shoot others, death threats, kill lists and other such threats.     | Refer to Level 4 Response Considerations<br>Notification of law enforcement Contact Director |
| <b>Weapon (other than firearm)</b><br>Possessing, handling, transmitting, using, intimidating with, or threatening with any object or material that is ordinarily and/or generally considered a firearm, explosive, destructive device, or weapon, including, but not limited to, guns, firearms, knives, throwing stars, brass knuckles, chemical substances (including but not limited to mace, pepper guns, and bleach) and any other object that could be used to injure a person. | Refer to Level 4 Response Considerations<br>Notification of law enforcement Contact Director |
| <b>Repeat Rule Violations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Refer to Level 4 Response Considerations                                                     |

## High School Discipline Policies and Procedures

### PBIS Mission Statement

Our goal is to facilitate positive behavior change in our students and staff. We strive to promote continuing growth of those students already meeting those expectations. We strive to increase instructional time through the development of effective, proactive expectations and interventions. We strive to use rewards effectively to help increase, maintain, or improve the number of appropriate behaviors by students and staff at Falls City High School.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based framework that helps schools design effective environments and supports that, when implemented with fidelity, increase teaching and learning opportunities for all students.

This will be the first year that Falls City High School's PBIS team will be working to prevent or reduce problem behaviors while creating more positive learning environments for all students. Falls City PBIS schools report reduced discipline rates and increased learning opportunities in their classrooms. This work involves helping our district build the necessary framework to promote positive outcomes for all students over time.

### Respect, Ownership, Accountability, Responsibility, Safety (R.O.A.R.S.)

Our school acronym R.O.A.R.S. (Respect, Ownership, Accountability, Responsibility, Safety) is designed to help students display positive behavior as each student moves through our school building. The Falls City High School Matrix will be displayed throughout our building and serves

as a reminder to help students meet the required expectations in the following areas: Arrival and Departure, Bus, Cafeteria, Gymnasium, Hallway, Office/Nurse, Restroom, Digital Technology, and Classroom, i.e.

### **Classroom Expectations**

1. All students are expected to be in the classroom when the bell rings.
2. All students are expected to bring all materials required for class.
3. Student who need to use the restroom must have a restroom pass from the teacher
4. Students who need to use the office must have an office pass. If they try to go to the office without an office pass they will be sent back to class
5. Any student leaving the class will need to sign out.
6. Other expectations/rules will be explained and posted for each class.

### **ARTICLES PROHIBITED BY STUDENTS IN SCHOOL**

Problems can arise when students bring items to school that create safety concerns, disrupt the learning environment, or interfere with school operations. Items such as cameras, personal electronic devices, laser pointers, lighters, chains (including wallet chains), permanent markers, toys, games, and other distracting or unauthorized items are not permitted at school and may be confiscated by school personnel.

Students may not bring squishy toys, fidgets, sensory items, or other manipulative objects to school unless they are specifically required as part of an approved accommodation or support plan (e.g., an Individualized Education Program (IEP), Section 504 Plan, or other documented educational plan) or have been authorized by school staff for instructional or therapeutic purposes. Unauthorized items that become distracting or disruptive to the educational environment may be confiscated and returned in accordance with school procedures.

The school administration reserves the right to determine whether any item brought to school poses a safety concern, creates a disruption, or interferes with the educational process.

### **LUNCHROOM REGULATIONS**

Students must eat lunch in the school cafeteria, whether you eat school lunches or bring a sack lunch. The following regulations must be followed when using these facilities:

1. Do not litter. Pick up your trash before taking your tray to the washing area. Remember, someone could be sitting in your seat after you.
2. Return trays to the window and deposit litter (all paper/plastic containers, and napkins) in the trash can conveniently located in the cafeteria. Leave food leftovers on your tray and deposit utensils in the proper place.
3. You may remain in the cafeteria the entire lunch period or go to other areas that might be designated by the faculty.



4. Food, drink, etc., are not to be taken from the cafeteria.
5. Avoid **table hopping** or excessive movement in the cafeteria.
6. Soft drinks in either cans or bottles are not allowed during breakfast or lunch. Vending machines are not to be used during these times.

### SCHOOL BUS RULES

All students riding on school transportation vehicles are subject to the policies governing student conduct within the discipline code. Riding on school transportation vehicles is an extension of the normal school day. When riding school transportation, the student is responsible to abide by all handbook rules. Students who ride school vehicles to an away activity are to ride school vehicles home unless they have a note signed by their parent or guardian telling who they will be riding home with. If they don't have a note they will ride home with the rest of the activity group. If a parent comes up to a sponsor driver to ask to take the student home, the parent should ask you face to face to take them.

### Bus Conduct Reports

Students who cannot follow the rules of the bus will have a conduct report completed. The following action will be taken depending on how many conduct reports are issued:

**1st Report** - It must be signed by a parent. If the report is not signed and returned the student will be sent to the Principal's office for an explanation.

**2nd Report** - The student is sent to the Principal's office for a conference with the Principal and the Transportation Supervisor.

**3rd Report** - No bus privileges for one week.

**4th Report** - No bus privileges for up to one month.

**5th Report** - No bus privileges for one semester.

Depending on the seriousness of the offense, students may lose bus riding privileges for an indefinite period of time at the discretion of the Principal and Transportation Supervisor. A conduct report will be completed to document the offense.

### BUS RULES

The following are some of the school bus rules that we all need to be aware of:

1. When riding school transportation, the student is responsible to abide by all handbook rules. Students who ride school vehicles to an away activity are to ride school vehicles home unless they have a note signed by their parents telling who they will be riding home with. If they don't have a note they will ride home with the rest of the activity group. If a parent comes up to a sponsor driver to ask to take the student home, the parent should ask you face to face to take them.
2. Food, candy, gum and drinks are allowed on buses and vans, but each individual is responsible for their own trash. There are two (2) trash boxes on each bus, if you cannot keep the trash mess down to a minimum this privilege will be revoked. All you have to remember is, if you carry something on, carry it off or put it in one of the trash boxes. There will be absolutely no sunflower seeds permitted on the buses or vans. Each route driver has the authority to stop this privilege. This is a bus by bus privilege.\_



3. Electronic devices without headphones are not to be played on buses or vans while you are traveling. If they are played without headphones while you are on the bus it will be taken from you. When you return home, it will be returned to you and reported to the principal. Hand held videos may be played only if they have a mute button and use it. No boom boxes. All they do is take up space.
4. Outside of ordinary conversation, classroom conduct is to be observed by students. Any student who is guilty of unbecoming conduct, of using inappropriate language, (talking or singing), of abusing or casting reflections upon sponsors, drivers, or other students may forfeit the right to ride on the bus.
5. There will be no smoking or use of tobacco of any form and no use of or possession of drugs or alcoholic beverages on school vehicles.
6. Students are not to stand to get off the bus until the bus has come to a complete stop.
7. No one is to exit out the rear door of the bus except in an emergency.
8. It is now a state law that when seat belts are provided in school vehicles, all passengers will wear them.
9. Once in motion:
  - A. Movement in the bus is not recommended.
  - B. Riders should have one leg (if not both) out of the aisle.
  - C. Riders should have one shoulder (if not both) behind the bus seat in front of their seat.
  - D. No standing in seats.
  - E. All students will be quiet when nearing and stopping at railroad crossings.

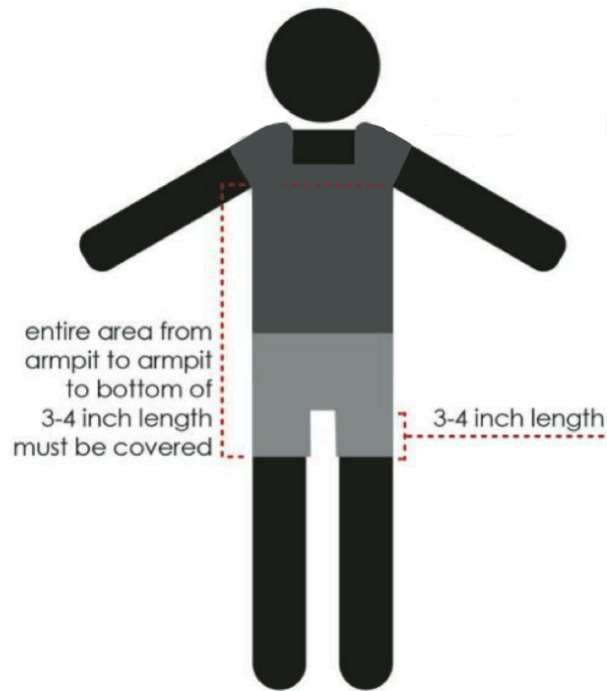
### **CHEATING/PLAGIARISM**

Cheating and plagiarism are handled by the classroom teachers and consequences are listed in the code of conduct. Cheating and plagiarism are defined as copying the work of others and claiming it as one's own work. This can be copying a friend's work in class or downloading material from the internet and claiming it as original. **It can also be using A.I. technology to complete work.** These are examples and are not an exhaustive list of cheating and plagiarism.

### **STUDENT DRESS CODE**

Students are expected to wear school appropriate clothing. The Diagram below is for both boys and girls. The parts covered in the diagram need to be covered on all students who attend Falls City High School.

The final decision regarding attire and grooming will be made by the principal. If he decides that your attire is unacceptable, he will insist that you call home and have someone bring you the necessary replacement or you will be sent home for a more satisfactory outfit.



1. Articles displaying indecent writing, pictures, or slogans, or clothing with suggestive or derogatory pictures or phrases, or advertising of alcohol, tobacco, or drugs may not be worn.
2. Bare feet. Some type of footwear must be worn.
3. Clothing made of the open mesh material, unless it is worn over other non-mesh material.
4. Pants should be pulled up at all times (use a belt if needed-no sagging)
5. No student is to wear a hat of any kind in the building between the hours of 8:00 a.m. and 4:00 p.m. (a bandana or a hood over the head is considered a hat)
6. Any type of clothing that is considered a distraction to the learning environment will not be allowed during school hours.
7. Students are not permitted to write on any part of their body, including but not limited to arms, hands, legs, or face, with any form of writing utensil or substance. This prohibition extends to temporary markers, pens, pencils, body paint, or any other materials used for the purpose of writing or drawing on oneself. Students will not be allowed to wear face paint unless a specified special dress day. (Homecoming and School Celebrations)

### **After School Detention**

1. The purpose of detention is to recover the time lost to poor choices in class or to reteach social skills that were lacking during class.
2. Detention time begins promptly at 3:35 and concludes at 4:00 PM. Teachers may assign shorter detention times as needed.
3. The only pass that will be issued will be a two-minute telephone pass to call home.

4. Students are to come to detention with books and materials needed to complete work and/or acceptable outside reading material.
5. Students are not allowed to talk to any student or teacher without permission.
6. Students are expected to make up the activities that they missed or did not participate in during class.
7. Upon entering the designated room indicate whom they received the detention from.

A student assigned detention are expected to attend the detention on the night it was assigned unless:

1. He/she is a bus student and cannot make arrangements. (No note, but will attend next night)
2. He/she had an excuse and a note from the parents explaining the reason for missing. (Note may be necessary)
3. He/she makes arrangements with the teacher. (Note may be required upon returning)

Students not attending on the night of the assigned detention will have a responsibility of bringing a written excuse from home and get it to the person assigning the detention immediately the next school day.

**If students skip detention they may be assigned in-school suspension as a replacement. The principal will make the decision on a case by case basis.**

#### **ATTENDANCE COMMITTEE AND LOSS OF CREDIT**

The following shall apply to all students in grades 9-12.

The Attendance Committee, made up of the principal and counselor, will meet with students during the school year who have excessive absences and explain the Attendance Policy to them.

In high school, after a student has missed five (5) days, the student will be asked to fill out a questionnaire that will help the Attendance Committee determine if there is a reason the student does not want to come to school. After a student has missed five (5) days, a questionnaire will be mailed to the parent/guardian to determine if the parent knows of any reason the student does not want to come to school. Upon receipt of the student and parent questionnaire, a member of the Attendance Committee will contact parents to discuss options for addressing attendance barriers. A letter will be mailed to the parent/guardian of a student who is absent seven (7) times for a class.

When a student exceeds ten (10) absences for a period, no credits will be awarded for the period. The student will be expected to maintain classroom attendance and curriculum expectations.

Students losing credits for excessive absences will have the opportunity to explain their circumstances. Waivers can be given under extreme circumstances. Those circumstances would include hospitalization, long term disability or documented illness where state law requires exclusion from school. The waivers would only be given if the student has been able to keep up with their school work. A meeting with the student, parent or guardian and the Attendance Committee would still be required to review the circumstances of the absences. (Students participating in sanctioned school activities under the supervision of a school staff member will be considered present at school.)

Students losing credits for excessive absences may seek a decision from the Hearing and Appeals Committee. The Hearing and Appeals Committee at the Senior High School shall consist of five instructional staff members. Three members of the Hearing and Appeals Committee must be present at the hearing. The student's total absence record will be examined. Specific faculty with the said student in regularly scheduled classes may attend the hearing and respond to questions upon request. The student and parent or legal guardian is responsible for justifying reasons for all absences. In making its decision, the Hearing and Appeals Committee shall consider the necessity of the absences, the reasons for the absences, and the total absence record.

The decision will be determined based upon the facts of the case. A student may appeal the decision of the Hearing and Appeals Committee to the Superintendent of Schools. Any decision of the Superintendent of Schools may be appealed to the Board of Education.

## **TARDIES**

Students are considered tardy after the 8:10 bell. After missing 10 minutes, the student will be marked absent - unexcused for that period. Students who are tardy must sign-in to the office and the school secretary will provide them a tardy slip to go to class. If a pattern of tardiness develops, parents will be called to consider the causes and to aid in reestablishing a timely arrival at school.

A tardy between classes is recorded in PowerSchool and will be handled by teachers on an individual basis. When a student receives their sixth tardy for that class, they serve a detention with that teacher. Each subsequent tardy, will result in an additional detention being assigned.

## **Extracurricular Attendance**

Students who are absent from school without being prearranged are not allowed to attend school activities that day.

## **CELL PHONE POLICIES AND GUIDELINES**

Falls City will continue to be a phone free school. Students will check their phones at the beginning of the day and access them at the end of the day.

**Check in:** When the students enter the school building, there will be containers with individual phone slots for them to place their phones. These containers will have their 8th period teachers name on it and the students name labeled on their individual slot. Seniors and students that leave for TA, SCC, and/or work experience will have different containers as they will need them for when they leave throughout the day and/or senior study hall.

**Storage:** All phones will be stored in the office for safe keeping. If students are leaving early they will collect it when they sign-out in the office.

**Returning Phones:** Phones will be delivered to 8th period teachers at the end of the day to return to students. The phones will not be given back until class time has concluded. Seniors and students with morning work experience and/or TA will get their phones returned to them in the commons area. The new SCC Career Academy students will be on an additional policy as well.

**The school will not conduct extensive searches for lost items that have no purpose in school.**

## **BOOK BAGS**

Book bags, purses, fanny packs or any other type of container for carrying items should be stored in lockers and not carried into classes.

## **WATER BOTTLES**

Students are allowed and encouraged to carry water bottles in order to stay hydrated. Only water is allowed in the bottles. Clear bottles are preferred but students may use an insulated bottle. Teachers have the right to check bottle contents at any time. If students do not allow checks they will lose the privilege of carrying a water bottle during the day. Teachers also reserve the right to limit water bottle use in the classroom due to safety or equipment concerns. No Outside Drinks Allowed (Coffee, Soda's, Energy Drinks, etc...)

## **BEFORE AND AFTER SCHOOL POLICY**

Falls City High School starts each day at 8:05 and ends at 3:30. Breakfast begins at 7:40 am for students who elect to eat at school. The School will not have supervision outside the building before 7:45 am as that is the contracted start of the work day for teachers. Students who do not eat breakfast and arrive before 7:40am will be expected to wait in the commons area until dismissal to class. Parents who drop their students off before 7:40am accept the risks involved if students have problems on school grounds before the contracted day begins. Students will not be allowed in the building before 7:40am unless we have weather that dictates entry. After

school students are expected to leave the building immediately at the conclusion of the school day. Students may only remain in the building if they are supervised by a teacher or if they are involved in activities/athletics.

### **PHYSICAL RESTRAINT AND SECLUSION**

As a part of the emergency procedures in place in our schools, any student who poses an imminent risk of injury to him/herself, to others, or to school/private property may be physically restrained and/or placed in seclusion by school staff in accord with School Board policies. These could occur along with other emergency actions such as calling law enforcement. Significant violations of the law including assaults on students and staff will be reported to law enforcement. As soon as possible after any such incident, the parents or guardian will be informed when any of these actions have occurred.

### **SNIFFER DOG POLICY**

By this policy and/or via the provision in the student or staff handbook, students and staff are specifically notified that:

1. Lockers may be sniffed by sniffer dogs at any time.
2. Vehicles parked on school property may be sniffed by sniffer dogs at any time.
3. Classrooms and other common areas may be sniffed by sniffer dogs at any time students and staff are not present.
4. If contraband of any kind is found, the student or staff member shall be subject to appropriate disciplinary action.

### **ARTICLES PROHIBITED BY STUDENTS IN SCHOOL**

Problems arise each year because articles are brought to school, which are hazardous to the safety of others or interfere in some way with school procedure. Such items as Bluetooth speakers, cameras, electronic items, laser lights, lighters, permanent markers, toys or games etc., when brought to school are undesirable or distracting and will be confiscated.

### **SOLICITATION**

Falls City Public Schools and staff support the many clubs, activities and civic organizations that our students belong to. We ask that sales and fundraising activities be conducted outside of the school day. Sales and fundraising should be conducted at staff member's homes rather than in school.

### **POSSESSION, USE, OR DISTRIBUTION OF ALCOHOL, TOBACCO OR OTHER DRUGS (Code: 7119)**

To ensure that students in the Falls City High School attend school in a drug-free environment, the following rules shall be enforced in accordance with the Student Code of Conduct:

The possession, use, or distribution of the common drugs or marijuana, hallucinogenic, amphetamines, barbiturates, narcotics, alcohol, or any possession or use of a prescription drug in an unlawful fashion by any student regardless of age shall not be permitted while under the supervision of school personnel in a school-related activity, at home or away, even when not

engaged in school activities if this is part of the good conduct training rules established by the sponsors of a school-related activity. Individuals who are involved in school activities or sports will need to check with their coach/sponsor or look in the student handbook for information about good conduct training rules and all activities which are subject to the good conduct rules.

The bringing of any of the aforementioned drugs to school or any school-related activity by any student shall not be permitted.

Any possession, use or distribution of illegal drugs will result in disciplinary actions being taken within the bounds of applicable law, up to and including short term suspension, long term suspension, or expulsion. The parents and the appropriate law enforcement agencies will also be contacted.

#### **TELEPHONE**

The telephone in the office is for school business; however, it may be used by students for **emergency calls**, provided permission is obtained from the secretary or the principal. Students with written permission from teachers may make calls during or between classes. **Important** messages from your parents will be delivered. The school number is 402-245-2116.

#### **COPY MACHINE**

The copy machine is only to be used for school purposes and with the permission of office staff.

#### **DATING VIOLENCE PREVENTION**

Falls City Public School District shall make continued efforts to provide physically safe and emotionally secure environments for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding and acceptance of others) are encouraged in the educational program and are required of all students and staff. Inappropriate behaviors, including but not limited to, dating violence, will not be tolerated and must be avoided by all students and staff.

Dating Violence is defined as (a) 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; and (b) "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.

The district will provide appropriate training to staff and incorporate within its educational program age-appropriate dating violence education that shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships. Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors. Dating violence training shall be provided to staff deemed appropriate by the administration.

#### **GOOD SPORTSMANSHIP**

The rules of good sportsmanship should be observed at all times. It is especially important at basketball games, and other athletic events where rivalry between school and students should stay on friendly terms. You should show respect for players, officials, spectators, and cheerleaders. Good school citizens display good sportsmanship through orderly and respectful behavior in and out of school activities. Dispose of trash in appropriate containers. The need for good sportsmanship is apparent in all individual and group situations.

### **AUTOMOBILES - BUSES**

The **bus lane** in front of the school is for buses. **Please use the parking lot north of the school for loading and unloading students.** Extreme care should be exercised in getting out of and/or getting into automobiles. It is a busy time here, especially after school. **Students should always use the crosswalks when crossing the street.**

### **BICYCLE AND PEDESTRIAN SAFETY**

Safety should be an important concern for everyone. The need for safety extends beyond the school grounds. Traffic conditions at the hours of arrival and dismissal necessitate careful observation of rules for the pedestrian. If you walk to and from school, stay on the sidewalks where they exist. If no sidewalk exists and streets provide the only route, stay close to the curb on the left side. Respect the position of vehicle operators. Use the crosswalks where provided. No shortcuts through school or private property.

The following are some of the most important rules for pedestrians and riders of bikes:

17. Ride with traffic, not against it.
- 18. *Park bicycles immediately on arriving at school.***
19. *Be careful as you walk off the sidewalk headed North into the Parking Lot.*
20. *Watch for younger children in parking lots and as you exit as they are dismissed before high school.*

### **ENTRANCES AND EXITS**

All students who arrive at school before 7:40 am should be gathered at the main entrance. The principal or principal's designee will allow students in the building once staff members are on duty to monitor the door.

### **FIRE AND DISASTER DRILLS**

#### **(Evacuation Drills)**

The following important rules should always be observed in any school or public building during an emergency. You will be held responsible for knowing them and obeying them. Read them carefully and become thoroughly familiar with them.

1. Should you discover a fire, notify the nearest teacher.
2. Rise at the sound of the alarm and follow the student leader to the assigned place. All persons must leave the building in case of fire.
3. Walk rapidly, but do not run.
4. Do not talk at any time during the drill, including the return to class.



5. Continue walking until your group reaches the place of safety. Stay with your own group and await further direction.
6. Regardless of what room you may be in, you are expected to know how to leave the building by the nearest exit and rejoin your class so that the teacher may check attendance.
7. Take shelter in the building as specified by supplementary instructions for all other emergencies.
8. Know all SRP drill procedures posted in each classroom.

## **STUDENT ACCIDENTS**

Should a student have an accident on or around the school grounds during, before, or after school activities, it should be reported immediately to the principal, the nurse, or any teacher available at the moment regardless of how minor the accident might seem.

## **Computer/Internet Use**

All students and their Parent(s)/Guardian(s) that have permission to use the internet and the computer network have signed the Falls City Public School District Acceptable Use Policy and acknowledged responsibility of abiding by the Terms and Conditions for the FCPS computer network. Violation of any regulation is unethical and may constitute a criminal offense. Upon committing any violation, access privileges may be revoked and other school disciplinary action, and/or appropriate legal action may be taken.

We also want to give Falls City High School students information about the risks of using Facebook, YouTube, Gmail, Snapchat, Instagram and similar social networking sites. These sites are public sources of information. Information posted on the Internet is public and may be seen by school administrators, law enforcement officers, scholarship committees, and prospective employers. That information may lead to disciplinary actions by the school, criminal charges by law enforcement, and difficulty in securing future scholarships or employment. We encourage students to use the Internet responsibly.

## **CHROMEBOOK USE**

The consequences for student who abuse their Chromebook privileges are as follows:

| <u>Violation</u>                             | <u>1<sup>st</sup> Offense</u> | <u>2<sup>nd</sup> Offense</u> |
|----------------------------------------------|-------------------------------|-------------------------------|
| a. Unattended/failure to check in            | 1-day                         | 3 days                        |
| b. Inappropriate-unauthorized apps/usage     | 3 days                        | 6-10 days                     |
| c. Inappropriate music/voice recordings      | 3 days                        | 6-10 days                     |
| d. Failure to comply with teacher request    | 3 days                        | 6-10 days                     |
| e. Abuse of Chromebook ad and or accessories | 3 days                        | 6-10 days                     |
| f. Inappropriate pictures/internet site      | 3-10 days                     | 20 days                       |

The administration and technology personnel retain the right to suspend a student's Chromebook for a longer period of time if the offense warrants. Other offenses will be dealt with on an individual basis. This includes suspending the Chromebook for the remainder of the semester or school year. Suspension days are school days. All high school handbook procedures will apply.

### **Behavior Expectations for Students Participating in Co-Curricular Activities and Athletics**

Students who participate in extracurricular activities are deemed to be held to a higher standard when it comes to representing their respective schools both on and off campus. It is therefore critical for those students to always be mindful of their behavior, and how it reflects on the school. A substantial disruption to the school environment is not required in order to be suspended from participation in co-curricular music/sports/clubs.

In addition to any other discipline imposed for violations of the Code of Conduct or for behaviors prohibited as part of co-curricular activities students may be subject to suspension from participation in co-curricular activities. The sanction shall be implemented upon confirmation and notice to the student by the principal and the sanction will apply to all school sponsored activities or any activity that occurs on school property or at a school function. In addition, the teacher/coach/sponsor may impose additional sanctions.

The principal may take action based on first-hand information. This may include contact with witnesses to the students prohibited behavior. Prior to any decision the principal must confer with the student and inform the student of any charge or available information and give the student an opportunity to tell his or her version of events, weigh the evidence, make a decision whether the student engaged in prohibited conduct and then inform the student of the final decision. The principal will then inform the parent of the decision.

### **RULES REGARDING OTHER CONDUCT**

Individual coaches/sponsors or staff responsible for an activity may impose participation restrictions or eligibility restrictions in co-curricular activities on students for behavior other than those listed provided:

1. Students and parents have first been advised of the participation/eligibility rules and the types of misbehavior that would cause the student to become subject to such participation and or eligibility restrictions.
2. Restrictions and/or eligibility are imposed only after the coach/sponsor has:
  - a. Investigated the matter
  - b. Given the student notice of the charges
  - c. Explained the evidence against the student
  - d. Given the student a chance to give their side of the story
  - e. The coach/sponsor decides that the student in fact violated team rules

### **ELIGIBILITY FOR ACTIVITIES**

This policy covers all extra-curricular contests and/or performances. All Participants must abide by the Nebraska School Activities Association guidelines.

To be eligible to participate in high school extra-curricular activities and/or performances, a student **must not have failed more than one course the previous week.** If a student is declared ineligible they will remain ineligible until the next weekly eligibility period at which time eligibility will be determined. Eligibility for fall extra-curricular activities and/or performances will be determined by second semester grades of the previous year. Extra-curricular activities and/or performances are defined as any activity that is sponsored by FCHS.

**Grade reporting periods are every week and semester.**

The Principal's office, coaches, and sponsors will check the eligibility of all participants at the beginning of each weekly grading period and thereafter each time an ineligible list is forwarded from the Principal's office.

During the period of ineligibility, the sponsor/coach, activities director, and Principal will determine if the ineligible student will be allowed to practice.

Any student who is observed by a staff member, law enforcement official; or if there is substantial evidence the student may have:

1. Possessed alcoholic beverage(s), tobacco product(s), or illegal drug(s)
2. Used alcoholic beverage(s), tobacco product(s), or illegal drug(s)
3. And/or committed a theft, vandalism, or other serious offense on or off school grounds
4. Violated district attendance policy (example missing more than 5 days in a quarter or 20 school days in a school year) documented medical absences could be waived.

He/she will be declared ineligible for extra-curricular activities, dances, and school functions and/or performances. It will also cause them to be ineligible, in the year of the infraction for the "Athlete of the Year" honor.

The length of ineligibility for any one-school calendar year will be:

First Offense - Two school calendar weeks.

Second Offense - The remainder of the semester.

Third Offense- Cannot participate in activity programs.

Any student who is under Out-Of-School or In-School suspension will not be eligible to practice for or participate in extracurricular activities and/or performances during the duration of their suspension.

All sponsors/coaches have the right to set additional rules for their activity. Special regulations such as training rules, conduct rules, and rules for students while on school sponsored trips also apply to extracurricular activities. Complete regulations will be made available by sponsors to students. An extra-curricular activity or school performance is defined as a non-graded activity.

#### **ABSENCES IN CONJUNCTION WITH EXTRA CURRICULAR ACTIVITIES**

On the day of an activity a student must not miss more than two (2) class periods, unless on a school sponsored activity or with permission from the Principal, and have no unexcused absences to be eligible to practice or participate in any extracurricular activity.

#### **DANCE RULES**

1. All students who attend a dance are to stay inside.
2. If a student leaves the dance, they will not be readmitted.
3. Dances are intended for FCHS students. Outside dates must be approved prior to the dance by the high school administration. No Middle School students or dates over 20 are allowed.

#### **PEP RALLIES**

Pep rallies are scheduled for athletic events. All students must attend these functions during the school day.

### **PEP BUSES**

High School students may request a pep bus, **for high school students**, for away activities. The following conditions must be met.

- 1) Teacher sponsors set by principal (non-teacher sponsors may also be added, not to include cheer team coaches.)
- 2) Minimum of 25 students riding.
- 3) Students must pay the predetermined bus fee in the office before departure.
- 4) Students are responsible for their own admission and any other expenses.
- 5) Available vehicle and driver.

Pep buses will not be sent when school is in session. Should the pep bus be for multiple events in a day, a supervised itinerary must be approved by the principal for the period of time between events. No pep bus will be permitted overnight. The pep bus must be requested in the high school office no later than two school days prior to the activity, in order that requirements can be checked and met. If all conditions can't be met, students will need to secure their own transportation.

### **DISMISSAL FOR STATE PARTICIPATION**

Students may receive excused absences, with parent permission and pre-arranged, to attend postseason/state activities that FCPS teams and individuals are participating in, in accordance with school procedures for obtaining the admit slip and completing school work. Such absences will not be included toward the semester testing policy at the high school.

For state (not sub district or district qualifying) competition in football, volleyball, softball, and basketball, it is possible that school may be dismissed in time for students/staff to attend the games(s). Once it is known whether a team has qualified and the schedule of the state competition for the team, those decisions will be made. As a reminder, refer to the pep bus information.

### **OVERNIGHT TRIPS**

School trips are a privilege, and participating students are expected to behave in a manner that best represents the school, the district, and the student. A school administrator will be contacted immediately in cases of inappropriate behavior. Violations of district policies/rules/procedures, the district Student Code of Conduct, or any applicable Extracurricular Code of Conduct may result in a student being sent home at his or her parents' expense, ineligibility for future school trips, suspension from extracurricular activities, and/or any other disciplinary action authorized by the Student Code of Conduct.

In order that everyone may receive maximum benefits from participation in school trips, these rules will be enforced at all times. Furthermore, all requirements of the Student Code of Conduct and any Extracurricular Code of Conduct will be enforced at all times during the trip.

Additional rules and expectations are detailed in the Falls City Public Schools - [Rules for Overnight Trips Permission Form](#)

## **CRISIS PROCEDURE**

In the case that a student becomes destructive, is non-compliant or is threatening to hurt themselves or others during the course of the school day, Falls City High School will enact this crisis management procedure. Falls City High School has a trained crisis intervention team that is made up of 4 to 5 staff members. This “CPI” team is trained to deal with crisis situations that may occur during the school day. The following steps are to be followed in the event of a student crisis during school hours.

1. The supervising teacher will call the leader of the CPI team. This will be the principal and if the principal is out of the building it will be his/her designee.
2. The building will go into “Hold” status. All classes will remain in the classroom with the door shut.
3. The team leader will call the CPI team together. Teachers on the CPI team who have classes will move their classes to another classroom or available para’s and teachers will cover the classes so students can be supervised while the CPI team deals with the crisis.
4. Students in the room where the crisis is occurring will be evacuated from the room.
5. The CPI team will then intercede with the student in crisis following the guidelines provided by CPI.
6. At the conclusion of the crisis students/teachers will return to the classroom and the hold will be lifted.

## **SUICIDE IDEATION POLICY**

Suicide Ideation occurs when a student either threatens to commit suicide/self-harm or a student, parent or other stakeholder report that a student is considering suicide/self-harm to a staff member. The following procedure should be followed when a suicide ideation occurs.

1. If staff become aware that a student is threatening or considering suicide/self-harm they should inform the principal and school counselor immediately.
2. The principal and counselor will inform the behavioral health therapist for immediate intervention.
3. Law enforcement will be notified of the situation along with the school superintendent
4. Depending on the circumstances surrounding the situation, administration along with law enforcement and the Behavioral Health Therapist will work together to inform parents of the situation.
5. If the student receives a re-entry plan the family will share this plan with the appropriate school officials upon return to school.

## **THREATS TO STAFF, STUDENTS OR THE SCHOOL**

If a student issues a threat to the staff, student/s or the school the principal will enact the district policy in regards to threat assessment and apply the code of conduct as warranted.

## **OUR DISTRICT’S TIP REPORTING SYSTEM**

Safety is one of our district's top priorities, that's why we're now using Vector Alert, a tip reporting system that allows students, staff, and parents to submit safety concerns to our administration five different ways:

1. **App:** Search for “Vector Alert” in the App Store to download for free
2. **Phone:** 855.449.6558

3. **Text:** Text your tip to 855.449.6558
4. **Email:** 1896@alert1.us
5. **Web:** <http://1896.alert1.us>

Easily report tips on bullying, harassment, drugs, vandalism or any safety issue you're concerned about. Tips may be submitted anonymously too. Thanks in advance for helping to make our school community a safer place to work and learn! We appreciate your support.

### **PUBLIC DISPLAYS OF AFFECTION**

Inappropriate displays of affection in school include but are not limited to consensual kissing, groping or inappropriate touching on school grounds. The principal reserves the right to decide what is appropriate and a distraction to the learning environment. In the case of inappropriate PDA, the principal may apply level 1 interventions.

### **SEARCHES**

Students can be searched for prohibited items if the school official has a reasonable suspicion that the student in question has items that are banned from school property. (i.e. Weapons, drugs, etc.). Two school officials must be present in order to conduct a search. A metal detection screening may be conducted when there is reasonable suspicion.

## **HIGH SCHOOL INFORMATION ITEMS**

### **LEAVING SCHOOL DURING SESSION**

Under no circumstances will a student be permitted to leave a classroom or a practice session unless the reason is urgent. Students will not be permitted to leave the building before being dismissed unless granted permission by the office.

### **BULLETINS**

A daily bulletin will be read during the 2nd period. A bulletin will be **posted on PowerSchool by 10:30 a.m.** These bulletins contain announcements and information important to all students. Students are therefore responsible for knowing the information contained in these bulletins. The principal's signature or initials are required for outside school information, dances, tryouts, etc. before posting of any kind is permitted in the building.

### **LOST AND FOUND**

All lost and found articles should be taken to and claimed in the office. A collection of lost articles is in the cafeteria Report to the office for lost articles - not once but several times. Check with the secretary on such items as jewelry, watches, purses, billfolds, phones etc.

### **NATIONAL SCHOOL LUNCH AND BREAKFAST PROGRAM**

The Falls City Public Schools participates in the National School Lunch Program. Breakfast is available during all school days beginning at 7:45 AM until the start of the school day, and lunch is also available at all building sites. A featured entrée, a la carte items, milk, a full salad bar, and special dietary needs meals are available for students. Free and Reduced meal applications are

available at the main office of each school building. Lunch account information can be monitored through the district's PowerSchool Parent Portal found at <https://ps.fctigers.org/public/>.

### **USDA NONDISCRIMINATION STATEMENT**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter 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](mailto:program.intake@usda.gov). This institution is an equal opportunity provider.

### **2026-2027 LUNCH PRICES**

|           |                   |                 |
|-----------|-------------------|-----------------|
| Breakfast | Students - \$2.90 | Adults - \$3.40 |
| Lunch     | Students - \$4.00 | Adults - \$5.30 |

### **MEAL CHARGE POLICY**

The district's policy on charged meals is if a student has no funds available to pay for a meal, the student will be provided and charged for up to ten meals. If a student has no funds available to pay for a meal, the building principal or his or her designee will contact households about unpaid meal charges and notify them again of the availability of the free and reduced meal program and/or establish payment plans and due dates by telephone, e-mail, or other written or oral communication. Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative balance from other food purchases. A la carte or extra items will be available for a cash purchase only.

In the event that the Nebraska Department of Education develops a state-level meal charge policy, it shall supersede that portion of this policy.

## **ABSENCES**

**You MUST bring a written excuse giving the reason and date(s) following each absence from school. A parent or guardian may also call the school secretary or send an email to the secretary giving the excuse for the absence. The note, email or call must be made/written by the parent or guardian, then sent to the office before reporting to your first class. After three consecutive days of absence due to illness, a doctor's excuse/note is requested.**

The principal will make the decision as to whether or not the reason for the absence is excused or unexcused. An excused absence allows the student full credit for make-up work in the classes which he has missed. An unexcused absence, as well as a substantial number of absences, will be handled according to board policy.

Parents are to notify the school whenever a child is to be absent. The call should be made by 9:00 a.m.; otherwise, we shall have to call you to verify the child's absence. Your call will save us this step. **Calls to report either an absence or a request for assignments should be made by 9:00 a.m.**

**Prearranged application** - when a student knows in advance that he or she will be absent from school, he/she should notify the office. Pre-notification should be arranged for the following:

1. Vacations (needs parent/guardian signatures)
2. School activities (no parent/guardian signatures)
3. Personal activities (needs parent/guardian signatures)

In the event that a student must leave school before a regular dismissal time due to illness, he is to report to the office where the reason for leaving will be recorded and proper arrangements made for transportation. In every case, a school official will phone the home before sending the student from the school.

A primary obligation of the school is to encourage regular attendance by the students. A relationship between success in school and good attendance does exist. Therefore, the purpose of this policy is to promote regular school attendance. Regular attendance is a habit that directly applies to the world of work. This policy stresses to the students the importance of regular attendance, and it promotes a habit that will transfer into adulthood.

The current compulsory attendance laws (**§ 79-209**) & (**§ 79-201**) define that in all Nebraska school districts, any superintendent, principal, teacher, or member of the school board who knows of any violation of the compulsory attendance law on the part of any child of school age, his/her parent, the person in actual or legal control of the child, or any other person must within three days report the violation to the attendance officer of the school, who must investigate the case.

**The number of absences may not exceed five days per quarter or the hourly equivalent.**  
**Missing more than 5 days in a quarter may result in a letter to parent and copy to the truant**



officer. Missing more than 17 days in a school year has a negative effect on the schools AQUESTT rating. The goal is to have all students miss less than 17 days in a school year. Missing 20 days or more may result in a letter to the parent and a copy to county attorney, truant officer, and student file.

#### **APPOINTMENTS DURING SCHOOL HOURS**

Students should make dental, medical and other appointments for after school hours if possible. Special requests to leave class during the school day for scheduled appointments must be approved and initialed by the principal or by the office secretary. Give the permit to your classroom teacher at the beginning of the period from which you wish to be excused. ***You must sign out in the office before leaving the building***

#### **VISITORS**

All visitors should enter the main entrance. During school hours you must push the button and give your name when asked to be permitted. Visitors wanting to observe a class may do so only after asking and receiving approval from the principal. These types of visits can be disruptive to the educational process. All visitors must report to the principal's office upon entering the building.

#### **PHYSICALS**

***Nebraska state law requires that ALL students entering the seventh grade, new enrollees from out-of-state, and anyone planning to participate in athletics must have a current physical examination form on file.***

Before participating in sports all students must have completed all insurance and physical documentation along with the other office forms that are needed to compete. **No student will be allowed to practice until all forms are submitted to the main office and documented.** Coaches cannot allow students to practice until all forms are turned in and verified with the school secretary.

#### **CHANGE OF ADDRESS**

Students changing their address or telephone number should report this information to the office. This is necessary so that your file may be kept current.

#### **SCHOOL COUNSELOR'S OFFICE**

Students are always welcome in the guidance office. The high school counselor aims to provide a comprehensive developmental program for students 9-12.

The counselor is there to help with academic planning, as well as to encourage the social and personal development of each student. Listed below, are a few reasons students use the resources that are available in the guidance office:

##### **1. Academic Achievement & Career Development:**

- proper course selection/educational planning-goal setting
- dropping/adding classes
- credit checks for graduation
- post secondary planning (college-vocational/career-military-workforce)
- national testing information (ACT & SAT) & -norm referenced testing (MAP's)

- financial aid information-FAFSA forms-college & scholarship recommendations
- scholarship search information

**2. Personal & Social Development:** The counselor is prepared to assist students and their families with any of the following that might hinder student success.

- conflict resolution      -friendship skills      -anger management
- attendance issues      -abuse & neglect      -self-destructive behaviors

Ultimately, the school guidance counseling program is structured to empower students to achieve success in high school and to develop into contributing members of society.

## **SCHEDULE CHANGES**

Registration for the next year's courses is done the preceding spring. The registration form must be signed by the parent/guardian, and is considered final. Changes in class registration may be allowed under limited conditions:

1. During the first 3 days of classes in the semester.
2. A parent/guardian's signature is required for most schedule changes.

## **WITHDRAWING FROM SCHOOL**

If it becomes necessary for a student to withdraw from school, the following procedure should be observed:

- ***Report to the counselor before your first period class on the morning of the day you plan to withdraw from school,*** and receive a checkout sheet to take to your teachers.
- ***Pay all library fines and outstanding bills.***
- ***Check in all devices, books, and other school property to the proper teacher, have the teacher sign the checkout sheet, and return it to the office.***
- The counselor will give you a letter of introduction and a transcript of your grades to take to the new school.
- Other pertinent information will be sent upon request.

## **ROTATING STUDY HALLS**

Rotating Study Hall at Falls City High School is a structured academic support period designed to help all students stay on track and succeed. As part of our MTSS (Multi-Tiered System of Supports) framework, this time serves as both a Tier 1 support for all students and a Tier 2 intervention for students who need additional help.

During Rotating Study Hall, students remain in their assigned classroom and engage in meaningful academic work. This time is not free time, it is an extension of the learning day where students receive:

- Clarification of instruction
- Guided practice and review
- Feedback on assignments

- Support aligned to current coursework and learning targets

Each class period is scheduled to have a Rotating Study Hall once every two weeks. Over the course of that two-week cycle, students have the opportunity to receive direct support within each of their content area classrooms from the teacher who knows the course expectations best. This ensures that support is consistent, relevant, and aligned to what students are learning in each class.

When students need additional support, teachers use this time to provide targeted, small-group instruction based on student data such as assessments, missing work, and classroom performance. These supports are teacher-directed, data-driven, and focused on closing learning gaps before they grow.

Students are expected to:

- Report to and remain in their assigned study hall
- Actively engage in academic tasks
- Participate in support and intervention as directed
- Use the time productively to improve their learning

The redesign of Rotating Study Hall ensures that every student receives consistent, timely academic support from the teacher who knows their coursework best. By providing structured time for both support and intervention, this system helps prevent students from falling behind and strengthens overall academic success.



### Dr. Offner – July 13<sup>th</sup> , 2026 Board Report

1. Board committees
  - a. Building and grounds update – control system is done; MS – boilers going in – added one room to be carpeted at North – roof leak update -
  - b. Policy committee – review 1000 – 9000; new review schedule will be established
2. Budget update
  - a. Need to have a budget retreat or financial retreat the week of July 29<sup>th</sup> – 3 hours overall, 1 hour for budget, 1.5 – 2 hours for NASB
  - b. MOE – SPED costs and requirements - \$113,000 short – 25 – 26 looks a little better 26 – 27 still a question
  - c. Holding down spending at this time
  - d. We will be ok for the next two months -
3. Other
  - a. Report of used days – I used all of my 20 vacation days this past year, but 0 sick days
  - b. Looking for other grants to help with the budget
  - c. Transportation - review of routes is happening this week
  - d. The room moves at North school went smoothly
  - e. Attached is the letter of request for contract extension – to satisfy Section 2 of my contract.