

# North Elementary and South Elementary Student Handbook

2023-2024



*Shelly Leyden, Principal*  
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**North Elementary School**  
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Falls City, NE 68355  
(402) 245 – 2712

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1000 Fulton Street  
Falls City, NE 68355  
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August 2023

Dear Students, Parents, and Guardians:

**Who** we are as individuals makes up **what** we are together, whether family, school, community, or nation. Elementary students in the Falls City Public Schools are expected to follow the golden rule:

***Treat others as you would like to be treated.***

We believe that elementary school is a time to grow and learn from mistakes. We emphasize learning over consequences and are guided by a developmentally appropriate philosophy. We have established a Positive Behavioral Interventions and Supports (PBIS) that is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. We know that we all learn best and most fully in an atmosphere where the opinions and rights of all are honored and respected. Therefore, our core values are:



**(Respectful, On Task/Organized, Appropriate Behaviors, Responsible, Safe)**

We believe in your potential, your ability to learn, the talents you have to share, and the contribution you can make to your schools and to our future as a nation. The following sections will further outline our most important guidelines for making your school life most productive and positive.

Mrs. Leyden, Elementary Principal  
Mrs. Craig, Elementary Assistant Principal

The Falls City Elementary Schools expect students to conduct themselves, in keeping with their level of maturity, and in such a way as to demonstrate proper regard for the rights and welfare of others. Students are expected to conduct themselves in keeping with the educational purpose underlying all school activities, including the care of school facilities and equipment. The Falls City Public Schools believe that the standards of student behavior must be set cooperatively by interaction among students, parents/guardians, staff and community producing an atmosphere that encourages students to grow in self-discipline and character development.

**Students** are expected to:

- Treat others the way in which we would like and expect to be treated.
- Know and exercise positive modes of behavior and good manners.
- Accept the responsibility for their actions and the consequences of inappropriate behavior as outlined in the code of conduct.
- Respect the rights of others, including the right to secure an education in an environment that is orderly and disciplined.
- Adhere to all policies and procedures of Falls City Public Schools.

Every **parent/guardian** is expected to:

- Model positive modes of behavior and good manners.
- Work cooperatively with the school staff to ensure the well-being of all children.
- Insist on his/her child's punctual and regular school attendance.
- Exercise respect and civility in all interactions with staff, students, and members of the community.
- Explain and discuss the code of conduct with his/her child.
- Reinforce student compliance with the code of conduct.
- Provide emotional, social, and academic support in the student's school life.
- Adhere to all policies and procedures of the district.

In order to help ensure a respectful, responsible learning environment, it is expected that a student shall:

- Be on time and attend every class every day. (FCPS Board Policy 7111)
- Attain satisfactory academic achievement consistent with the student's ability and complete all homework and other assignments.
- Assume personal responsibility for acting with respect and civility and shall not contribute to any infraction which may be observed. Harassment, Intimidation and Bullying in all its forms, is unacceptable. (FCPS Board Policy 7115, 7142)
- Abide by school rules that have been developed to assure the safety of all those in the school community.
- Take responsibility for your learning and behavior by being respectful to the teachers, assistants, and your classmates. Always remember your manners.
- Communicate with peers and those in authority with respect and consideration, and assume responsibility for one's own behavior and speech.

- Accept disciplinary consequences with dignity and a resolve to improve one's performance and conduct.
- Comply with appropriate and the proper use of electronic devices. (FCPS Board Policy 4260)
- Understand and comply with school requirements in relation to appropriate conduct at all school-sponsored activities.
- Respect school property and help to keep it free from damage.

## **Admissions**

A child who has reached the age of five years or will reach the age of five years by July 31st of the current year is eligible to enter kindergarten at the opening of the school term. A pupil who is six years of age or will be six years of age by October 15th of the current year and has not attended kindergarten shall be enrolled in the proper grade as determined by school officials. Parents of students turning 5 years of age between July 31<sup>st</sup> and October 15<sup>th</sup> may request their students to attend Kindergarten. Falls City Public Schools will administer an assessment to determine if students meet the academic and maturity requirements to enter school. Parents wishing to have their students assessed must request the assessment prior to April 1<sup>st</sup> prior to Kindergarten entrance.

Parents or guardians of a child must present a certified birth certificate to the school officials when seeking admission to kindergarten or to any grade if this is a first-time enrollment in this district.

All students entering kindergarten, as well as all out-of-state students, must present a completed physical form, an updated immunization record, vision exam, verification of Varicella Disease (chicken pox) or the vaccine. (BP 7110)

## **Attendance/Absences**

1. Parents are to inform the school by 9:00 a.m. that a student is sick or otherwise absent for the day. When a student knows in advance that he or she will be absent a note should be sent to the office prior to the absence so makeup work can be arranged.
2. A student is tardy after 8:20 a.m. After 9:45 a.m. a student is considered absent for the morning. After 1:30 p.m. the student is absent for the afternoon.
3. If a child is suspected of being truant, board policy will go into effect.
4. After five absences the child's attendance record will be reviewed. (BP 7111)
5. Parents can check student attendance on the PowerSchool parent portal.
6. Three or more consecutive days of a student being absent from school, it is recommended to have a medical note from the doctor.

Note: We recognize that elementary children have childhood diseases such as chicken pox, etc., and we will take this into consideration when checking on student absences.

## **Bus Services and Rules**

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

- b. 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.
- c. 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.
- d. In addition, students who normally do not ride the bus but are going home with another child must also send notes.

## 2. Bus Rules

- a. The driver is in full charge of the bus and students. Students are required to comply promptly.
- b. Under direction of the driver, each student is to be assigned a seat and held responsible for that seat.
- c. When riding school transportation, the student is responsible to abide by all handbook rules.
- d. 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.
- e. 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 the video is played with using the mute button (no volume). No boom boxes.
- f. 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.
- g. 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.
- h. Students are not to stand to get off the bus until the bus has come to a complete stop.
- i. No one is to exit out the rear door of the bus except in an emergency.
- j. It is now a state law that when seat belts are provided in school vehicles, all passengers will wear them.
- k. Once in motion:
  - i. Movement in the bus is not recommended.
  - ii. Riders should have one leg (if not both) out of the aisle.
  - iii. Riders should have one shoulder (if not both) behind the bus seat in front of their seat.
  - iv. No standing in seats.

- v. All students will be quiet when nearing and stopping at railroad crossings.

### 3. 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.

### 4. Shuttle Buses

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). Regular bus rules must be followed in regard to conduct. Buses depart the schools at 8:05 A.M.

### Cell Phones

Falls City North and South Schools have a phone/communication device free school day policy. A personal communication device includes any device that allows internet access, texting, filming or multimedia or gaming access during the school day that is not the property of the school. Students are to check their phones, apple watches or any other personal communication device into their classroom teacher at the beginning of the day. At the end of the day the students will retrieve their items from the same teacher. Students cannot store their devices in their backpacks. Devices must be stored with the classroom teacher. Falls City Elementary highly encourages parents to have their child(ren) leave these devices at home. These devices serve no educational purpose and distract from the mission of Falls City Public Schools. Falls City Public Schools is not responsible for lost or stolen devices. If students are caught with a device during the day the device will be stored in the principal's office until a parent comes to school and retrieves the device. The principal reserves the right to allow students to have a device in extraordinary circumstances in cooperation with a student's parents. Cases will be reviewed on an individual basis. The school will not conduct extensive searches for lost items that have no purpose in school. Cell phones and other non-essential electronic devices fall into this category. If a device is lost or stolen during school hours, the school will only collect items turned in, but will not search for these lost items.

## **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 are 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)

## **Conduct Policy**

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

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  
Section 504 Coordinator  
Falls City Public Schools  
1415 Morton Street, Box 129  
Falls City, NE 68355  
402-245-2825

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

- The age and experience of the student;
- The student’s intent;
- The severity of the circumstances;
- The impact of disruption to the school environment (including behavior after the initial accident);
- The repeated nature of the situation (if applicable); and
- Other mitigating factors.

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

<p><b>Level 1</b> interventions aim to teach alternate behavior so students can learn and demonstrate safe, respectful and responsible behavior. Staff are encouraged to try a variety of teaching and classroom management strategies.</p>	<p><b>Level 2</b> 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><b>Level 3</b> violations may involve the short-term removal of a student from the school environment due to the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as possible while adequately addressing the behavior. In the case of repeated need for suspension, a plan of support (ex. Intervention Plan, Student Assistance Team, Community Resources) should be considered.</p>	<p><b>Level 4</b> violations have the potential to significantly impact the safety of the school environment. These violations may result in the removal of a student from the school environment due to the severity of the behavior. Such violations may involve the mandatory reassignment or expulsion of a student to an alternative program that will provide additional structure to teach appropriate behavior.</p>

Suspension as a discipline resolution should be avoided whenever possible when working with students in Parent Child Center through Second Grade.

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

- 3<sup>rd</sup> and 4<sup>th</sup> Grade: 3-day maximum
- 5<sup>th</sup> Grade: 4-day maximum

There may be circumstances when it is necessary and appropriate to exceed these guidelines. Final decisions regarding length of suspension will be made by the Administrator. For students in grades PCC-5<sup>th</sup> grade, expulsion will not be a consequence of a violation of the **Student Code of Conduct** except in cases of knowingly and intentionally possessing a firearm.

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

<p><b>Level 1 Interventions &amp; Responses</b></p>
<p>This list of Interventions is not intended to be exhaustive. 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>

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

- Parent(s)/Guardian(s) conference or contact made
- Implementation of classroom Multi-Tiered Systems of Support for Behavior
  - Expectations established and taught
  - Positive rapport/relationship
  - Re-teaching, prompting
  - Effective classroom supervision
- Verbal correction
- Collaborative problem solving
- Utilization of a safe room for de-escalation
- Written reflection or apology
- Seat change
- Observation from school psychologist
- In-class time-out
- Positive referral
- Loss of classroom privileges
- Teacher or student conference
- Detention
- Skills Teaching/Social Emotional Learning

Level 1 Violation	Level 1	Level 2	Level 3	Level 4	Administrative Response
<p><b>Cheating or Plagiarizing</b> Academic dishonesty including, but not limited to, copying the work of other on school assignment or tests, and using the ideas of writings of another person.</p>	X	X			
<p><b>Classroom disruption/Other behavior disruptive to the school environment</b></p>	X	X			
<p><b>Disrespectful to adults/others</b> Using words or actions that are impolite or indicate a lack of respect or courtesy.</p>	X	X			
<p><b>Engaging in Verbal Conflict</b> Disrupting the school environment by engaging in a loud argument that includes disparaging comments or discussion of potential physical conflict.</p>	X	X			
<p><b>Failure to Serve Detention</b></p>					

Student does not serve an assigned detention, whether it is scheduled during the school day or after school hours.	X	X			
<b>Misuse of Pass/Out of Area</b> Student is out of the assigned area during the school day, uses a hall pass in a way not intended by the issuer.	X	X			
<b>Inappropriate Clothing</b> Clothing which is construed to be distracting to the learning environment, per district and school guidelines. (page 20)	X				
<b>Inappropriate Language</b> Using inappropriate words or topics of conversation in school.	X				
<b>Insubordination/Non-Compliance with behavior expectations</b> Failure to comply with the instructions of school staff when current behavior prevents success of the student or impacts learning.	X	X	X		

**Level  
2  
Interventions  
& Responses**

This list of Interventions is not intended to be exhaustive. School staff will seek to implement the intervention(s) that seem to most effectively support positive behavior for the specific student under the specific circumstances.

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

Short-term suspension may be applied, grades 3-5, due to the severity or chronic nature of an individual behavior. In case of multiple infractions, an assistance plan such as a Behavior Intervention Plan (BIP) may be developed.

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

- Level 1 Interventions
- Parent(s)/guardian(s) collaboration [**a parent(s)/guardian(s) meeting is a mandatory element of response to chronic Level 2 misbehavior**]
- School or Community Counselor support
- Observation and/or Consultation with School Psychologist
- Mentoring
- After-school program
- Conflict resolution
- Loss of school privileges
- Temporary removal from the bus
- Revision of Individual Educational Plan (IEP)/504 Plan
- Additional restorative practices that teach desired behaviors and repair the relationship

<b>Level 2 Violation</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Administrative Response</b>
<b>Absence or Tardiness, Excessive</b> In accordance with Falls City Public School Board Policy 7111, school staff will intervene when a pattern of attendance emerges that is concerning or seems counter to the student's continued school success.	X	X			FCPS attendance policy will be followed.
<b>Bus Misconduct</b> Activity on the bus which is unsafe; refusal to follow directions of the driver or aide.	X	X			
<b>Exposure of Bodily Fluid</b> Intentionally creating or attempting to create an exposure to bodily fluids, including but not limited to, spitting, throwing, wiping, or otherwise dispersing fluids on or to another person for any reason.		X	X	X	Law enforcement may be contacted.
<b>Fighting, Less Serious</b> Mutual physical combat that does not result in injury or a substantial disruption to the school environment, other than the disruption of the fight itself.		X	X		
<b>Misuse of Computers, Digital Devices, or Network</b> Creation or access of inappropriate material; vandalizing; gaining or attempting to gain unauthorized access; using computers, digital devices or networks for harassing or threatening or other non-educational purpose.	X	X	X		Law enforcement may be contacted.
<b>Possession of Obscene or Pornographic Literature, Materials, or Electronic Images</b> The possessing, taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise.		X	X		Law enforcement may be contacted.
<b>Reckless Behavior</b> Recklessness involves the creation of an unjustifiable risk of harm to others and a conscious (and sometimes deliberate) disregard for or indifference to that risk, resulting in substantial disruption.	X	X	X		
<b>Reckless Behavior Resulting in Personal Injury</b> Recklessness involves the creation of an unjustifiable risk of harm to others and a conscious (and sometimes deliberate) disregard for or indifference to that risk resulting in personal injury.		X	X	X	
<b>Refusal to Cooperate with School Administrative Staff</b>		X	X		

A student, who has already been sent to the office for misbehavior, continues to fail to comply with directions from staff.				
<b>Tobacco and Vapor Devices, Use of</b> To include students found to be in use of tobacco, vapor devices or any product that may be used to distribute tobacco in any form, including the use of vapor products, electronic nicotine delivery systems, or alternative nicotine products while in the school building, on school grounds, or at school activities.	X	X		
<b>Unauthorized Use of Camera, Video Device, Personal Device that Attaches to School/District Network, Cell Phone or Recording Device</b> Student use of cameras/video device without explicit, prior written authorization of the principal is prohibited.	X	X		
<b>Vulgarity/Profanity</b> Written or oral language that is disgusting and/or repulsive, but does not constitute harassment.	X	X		
<b>Repeated Chronic Level 1 Behaviors</b>	X	X		
<b>Physical Contact with School Staff</b>	X	X		

**Level  
3  
Interventions  
& Responses**

This list of Interventions is not intended to be exhaustive. School staff will seek to implement the intervention(s) that seem to most effectively support positive behavior for the specific student under the specific circumstances.

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

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

- Interventions from all previous levels
- Parent(s)/guardian(s) collaboration [**a parent(s)/guardian(s) meeting may be required upon re-entry from a suspension**]
- Functional Behavior Assessment (FBA)
- Plan of assistance (Behavior Intervention Plan, Student Assistance Team)
- Consult with Behavior Interventionist
- Restitution
- Communication with law enforcement (as needed)

<b>Level 3 Violation</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Administrative Response</b>
<p><b>Assault, No Injury</b> Attempting to cause injury to another person, including staff; by knowingly and intentionally using force that places another person in reasonable apprehension of imminent personal injury.</p>		X	X		
<p><b>Bullying</b> An intentional ongoing pattern of written or verbal expression, electronic abuse, physical acts, or gestures intended to cause distress/harm upon one or more students and includes an imbalance of power.</p>		X	X	X	FCPS reporting and intervention procedures will be followed, as appropriate
<p><b>Damage of School, Staff or Student Property</b> Willfully or recklessly causing or attempting to cause damage.</p>		X	X		Restitution may be required; additional consequences may be applied if restitution is not made
<p><b>Drugs, Possession or Under the Influence</b> Drugs, alcoholic beverages, controlled or imitation controlled substances, or other mood-altering chemicals.</p>	X	X	X	X	
<p><b>False Allegations Against Staff</b> 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>		X	X	X	
<p><b>Fighting, Serious</b> Mutual physical combat that results in injury, creates a substantial disruption involving large number of students, and/or results in the potential for continued fighting.</p>			X	X	Law enforcement may be contacted.
<p><b>Harassment</b> 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.  Examples of prohibited harassment include, but are not limited to, the following:</p>		X	X	X	

<ul style="list-style-type: none"> <li>- Name calling or taunting on a basis of a person's: disability, gender, race, color, national origin, gender identify, sexual orientation, age, religion, or marital status.</li> <li>- Language of any kind, including graffiti, which is disparaging, demeaning, or threatening to others on the basis of a person's: disability, gender, race, color, national origin, gender identify, sexual orientation, age, religion, or marital status.</li> <li>- Any other verbal or physical conduct which, judged from a perspective of a reasonable person with the same disability, gender, race, color, national origin, gender identify, sexual orientation, age, religion, or marital status, as the person claiming to have been harassed, creates a hostile school environment.</li> </ul>				
<p><b>Sexual Harassment</b> Sexual harassment includes the unwelcome written, verbal, or physical conduct on the basis of sex, including gender identity and sexual orientation that creates an intimidating, hostile or offensive school environment.</p>		<b>X</b>	<b>X</b>	<p>Law enforcement may be contacted.</p> <p>Report to FCPS Title IX coordinator</p>
<p><b>Theft</b> Stealing or attempting to steal property.</p>	<b>X</b>	<b>X</b>	<b>X</b>	<p>Resolution may be required; additional consequences may be applied if restitution is not made</p>
<p><b>Threats or Intimidation</b> Use or threat of violence, force, intimidation or similar conduct in a manner that constitutes a substantial interference with school purposes. Threats may include behavior, verbal, written and/or physical action</p>		<b>X</b>	<b>X</b>	<p>Conduct a threat assessment</p>
<p><b>Unlawful Activity</b> Engaging in any activity forbidden by state or federal law and not otherwise specifically included in this code which creates potential danger in the school environment or interferes with school purposes.</p>		<b>X</b>	<b>X</b>	
<p><b>Verbal or Written Abuse to Staff, Threatening</b></p>		<b>X</b>	<b>X</b>	<p>Threats considered serious may require a threat assessment</p>

**Level  
4  
Interventions  
& Responses**

This list of Interventions is not intended to be exhaustive. School staff will seek to implement the intervention(s) that seem to most effectively support positive behavior for the specific student under the specific circumstances.

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

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

- Interventions from all previous levels
- Parent(s)/guardian(s) notification
- Long-term suspension
- Referral to IEP team (students with disabilities) for manifestation determination
- Communication with law enforcement (as needed)

Level 4 Violation	Level 1	Level 2	Level 3	Level 4	Administrative Response
<b>Arson</b> Intentionally setting or attempting to set a fire on or in school property.		<b>X</b>	<b>X</b>	<b>X</b>	Contact fire investigator, conduct threat assessment
<b>Assault with Injury (Intentional)</b> Assault of another person, including staff, when the student has knowingly and intentionally used force to cause personal injury.			<b>X</b>	<b>X</b>	Law enforcement may be contacted
<b>False Alarm</b> Causing a substantial disruption to the school environment and/or placing students at risk by making a false report or activating an alarm.		<b>X</b>	<b>X</b>	<b>X</b>	Law enforcement may be contacted
<b>Firearm</b> Knowing and intentional possession, use or transmission of a firearm					Per federal law, expulsion for one calendar year; law enforcement will be contacted; conduct a threat assessment
<b>Selling, Distributing, Intent to Distribute, or Attempting to Distribute, Alcoholic beverages, or a Controlled/Imitation Controlled Substance</b>			<b>X</b>	<b>X</b>	Law enforcement may be contacted

<p><b>Sexual Assault</b> Sexual assault in the first or second degree as defined in Nebraska Statutes 28-319 through 28-320.1</p>				X	Mandatory reassignment away from the victim or expulsion/Contract law enforcement/Report to FCPS Title IX coordinator
<p><b>Weapon (other than firearm)</b> Knowing and intentional possession, handling, transmission, or use of any knife or dangerous weapon</p>			X	X	Law enforcement may be contacted; conduct a threat assessment

**Repeated Violations:** Concerning violations at any level, it may be relevant that the student has committed the same, or similar, violation multiple times during the same school year. In such a case, repeated violations may be added as a secondary violation. There may be instances of repeated violations that warrant a higher level of response than indicated in this code.

Right to Notice

It shall be the duty of the Superintendent or Designee to provide notice to each student and his or her parent or guardian of all rules and standards concerning student conduct. In the event there are changes in the rules and standards, such changes shall not take effect until the Superintendent or designee has made a reasonable effort to distribute the text of such changes to each student and his or her parents or guardian.

Due Process

It shall be the duty of the building Principal to provide any student, who is excluded, suspended, expelled or reassigned, his or her rights as spelled out by state statute.

Student Conduct

Student Conduct that shall constitute grounds for exclusion, expulsion, and/or suspension, and/or reassignment, subject to the procedural provisions of the Student Discipline Act.

- The use of violence, force, coercion, threat, intimidation, inappropriate language or similar conduct in a manner that constitutes interference with school purposes.
- Willfully causing or attempting to cause damage to property.
- Stealing or attempting to steal property.
- Causing or attempting to cause personal injury to a school employee, or a school volunteer, or to a student. Personal injury caused by self-defense or other action undertaken on the reasonable belief that it was necessary to protect yourself or some other person may not constitute violation of this subdivision.
- Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon.
- 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), 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.

- Engaging in bullying as defined by board policy
- Sexual harassment as defined by board policy.
- Engaging in any activity forbidden by law of the State of Nebraska in which the activity constitutes a danger to other students or interference with school purposes.
- Excessive absences from school as outlined in the school attendance policy.
- Continual violation of school rules.
- Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at an educational function or event. For purposes of this subdivision, sexual assault shall mean sexual assault in the first, second, and third degrees, as defined in State Law.
- Extortion by threatening or intimidating any student, school volunteer, or school employee for the purpose of or the intent of obtaining money or anything of value. The above violations of student conduct policy are not intended to be all inclusive. Just because something is not listed in this handbook as being a violation of student conduct policy does not mean that all other behaviors will be accepted as proper behavior. Other types of behavior deemed improper will be dealt with on an individual basis.

### Pre-Kindergarten through Second Grade Students

Notwithstanding any other provision of this policy, an elementary school shall not suspend a student in pre-kindergarten through second grade unless the student brings a deadly weapon as defined in section 28-109 on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or his or her designee, or at a school sponsored activity or athletic event. As an alternative to suspension, the school district may take any action authorized by law, including those provided in section 79-258.

### Makeup Work for Suspended Students

Any student who is suspended must be given an opportunity to complete any classwork and homework missed during the period of suspension, including, but not limited to, examinations (“makeup work”). Any makeup work must be completed and turned in within 2 school days after completion of the suspension. This makeup guideline shall be provided to the student and a parent or guardian at the time of suspension.

Suspended students may not be required to attend the school’s alternative program for expelled students in order to complete classwork or homework.

### Short-Term Suspension

The Principal may exclude students from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or,
2. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, that occur on or off school grounds, if such conduct interferes with school purposes or there is a connection between such conduct and school.

The following process applies to short-term suspension:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. 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 he or she is accused of having done, be given an explanation of the evidence the authorities have, and be given an opportunity to explain the student’s version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary, not to exceed an additional 48 hours, following the suspension, the Principal 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. An opportunity will be given to the student, and the student’s parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school and shall document such effort in writing. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.
4. Students who are short-term suspended must be given the opportunity to complete classwork and homework missed during the period of suspension, including but not limited to examinations, as provided herein.

### Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

### Weapons and/or Firearms

Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.

### Long-Term Suspension

Students may be excluded by the Principal from school or any school function for a period of more than five school days but less than twenty school days (long-term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth.

The process for long-term suspension is set forth below.

### Expulsion

1. 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 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 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.

2. 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. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise, the student may be readmitted by action of the Superintendent.

3. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.

4. Alternative School or Pre-expulsion Procedures. The school shall either provide an alternative school, class or educational program for expelled students, or shall follow the pre-expulsion procedures outlined in Neb. Rev. Stat. 79-266.

5. Conclusion of Expulsion. At the conclusion of an expulsion, the school 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 of the six regional accrediting bodies in the United States.

Grounds for Long-Term Suspension, Expulsion or Mandatory Reassignment:

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, Neb. Rev. Stat. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;

2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;

3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any 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;

4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;

5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (see also board policy on weapons and firearms);

6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (note: the term “under the influence” for school

purposes have 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 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);

7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;

8. Engaging in bullying as defined in section 79-2,137 and in these policies;

9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28- 320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;

10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or

11. A repeated violation of any of the following rules if such violations constitute a substantial interference with school purposes:

a. 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, gender, national origin, or religion;

b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;

c. Violating school bus rules as set by the school district or district staff;

d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation or electronic cigarettes, vapor pens, etc.;

- e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
- f. Possession of pornography;
- g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
- h. Engaging in hazing, defined as any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating and include but are not limited to the following: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; branding; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault;
- i. Bullying which shall include cyberbullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;
- j. Violations of the district's acceptable computer use policy;
- k. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;
- l. Using any object to simulate possession of a weapon;
- m. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other school investigation or making a materially false statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation;

- n. Violation of the school's audio and video recording policy; and
- o. Any other violation of any board policy, handbook provision, or rule or regulation established by a school district staff member pursuant to authority delegated by the board.

### Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed regarding any long-term suspension, expulsion, or mandatory reassignment:

1. The decision to recommend discipline shall be made within two school days after learning of the alleged student misconduct. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:
  - a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
  - b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
  - c. A statement that, before long-term suspension, expulsion, or mandatory reassignment can be invoked, the student has a right to a hearing, upon request, and that 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 pursuant to district guidelines which shall not require the student to attend the school district's alternative programs for expelled students in order to complete classwork or;
  - d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
  - e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and

f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail to the address provided on the form.

3. 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.

4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the time the long-term suspension, expulsion, or mandatory reassignment takes effect.

5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall recommend appointment of a hearing examiner within two school days after receipt of the hearing request. The student or the student's parent or guardian may request designation of a hearing examiner other than the hearing examiner recommended by the superintendent if notice of the request is given to the superintendent within two school days after receipt of the superintendent's recommended appointment. Upon receiving such request, the superintendent must provide one alternative hearing examiner who is not an employee of the school district or otherwise currently under contract with the school district and whose impartiality may not otherwise be reasonably questioned. The student or the student's parent or guardian must, within five school days, select a hearing examiner to conduct the hearing who was recommended or provided as an alternative hearing examiner, and shall notify the superintendent in writing of the selection. The superintendent must appoint the selected hearing examiner upon receipt of such notice.

6. The hearing examiner must, within two school days after being appointed, give written notice to the principal, the student, and the student's parent or guardian of the time and place for the hearing.

7. The hearing shall be held within a period of five school days after appointment of the hearing examiner, but such time may be changed by the hearing examiner for good cause with consent of the parties. No hearing shall be held upon less than two school days; actual notice to the principal, the student, and the student's parent or guardian, except with the consent of all the parties.

8. The principal or legal counsel for the school, the student, and the student's parent, guardian, or representative have the right to receive a copy of all records and written statements referred to in the Student Discipline Act as well as the statement of any witness in the possession of the school board or board of education no later than forty-eight hours prior to the hearing.

9. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing examiner. The hearing will be held according to the requirements of section 79-269. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.

10. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing. In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (Neb. Rev. Stat. § 79-254 to 79-294).

### Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;
2. The violation results in child abuse;
3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed solely by discipline from the school district;
4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students;
5. It is a violation of the Nebraska Criminal Code that interferes with school purposes;
6. The report is required or requested by law enforcement or the county attorney.

### 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.

### **Counselor**

Classroom guidance sessions are held weekly during alternate quarters. Small group and individual counseling are available if parents and teachers feel students could benefit from additional help.

### **Continuous Nondiscrimination Notice**

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.

### **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.

### **Dismissal and Cancellations**

1. Regular dismissal time for grades K-5 is 3:15 P.M.
2. No pupil shall leave the premises during school hours without request of the parent, in writing, or without a parent in attendance.
3. Notes must be written for any change in transportation at dismissal.
4. Announcements pertaining to school cancellations and dismissals will be aired over Radio KTNC (AM 1230), Radio KFAB (AM 1110), Radio Sunny (FM 101.3), Television KQTV (Channel 2), Television WOW (Channel 6), Television KETV (Channel 7), and the District website. [www.fctigers.org](http://www.fctigers.org). Parents will also be notified via the Blackboard Connect phone system.

### **Dress Code**

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

- Students must be fully clothed, with a covered torso and shoes.
- Pictures of words promoting alcohol, drug use, weapons, or words or images that insult or demean others are not acceptable at school.

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

### **Drug Free Environment**

The Falls City Public Schools will provide a Drug Free Environment in accordance with the Drug Free Workplace Act of 1988. (BP 7119)

### **Field Trips**

Field trips are an important part of the curriculum. At the discretion of the teacher and principal, a student may lose the privilege of participating based on academic performance and/or behaviors.

Frequently, volunteers will be asked to chaperone the students during field trips. Chaperones must be adults. When chaperones are asked to attend, it is expected the chaperone rides on the school bus to and from the field trip with their child. A chaperone may be responsible for their child and/or a small group of students within the classroom.

No smoking, alcoholic drinking or drug use is allowed on the school bus or field trip. Field trips are for students only and no other children will be permitted to attend.

Field trips are sponsored by Falls City Partners In Education (P.I.E).

### **Food Services**

Our breakfast and lunch programs are computerized. All moneys received are deposited into the student's account and the cost of a meal is deducted as the student goes through the lunch line. Please do not send money daily, preferably weekly or monthly. You will be notified if your child's account becomes delinquent. Balances can be checked on the PowerSchool parent portal.

1. Breakfast:

The breakfast program is provided for all students' grades K-12. Serving time is **7:45-8:00**. The cost is:

Full pay	\$2.25
Reduced	55¢
Adults	\$2.85

2. Lunch:

Serving times vary according to grades. The cost is:

Full pay	\$3.25
Reduced	65¢
Adults	\$4.50

3. Students who bring sack lunches may purchase milk for 50¢. One extra milk may be purchased by a student who has finished his/her meal or has eaten all but one item.

4. Sack lunches are to be brought from home, not other eating establishments, should be nutritional, and may not include pop.
5. Visitors for lunch should consult the classroom teacher at least a day in advance prior to coming. The cost of the meal is \$4.50 and is paid to the office secretary.
6. Students may not exchange food.
7. Lunchroom conduct is expected to be friendly and relaxed. Students may converse quietly.

In Accordance with Federal law and the U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex age, or disability.

#### National School Lunch 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/>.

#### Fresh Fruit and Vegetable Program

The Falls City Public Schools participate in the National FFVP at North School and South School. FFVP can be an important tool in our efforts to combat childhood obesity. The Program has been successful in introducing school children to a variety of produce that they otherwise might not have the opportunity to sample.

The various partnerships that FNS and state agencies have developed in the public and private sectors, as well as the dedicated work of school administrators, have contributed to the overall success and acceptance of the program. FFVP is consistent with and supports the Institute of Medicine's recommendations to provide healthier snack choices in schools.

#### 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.

#### Meal Charge Policy

Meal Program. The school district will make a school meal program available to students. The cost of the program will be determined by the board of education so as to make the program as nearly self-supporting as possible. With board approval, the district may contract with a private company or corporation for the management and/or provision of the program.

The district will notify the families with children attending school of the current guidelines for free or reduced-price school meals. A copy of the complete regulations and procedures regarding reduced-price and free meals shall be available in the office of the superintendent.

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.

If a student repeatedly lacks funds to purchase a meal, has not brought a meal from home, and is not enrolled in a free meal program, the district will use its resources and contacts to protect the health and safety of the student. Failure or refusal of parents or guardians to provide meals for students may require mandatory reporting to child protection agencies as required by law.

Collection of Delinquent Meal Charge Debt. The school district is required to make reasonable efforts to collect unpaid meal charges. 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. 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.

**Grading System**

**North School**

Performance Level Description

- (4) Advanced--Demonstrates broad, in-depth understanding of complex concepts and skills
- (3) Proficient--Can extend understanding by making meaningful connections among important ideas or concepts
- (2) Progressing--Demonstrates partial understanding of basic concepts and skills
- (1) Beginning--Demonstrates minimal understanding of rudimentary concepts and skills

**South School**

97-100	A+	4.0	78-81	C	2.0
93-96	A	4.0	74-77	D+	1.5
89-92	B+	3.5	70-73	D	1.0
86-88	B	3.0	69 and below	F	0.0
82-85	C+	2.5			

2. Progress Reports:

After the fourth week of each quarter teachers (grades 3-5) will send progress reports home to keep parents informed of the student’s progress. Teachers in grades K-2 will send reports home, if deemed necessary.

3. Report Cards:

Report cards are issued following the completion of each nine-week grading period. This is the school’s form of written communication informing the parents of the child’s progress.

4. Parents can check grades on the Power School parent portal.

**Health Issues**

1. 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.

2. Chronic Infectious Disease Policy:

The Falls City Public Schools will ensure a safe and healthy school environment for all students. (BP 7117)

3. Head 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 time 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.

4. Illnesses:

A. If any pupil develops symptoms of illness or a minor injury at school, a school staff member will send a medical office referral card explaining the incident and provide comforting measures to keep the student at school. A parent will be contacted if needed.

B. When a child returns to school after an illness, a note must be sent if he/she is to be excused from P.E. or recess.

C. If your child needs to take medication during school hours a written consent form must be signed by the parent or legal guardian. Forms may be obtained in the office. Prescription and over-the-counter medicines need to be in original containers and properly labeled; showing kind, dosage amount, and time to be administered.

D. Administration of medications by persons other than oneself (student) or one's caretaker (parent/guardian) is the responsibility of the school nurse during the school day. This responsibility may be assumed by unlicensed assistive personnel who have been appropriately trained and have demonstrated competency to distribute medication consistent with Nebraska State Statutes and directives from the Nebraska Department of Health and the Nebraska Department of Education.

E. All medications to be given by the school will be transported to and from school by a responsible adult and must be brought in the original container labeled with student's name (prescription medication), healthcare provider's name

(prescription medication), pharmacy contact information (prescription medication), name and dosage of medication, method of administration, and date prescription filled and/or expires (this must be current to be given at school). The school will contact home at the end of the year to pick up any remaining medications. If they are not picked up by 3rd week of summer break; they school may dispose of the medication.

F. If your child becomes ill and defecates in their clothing, a parent will receive a call from school. It will be the responsibility of the parent to assist the student in cleaning up.

5. Insurance:

Parents have the option of purchasing one of two types of student accident insurance provided by Student Assurance Services, Inc. School time coverage protects a child during regular school hours and all school related activities. Twelve months/24-hour coverage protects a child at all times. Applications will be sent home the first week of school.

6. Pink Eye: If a student has pink eye, he/she may return to school 24 hours after receiving the 1st treatment of eye drops.

7. Fever: A student with a temperature over 100 degrees will be sent home. The student must stay home until they are fever free for 24 hours without medication.

8. School Nurse:

A full-time nurse is employed by the District. The nurse has a daily schedule but it does vary depending on the needs of the students. Please call your child's school if you need to talk with the nurse.

## **Homework**

### Purpose of Homework

Falls City Public Schools believes the purposes of homework is to:

- Prepare students for upcoming instruction
- Provide practice and repetition of essential learning goals and objectives previously taught
- Prepare students for assessments
- Provide students opportunities to apply or extend learning
- Promote study skills and responsibility

### Teacher's Responsibilities for Homework

Falls City Public Schools believes that the teacher's responsibilities for homework are to

- Ensure that homework is tied to essential learning goals and objectives
- Provide timely feedback concerning goals and objectives met versus goals and objectives students still need to acquire

### Student's Responsibility for Homework

Falls City Public Schools believes that the student's responsibility for homework is to complete and turn in all assignments on time putting forth his/her best effort.

### **Hours**

School Hours:	Child Care and Preschool	7:30 A.M. - 5:30 P.M.
	Breakfast	7:45 A.M. - 8:00 A.M.
	Grades K-5	8:15 A.M. - 3:15 P.M.

Students are not to come to school before 7:45 A.M. Employees are not on supervisory duty until this time. North School students should come directly in the building and line up in the gym. South School students should line up in the gym. Shuttle bus riders going to North will line up in the South School glass hallway. Shuttle bus riders going to South will line up in the North School gym.

### **Internet Usage**

Internet access is available to all students in the Falls City Public Schools. Parents and students sign an agreement to follow the rules outlined in the Student Internet Acceptable Use Policy. If it is determined the student has violated the agreement, the access privileges will be revoked a minimum of ten days. Other disciplinary action may also be taken as deemed necessary by the building principal.

### **Library**

Library books are checked out for a one-week period. The student is responsible for any damage to the book and if any book is lost. Each elementary school has a fine library collection accessible to students and teachers at all times. The librarian or library aide is available for assistance

### **Lost and Found**

The school secretary will handle the lost and founds. Students should check in the office for lost articles. Students are discouraged from bringing costly items or large sums of money to school. Parents are advised to mark children's clothing and possessions.

### **Mental Health Counselor**

The district employs one full-time mental health counselor who is available for consultation and available to provide additional therapy services to children.

### **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.

### **Nebraska Frameworks/Accreditation**

North and South Schools are accredited through AdvancEd Commission on Accreditation and School Improvement. The district follows the Nebraska Frameworks school improvement model.

## **Newsletter**

A monthly calendar and menu will be sent home the last school day of every month. Additional news and notes from the staff will be attached to the calendar for special occasions. The monthly newsletter will also be placed on the school website under the corresponding school building.

## **Parent-Student Grievance Policy**

The Falls City Elementary Schools will receive and review concerns of parents regarding school programs. (BP 7310)

## **Parent-Teacher Conferences**

Parent/teacher conferences are scheduled following the completion of the first and third nine-week grading periods. The parent's attendance at conferences is very important. A parent may request a conference with their child's teacher, at any time during the school year. Please call the school for an appointment, if a conference is desired. Likewise, a teacher may sometimes find it necessary to request a special conference with a parent. Please make every effort to meet with the teacher, if you receive such a request.

## **Parental Involvement in Education**

It shall be the policy of the Falls City Public Schools to provide parents access to textbooks, tests, curriculum materials, and other instructional activities. Parent complaints that cannot be resolved informally will follow the procedures established by board policy. (BP 8310)

The Schoolwide Parent Involvement Policy can be found at the end of this handbook as per ESSA. Parents may request teacher qualifications for their child. All requests will be submitted to the building principal.

## **Parking and Unloading**

North School - Parents are to unload children on the south side of the building where the curb is painted red. They are not to stop or unload children in any area painted Yellow. Do not stop or park west of the building; this is a school bus zone. Use extreme care when unloading children.

South School - Parents are not to unload children on Fulton Street in the cross walks or in any yellow area. Please pull over to the curb before letting students out of vehicles. Have students cross the street only in the cross walks.

## **Parties/Birthdays/Classroom**

Classroom teachers will arrange Christmas gift 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 Invitations**

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 accompany 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.

### **Phone Calls**

Students or teachers will not be called out of class to answer the telephone unless the call is an emergency. All calls received will be noted and messages delivered. Students are discouraged from using the telephone.

### **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.

### **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.

### **P.I.E. (Partners in Education)**

Both elementary buildings have an active parent/teacher organization which assists our schools with parties, field trips, the honors program, etc. Please contact the school for more information about P.I.E.

### **Psychologist**

The District employs one full-time psychologist who is available for academic testing and consultation.

### **Recess and Play Equipment**

Recesses are 15 minutes in length. The school provides ample play equipment. Toys, I-Pods, tablets, etc. are not to be brought to school except by permission. The school will not be responsible for toys broken, lost, or stolen. Other than at the request of a teacher, students will not be allowed to remain in the building during recess unless a note is received from a parent. For extended time (over 1 week) a doctor's note is required.

### **Safety**

Safety should be a most 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 walking to and from school, stay on the sidewalks where they exist and off personal property. If streets provide the only route, stay close to the curb on your right. Respect the position of vehicle operators. Cross at the marked intersection directly in front of the buildings. 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 only 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. Do not ride bicycles through school intersections.
8. Walk bicycles and use sidewalks on school grounds.
9. Park bicycles immediately on arriving at school.
10. Park your bicycle in the bicycle racks.

Riding of skateboards, scooters, and roller skates is prohibited on school property.

### **Student Safety**

As 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.

### **School Spirit**

It is important for students to take pride in their school and community. School spirit does not just happen; it takes special effort from all of us. Parents play a major role in making positive school spirit a reality.

Parents are necessary to positively reinforce what is happening at school. Parental attendance at school events is appreciated and noticed by students. Your support is needed for open house, conferences, P.I.E., meetings, and sporting events. Cooperation in standing behind any rules and regulations pertaining to the school or events sponsored by the school is also important. Even though a particular rule might not meet with total acceptance it is important to model to students that it will be followed and supported until it can be reviewed.

The opportunity to be involved in the total education of students is greater today than ever. The effort required may also be greater since many families have both parents working outside the home. If you are not able to attend all of the meetings or special activities, you may still support the school in other ways. Talk to your children about

school, send notes to the school, or make suggestions. Discuss the papers that your child brings home to emphasize the importance of time spent in school.

We are here to provide the best education possible for your child. Feel free to call and discuss any issues important to the success of that education.

### **Schoolwide Title 1**

Beginning in the Fall of 2013, The Title I program transitioned from a "Targeted Assisted Program" to a \*School- Wide Program. \* This means that if a student is having problems with a certain skill in Reading or Math, they could be sent to Title for a short amount of time until that skill is mastered. The kids receiving assistance no longer need to "qualify." We try to reach the kids who need the extra help the most. Sometimes we may stay in their classroom and quietly assist while the classroom teacher is giving instructions, other times we will work one on one or in small group settings. The only notice we need on file is if a parent refuses the service. Thank you and please feel free to contact the school if you have any questions.

### **Sexual Harassment**

It is the policy of the Falls City Schools that the learning environment of its schools shall be free from sexual harassment. (BP 4220)

### **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.

### **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.

### **Special Education (Resource)**

The Falls City Public Schools provide a service designed to identify children (birth to age 21) who may be at risk for learning and could benefit from special services. Children who display delays in learning, coordination, emotional development, language and speech development, or have physical, visual, or hearing impairments may qualify to receive free assistance if living in the Falls City Public School District.

### **Speech and Language Therapy**

Children birth to age 21, who exhibit problems with communication skills such as articulation or language disorders may be referred for testing. Referrals can be made by a parent or teacher. If the child qualifies, appropriate services shall be provided.

### **Standards and Assessment**

The reading, math, science and social studies curricula are aligned to the Nebraska State Standards. The State Reading, Writing, and Math Tests will be given each spring to students in grades 3 - 5. Fifth grade students will also take the Nebraska science assessment.

### **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 documented as per policy.

### **Teacher Requests**

North and South Elementary Schools accept parent requests for next year's teachers. Requests need to be written and submitted prior to **June 15**. 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.

### **Testing**

Various formal testing is done throughout the year. Students in K-5 will take the DIBELS (Dynamic Indicators of Basic Early Literacy Skills.) All students 3-5 will participate in the Nebraska State Standards Assessments. Kindergarten through 5th grade students will take the MAP norm referenced test three times a year.

### **Textbooks**

The school district provides textbooks for all students in the district at no cost to students. Every student is obligated to give the books the best of care. Teachers are asked to assess fines on books or school material which show abuse and those which are lost during the school year. At the end of the year, students will be expected to return the materials in good condition or to pay for any loss or abnormal wear.

### **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.

### **Title I**

Falls City Elementary buildings meet the qualifications and requirements per NDE as a Title I schoolwide buildings.

### **Title IX**

It is the policy of School District 56 that no person shall be subject to discrimination on the basis of race, color, national origin, sex, age or handicap in admission or access to, or treatment or employment in its programs and activities. The Board of Education shall delegate to the Superintendent the coordination of the schools' efforts to comply with the regulations implementing title VI, Title IX and Section 504. Regular grievance procedures shall be followed for any complaints resulting from alleged acts of discrimination. (BP 4225)

### **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 helping to make our school community a safer place to work and learn! We appreciate your support.

### **Visitation**

1. In our effort to protect your child, we must ask that all parents/visitors check in at the office and receive a visitor's pass before going to a classroom. Please enter the building through the main doors.
2. When taking a child from school, prior to the regular dismissal time, check in at the office, sign the student out, the student will come to the office.
3. All messages or forgotten items should be left at the office. A staff member will see the student receives it.
4. If you plan to visit your child's classroom, it must be pre-arranged with the class-

room teacher and the visit limited to one hour. The frequency of visits will be at the discretion of the building principal.

5. Students from other schools (including relatives) will not be permitted to visit classes.

### **YAP**

YAP stands for Youth Assistance Program. YAP referrals are made by teachers for academic and social concerns. Parents may also initiate referrals to the MTSS team. After the referral has been processed with the team, a number of directions can be taken. Parents may visit with the MTSS team about their child's situation. The MTSS team may visit and make suggestions to the classroom teacher. With parent permissions, a student that has been referred can have counseling sessions with a member of the Blue Valley staff.

## Falls City Public Schools Parent-Student-School Learning Compact

Falls City Public Schools will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student academic achievement standards.

Parent/Caring Adult:

I understand that my participation in my child's education will help his/her achievement and attitude. I agree to carry out the following responsibilities:

1. Provide a quiet place/time to do schoolwork and encourage my child to complete schoolwork.
  2. Make sure my child gets adequate sleep and has a healthy diet.
  3. Make sure my child is at school on time.
  4. Spend at least 15 minutes each day reading with my child.
  5. Communicate and work with teachers and school staff to support and challenge my child.
- 

Student:

I know my education is important to me. It will help me become a better person. I agree to do the following:

1. Return completed schoolwork on time.
  2. Be at school on time unless I am sick.
  3. Be responsible for my own behavior.
  4. Help to keep my school safe.
  5. Respect and cooperate with other students and adults.
- 

Teacher:

I understand the importance of the school experience to every student and my role as a teacher. I agree to carry out the following responsibilities:

1. Teach necessary concepts to your child.
2. Be aware of the needs of your child.
3. Regularly communicate with you on your child's progress.
4. Provide a safe, positive and healthy learning environment for your child.
5. Respect the cultural differences of your students and their families
6. Provide high-quality curriculum and instruction to enable children to meet state academic achievement standards.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Teacher Signature

Parents will receive this information as they enter their student into the Falls City Title program.

### **Falls City Public Schools Title I Parent Involvement Policy**

Within this text the term “parents” shall mean those individuals who are:

1. birth parents
2. legal guardians
3. Individuals having legal custodial rights

#### **A. General- Parental/Community Involvement in Schools:**

The Falls City Public Schools welcomes parental involvement in the education of their children. School officials recognize that parental involvement increases student success. It is the Falls City Public Schools’ policy to foster and facilitate, to the extent appropriate and in their primary language parental information about, and involvement in the education of their children. Policies and regulations are established to protect the emotional, physical and social well-being of all students.

1. Parental involvement is a part of the ongoing and timely planning, review and improvement of district and building programs.
2. Parents are encouraged to support the implementations of district policies and regulations.
3. Parents are encouraged to monitor their student’s progress by reviewing quarterly reports and attending parent – teacher conferences.
4. Textbooks, tests and other curriculum materials used in the district are available for review by parents upon request.
5. Parents are provided access to records of students according to law and school policy.
6. Parents are encouraged to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher of counselor and administrator. Parents’ continued attendance at such activities will be based on students’ well-being.
7. Testing occurs in the school district as determined to be appropriate by district staff to assure proper measurement of educational progress and achievement.
8. Parents submitting written request to have their students excused from testing, classroom instruction and other school experiences will be granted that request when possible and educationally appropriate. Requests should be submitted to the proper teacher or administrator within a reasonable time prior to the testing, classroom instruction or other school experience and should be accompanied by a written explanation for the request. A plan for and acceptable alternative shall be approved by the proper teacher and administrator prior to or as a part of the granting of any parent request.
9. Parents are invited to express their concerns, share their ideas and advocate for their children’s education with administration and instructional staff.

10. School district staff and parents will participate in an annual evaluation and revision, if needed, of the content and effectiveness of the parental involvement policy.

**B. Title I Parental Involvement Policy:**

The Title I Parental Involvement Policy is established in compliance with the Federal No Child Left Behind Act of 2001. Falls City Public Schools has a Parental Involvement Policy applicable to parents of all children (Policy 8312). The Parental involvement policy applicable to parents of all children is not replaced by this Title I Parental Involvement Policy and shall continue to be applicable to all parents, including parents participating in Title I programs.

It is the policy of the Falls City Public Schools to implement programs activities and procedures for the involvement of parents in the Title I programs consistent with the Title I laws. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

**Expectations for Parental Involvement:**

It is the expectation of the Falls City Public Schools that parents of participating children will have opportunities available for parental involvement in programs, activities, and procedures of the District's Title I program. The term "parental involvement" means the participation of parents in regular, two-way communication involving student academic learning and other school activities, including ensuring:

1. Parents play an integral role in assisting their child's learning.
2. Parents are encouraged to be actively involved in their child's education at school.
3. Parents are full partners in their child's education and are included as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The District intends to meet this expectation through the following activities:

1. Involving parents in the joint development of the District's Title I plan and the Processes of school review and school improvement.
2. Providing coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Building the schools' and parents' capacity for strong parental involvement.
4. Coordinating the parental involvement strategies under Title I with parental involvement strategies under other programs.
5. Conducting, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under the Title I program, including identifying barriers to greater participation by parents in Title I programs, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background and use the findings of such evaluation to

- design strategies for more effective parental involvement and revise, if necessary the parental involvement policies of the district.
6. Involving parents in the activities of the schools served under Title I.

Each school served under the Title I program shall:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under the Title I program and to explain the requirements of the Title I Program.
2. Offer a flexible number of meetings.
3. Involve parents in an organized, ongoing, and timely way, in the planning review and improvement of Title I programs.
4. Provide parents of participation children:
  - a. Timely information about programs under Title I.
  - b. A description and explanation of the curriculum in use at the school.
  - c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate as appropriate in decisions relating to the education for their children, and respond to any such suggestions as soon as practically possible.

Shared Responsibility for High Student Academic Achievement:

As a component of the districts parental involvement policy, each school served under the Title I program shall jointly develop with parents for all children served under the Title I program a school – parent compact that outlines how parent, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact shall:

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enable the children served under Title I to meet the State's student academic achievement standards.
2. Describe the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching.
3. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
  - a. Parent teacher conferences in elementary school, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
  - b. Frequent reports to parents on their children's progress.
  - c. Reasonable access to staff, opportunities to volunteer and participate in class activities, and observation of classroom activities:

Building Capacity for Involvement:

To ensure effective involvement of parents and to support a partnership among the District, parents and the community to improve student academic achievement, each school participating in the Title I program and the District:

1. Shall provide assistance to participating parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children
2. Shall provide materials and training to help parent work with their children to improve their children's achievement such as literacy training and using technology as appropriate, to foster parental involvement.
3. Shall educate teachers, student service personnel, principals and other staff with the assistance of parents in the value and utility of contributions of parents and in how to reach out to communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.
4. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable in a language parents can understand.

Accessibility:

In carrying out the parental involvement activities for this Title I parental involvement policy, the District shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Title I in a format and the extent practicable in a language such parents understand.

Use, Distribution and Updating of this Policy:

This title I parental involvement Policy shall be incorporated into the District's Title I plan, shall be distributed to parents of participating children, shall be made available to the local community, and shall be updated periodically to meet the changing needs of the parents and the school.

**Withdrawing from School**

If it becomes necessary for a student to withdraw from school, the following procedures should be observed:

1. Please notify the office as soon as possible that your child is being withdrawn from school.
2. Pay any outstanding bills.
3. Check in all books and other school property to the teacher.
4. Other pertinent information will be sent upon request from the new school.

## **North and South Elementary School Staff**

### **Administrators**

Shelly Leyden - Elementary Principal

Wendy Craig – Assistant Elementary Principal, Special Education Director

Tim Heckenlively - Superintendent of Schools

### **Staff**

Ankrom, Robin	Music Teacher
Arnold, Donna	Paraprofessional
Auffert, Lauri	Third Grade Teacher
Balm, Jaxon	Fourth Grade Teacher
Bauman, Jennifer	Fourth Teacher
Bauman, Karrie	South School Administrative Assistant
Bippes, Alexis	Speech Pathologist
Campbell, Emily	First Grade Teacher
Cook, Kari	North School Administrative Assistant
Dean, Brooke	Paraprofessional
Dettmann, Devin	Paraprofessional
DiGiacomo, Tamitha	Fourth Grade Teacher
Drake, Carter	Fifth Grade Teacher
Dunkhas, Lori	Paraprofessional
Dunn, Joe	Physical Education Teacher
Eickhoff, Cassie	K-2 Special Education Teacher
Embretson, Angie	PCC Teacher
Erickson, Haylee	Counselor
Fiene, Janet	3-5 Title Teacher
Fischer, Jessica	PCC Teacher
Frederick, Jamie	Third Grade Teacher
Fritz, Cynthia	Paraprofessional
Gibson, Brandon	Fourth Grade Teacher
Gist, Emily	Fifth Grade Teacher
Glathar, Ali	First Grade Teacher
Hawley, Charles	First Grade Teacher
Hawley, Melissa	Kindergarten Teacher
Heckenlively, Tracie	Speech Pathologist
Hernandez, Amber	North School Kitchen
Hinrichs, Mikala	Second Grade Teacher
Holmes, Krystal	Paraprofessional
Howard, Jessica	Media Specialist
Hunzeker, Angela	Kindergarten Teacher
Keithley, Bethany	Second Grade Teacher
Kearney, Taylor	PCC Teacher
Knaup, Mary	Paraprofessional
Koopman, Laura	North School Kitchen
Lape, Breanna	3-5 Special Education Teacher
Liberty, Hailey	Paraprofessional

Lippold, Rhonda	North School Custodian
McNett, Kristen	South School Kitchen
Nelson, Troy	Counselor
Oliver, Kimberly	K-2 Title Teacher
Osterhaus, Emily	Art Teacher
Pfohl, Hannah	Paraprofessional
Powell, Amanda	Fifth Grade Teacher
Ramsey, Maygan	Third Grade Teacher
Ramer, Gabrielle	Paraprofessional
Ross, Clarissa	School Psychologist
Schulenberg, Mary Beth	Paraprofessional
Shafer, Caitlin	Kindergarten Teacher
Simon, Cecilia	Paraprofessional
Thompson, Chloe	Paraprofessional
Thompson, Heather	Paraprofessional
Vitosh, Stacey	PCC Teacher
Vonderschmidt, Jamie	3-5 Special Education Teacher
Weinmann, Lauren	South School Kitchen
Witt, Lauren	Second Grade Teacher
Woods, Scott	South School Custodian

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 Cassondra Goff  
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