NELSON MANDELA ELEMENTARY
FAMILY HANDBOOK

2016-2017 SCHOOL YEAR

6316 North 30th Street
Omaha, Nebraska

Effective: August 5, 2016
Dear Mandela Family,

As I begin this 2016/2017 school year as Head of School of Nelson Mandela Elementary, I am energized and deeply committed to making a positive difference in the lives of our children. We will accomplish this by setting high academic expectations for all children and providing supportive systems to assure they are met. It is our goal at Mandela that all scholars are on grade level or beyond by addressing school culture, setting high standards for teacher performance, increasing academic expectations for all scholars and engaging the community.

On behalf of the team at Nelson Mandela Elementary, it is my pleasure to welcome you and your scholar to a new school year. My past experience has shown me that it takes a team to help all scholars reach their maximum potential. I will work collaboratively with the team at Mandela to provide an academic program where all scholars can be successful. The caring and dedicated team at Nelson Mandela Elementary will continue to encourage all scholars to set high goals for themselves and to reach for their dreams.

Each morning we will begin school with our Mandela Mantra, “Education is the most powerful weapon which you can use to change the world. I will change the world with my Hope, Strength, Service, Unity, Peace and Wisdom.” We want these words to be a constant reminder of who we are, what we plan to do, and how we will achieve it.

Working together, we can ensure that the scholars of Mandela continue to achieve their highest potential in the classroom, on stage, and in social interactions. Your involvement, partnership and support are greatly appreciated during the school year as we work to build and maintain our programs.

I sincerely hope you will take time to look through our web pages and learn about the opportunities available to all scholars and families who are members of our Mandela family. We believe our scholars' years at Mandela are their opportunity to become engaged in education and life-long learning!

I am confident that this will be an outstanding school year and look forward to working with the team and community to build the Mandela tradition of academic excellence!

Please feel free to contact me or any member of the Mandela Team.

Sincerely,

Dr. Toohey
Head of School
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This handbook is provided for informational purposes only and does not constitute a contractual agreement between NME and any scholar or any parent/guardian of any scholar.

The information contained in the Handbook provides a general description of rules and regulations. The school reserves the right to add to, to modify, or abolish any of the Handbook provisions as needed to meet the current needs scholars, community members and team.

Non-enforcement of any of the rules or regulations does not serve as a waiver of their future enforcement.

This handbook does not create any restriction upon NME's right to institute any course of disciplinary action which, in NME's sole discretion, it believes is necessary and consistent with its educational mission.
## Nelson Mandela Elementary Advisory Board Members:

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MISSION STATEMENT

The mission of Nelson Mandela Elementary is to provide quality instruction that demonstrates ALL scholars can learn and develop academically, emotionally, socially and physically. Nelson Mandela Elementary is committed to maximizing the educational success of all scholars and bridging learning and achievement gaps.

Nelson Mandela Elementary fulfills its mission by:

• Using multi-sensory, evidence-based educational curricula and frameworks
• Addressing each child’s individual learning needs
• Setting high academic and behavior expectations
• Providing a safe, positive environment
• Employing committed, caring and well-trained educators and providing on-going professional development
• Partnering with parents and the community to strengthen the educational experience for all learners

SCHOOL GOALS

The goals of NME are:

1. To provide a quality education that addresses the needs of the whole child.
2. To provide an academic program with comprehensive guidelines and benchmarks for determining achievement.
3. To provide a learning environment that is thoroughly integrated and reflective of the people we serve.
4. To foster respect for self and others.
5. To present an alternative educational opportunity for the members of our community.

ACHIEVEMENT GOALS

NME scholars will:

• Possess and exhibit knowledge of academic disciplines.
• Demonstrate effective oral and written communication skills.
• Model skills that promote life-long learning, self-discipline, problem solving strategies and independent thinking.
• Demonstrate respect for self, others, and the environment.
• Read and do math on grade level or above.
ACCREDITATION STATUS

NME is approved under the guideline of Rule 14 by the State of Nebraska and, therefore, meets the highest educational standards set by the state.

NME TEAM

Toohey Dr.-Head of School

Anderson Mrs.-Speech Language Therapist
Bell Ms.-Cafe Manager
Buckingham Ms.-1st Grade Teacher
Dorsey Mr.-Kindergarten Paraprofessional
Dorsey Ms.-Volunteer Coordinator (volunteer)
Doss Mr.-2nd Grade Paraprofessional
Foster Ms.-2nd Grade Teacher
Hudson Mrs.-Admin Assistant
Ivey Dr.-Occupational Therapist
Jones Ms.-1st Grade Teacher
Jorgensen Ms.-Kindergarten Paraprofessional
Kreulen Ms.-Kindergarten Teacher
Lewis Ms.-Kindergarten teacher
Maxwell Mrs.-Kindergarten Paraprofessional
McCain Mrs.-2nd Grade Teacher
Moore Ms.-2nd Grade Paraprofessional
Ogba Mr.-Family Liaison
Paul Ms.-1st Grade Paraprofessional
Rethemeier Mrs.-Library (volunteer)
Sibbernensen Ms.-Library/P.E.
Wharton Mrs.-Kindergarten Teacher

NME teachers, staff members and volunteers who have direct and consistent contact with children have completed a background check.

ADMISSIONS

NME is a private school supported by the Lozier Foundation and the William and Ruth Scott Family Foundation, which operates under the administration of the Head of School.
NME admits scholars, kindergarten through fifth grade, at the discretion of the Head of School in accordance with the following prioritized:

1. All scholars enrolled who are in good standing.
2. Scholars who live within 1.5 miles of school.
3. Scholars who qualify for free/reduced lunch.
4. Scholars whose families commit to partnering in their child’s education.

Scholars enrolling in NME for the first time, including Kindergarten, must present;
1. a certified birth certificate,
2. a health record which includes a history of vaccinations,
3. parent gift of time and talent form.

It is a state law that an official certificate of birth be presented to the school and a copy be put in the child's file within 30 days from the time of admission. Nebraska State Education guidelines dictate that Kindergartners must be 5 years old, and first graders must be 6 years old before July 31. NME adheres to these guidelines.

New scholars and their parents requesting admission will participate in an interview before final registration can be completed. Registration forms are sent home in early spring in order to plan class membership for the coming school year. Forms are to be completed and returned by stated deadlines.

ARRIVAL AND DEPARTURE

**The school day at NME begins at 8:00 and ends at 4:00.** There is supervision on the school grounds before school in the morning starting at 6:30 a.m. The west door of the school opens at 6:30 a.m. and scholars may enter the building at that time. Scholars are tardy if they arrive after 8:00am. Children arriving late to school should ring the doorbell at the west entrance of the building to enter and stop at the office for a pass before being admitted to the classroom.

Regular school dismissal is at 3:45 for kindergarten and 4:00 for first grade. Parents are encouraged to avoid removing scholars from school early. Medical, dental and other appointments should be scheduled on vacation days or after school.

Children will not be released during the school day to anyone except the custodial parent unless permission is granted by the custodial parent. Any contacts by non-custodial parents with the child during the school day will be governed by the legally binding instrument or court order in effect unless the school has received permission from the custodial parent.

Scholars leave the building at the end of the day through the west door.

*Please use caution and drive slowly for the safety of everyone. It is the responsibility of school parents to inform others who may be picking up children of these regulations.*

DISMISSAL PROCEDURE

Scholars who walk home are required to cross 30th Street at the lights. Since there is no supervision on the school grounds after school, children are not to play on school property after school.

**Children who are not picked up by 4:15 will be automatically escorted to the after school program identified at registration.** Parents are asked to call the school office before 3:00 p.m. if a delay in picking up a child is anticipated. This will help us in our efforts to keep your child safe and calm while awaiting your arrival. Regular school dismissal is at 3:45 for kindergarten and 4:00 for first
grade. Please park in the SOUTH parking lot until dismissal. Families will be provided a “PICK UP CARD” to display as they pull in. Your child will be escorted to your car for you.

ATTENDANCE POLICY 2016/2017

Regular attendance by the scholars at school is essential for scholars to obtain the maximum opportunities from the education program. Parents and scholars alike are encouraged to ensure an absence from school is a necessary absence. Scholars shall attend school unless excused by the Head of School. This policy will outline how the school will handle cases in which excessive absences are due to illness.

The attendance officer (Head of School) will investigate the report of any child who may be in violation of the state’s compulsory attendance statutes.

The attendance policy will refer to Satisfactory Attendance as missing 5% or less of the school year; At Risk Attendance: missing between 5-9% of school; Chronic Absence: missing 10% or more of school; Severe Chronic Absence; missing 15% of the school year and Habitually Chronic Absence: missing 15% 16year after year. Truancy: refers to being absent without permission.

If any scholar attains At Risk Attendance status, the school shall render all services to address barriers to attendance; services will continue if scholars become Chronic Absence as well as Severe Chronic Absence. The services shall include but are not limited to the following:

1. Verbal or written communication by school officials and/or the attendance team with the person or persons who have legal or actual charge or control of any child.

2. A meeting or meetings between at a minimum, the school attendance officer, school family liaison, the attendance team, the person who has legal or actual charge or control of the child, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall consider, but not be limited to:

   - Medical or therapeutic actions related to physical illness or behavioral health issues of the child.
   - Educational evaluation to assist in determining the specific condition(s) contributing to the absenteeism problem, supplemented by specific efforts by the school attendance team to help remedy any condition diagnosed.
   - Investigation of the problem by the attendance team to identify conditions contributing to the excessive absenteeism problem. If services for the scholar and scholar’s family are determined to be needed, the attendance team shall meet with the parent/guardian and child to discuss any referral to appropriate agencies to remedy the conditions.
   - Family or individual counseling.
   - Assisting the family in working with other community services.

The attendance officer may report to the county attorney when a scholar becomes Severely Chronically Absent, more than 20 days, with documented efforts of the collaborative plan that had been created to reduce the barriers identified to improve regular attendance. The school will notify the child’s family
in writing prior to referring the child to the county attorney. Illness that make attendance impossible or impracticable shall not be the basis for referral to the county attorney. The county attorney may be involved at any stage in this process to address excessive absenteeism.

**AUTHORIZED DISMISSAL FROM SCHOOL ATTENDANCE**

A written request or advance phone call from the custodial parent or legal guardian is required for a scholar to leave school before time of dismissal. The request must clearly state reason(s) for leaving early. Because of the grave danger involved, NME shall never release scholars to strangers or callers without using necessary precautions.

**TRUANCY**

NME administrators carefully review all scholar absences and communicate with parents whenever absences for reasons other than serious illness occur. When a scholar's absences (excused or unexcused) exceed five days or equivalent hours per quarter, or ten days or equivalent hours for a semester, NME will work with the parents in documenting a plan to avoid excessive absences. Continued absences may jeopardize the scholar’s advancement in grade determination.

**TARDY POLICY**

Punctuality by scholars is essential for scholars to obtain the maximum opportunities from the education program. Parents and scholars are encouraged to arrive at school on time. Scholars whose tardy to school is not excused by the Head of School shall be considered tardy.

The tardy policy will refer to Satisfactory as being tardy 5% or less of the school year; At Risk: being tardy 10% or more to school; Severe Chronic Tardiness: tardy 15% of the school year and Habitually Chronic Tardiness: tardy 15% year after year. Every eight tardies translates to one absence and then the Attendance Policy will also be impacted.

The Head of School shall be the tardy officer who will assemble a team that will facilitate implementation of a plan and will be responsible for oversight of the tardy strategies.

The Head of School and the team are required to follow procedures and implement interventions when a scholar has reached: At Risk Tardiness: tardy between 6-9% of school; Chronic Tardy: tardy 10% or more to school; Severe Chronic Tardy: tardy 15% of the school year and Habitually Chronic Tardy: tardy 15% year after year. If the scholar is Severely Chronically Tardy, and this results in attendance days of more than 20 days, the school may report to the Douglas County Attorney. The school shall notify the child's family, or the person or persons who have legal or actual charge or control of any child, in writing prior to referring the child to the county attorney. The school will provide the county attorney which documented efforts and a collaborative plan that was created to reduce barriers identified to improve prompt attendance.
It shall be within the discretion of the Head of School to determine, in light of the circumstances, how a scholar will make up all work missed because of excessive Tardiness. Scholars receiving special education services will be assigned in accordance with the goals and objectives of the scholar’s Individualized Education Program.

ASBESTOS STATEMENT

In compliance with AHERA regulations we hereby notify you that: Asbestos containing materials do exist in the buildings designated as NME. These materials are kept in good repair. These areas undergo an inspection every three years. The operations and maintenance plan is followed and the areas receive surveillance every 6 months. The official management plan is available for your inspection in the school office.

AWARDS AND HONOR ROLL

Scholars receive special recognition from the school through a variety of awards. Teachers and parents are expected to promote these awards as an encouragement and an incentive for special effort and achievement by the scholars. Recognition is given for academics, effort, citizenship, attendance and other achievements at an Honor Awards ceremony at the end of each marking period.

BOOKS/LIBRARY

All textbooks and workbooks are provided. The school asks that every effort be made to protect scholar books. Scholars are individually responsible for lost or damaged books, including library books and must pay the replacement cost of these items if the books are damaged or lost.

LIBRARY MATERIALS SELECTION POLICY

Each scholar, through multiple activities designed to develop library skills, proper library etiquette and knowledge of how to utilize various media, will develop an appreciation of literature, reading, and writing through multiple activities that include. *If a concern arises about a book in our collection, a form may be submitted for review by the library book section. The form is available on our website or from the librarian.

CAFETERIA

NME participates in the United States Department of Agriculture’s school breakfast and lunch program. This enables our scholars to have a well-balanced breakfast and lunch each day. Breakfast is served from 6:30 to 7:45 a.m. Breakfast and lunch will be provided to all scholars each day at no charge. Families are asked to complete the paperwork for the federal FRL program. Scholars may also bring their lunch to school.

1. Candy and/or pop in lunches is not allowed. Scholars may not eat lunches prepared by commercial vendors during the school lunch period. Scholars remain in the cafeteria until they are dismissed by their teachers.
2. The lunchroom supervisors discourage any wastefulness of food and encourage scholars to try a wide variety of foods.
3. Lunch time is a time to eat and relax, but scholars must remember to do their part to make the cafeteria a pleasant place for others to enjoy their lunch. Scholars are expected to talk quietly and use appropriate table manners.

CHILD ABUSE REPORTING REQUIREMENTS

We care for the safety and well-being of all scholars, NME employees, through the Head of School, will notify Child Protective Service and Law Enforcement officials if they suspect a child has been subject to abuse or neglect.

COMMUNICATION

A weekly newsletter containing school announcements and scholar/parent information is sent home with the scholars every Monday. Throughout the school year short letters or notices of events are sent home with your child in their folder. Please make every effort to look for this folder and encourage your child to give you all communications from the school as well as from his/her teacher. Information via email is sent to families regularly to provide reminders and pass along additional information as needed. The NME website and calendar also have timely and relevant information.

COUNSELING SERVICES

NME offers counseling services on a part time basis. The counselor is a licensed, professional mental health practitioner who works with children and families on behavioral and systemic issues. Parent requests for counseling should be directed through the Head of School. Counseling services consist of visiting individually with scholars, working with teachers to meet scholar needs, meeting with parents and collaborating with community agencies when necessary. Services are provided to NME families paid by insurance and/or other social services payment assistance. However, no family or child will be denied services based on cost.

CURRICULUM

NME maintains a high quality curriculum of study which includes: Math, Reading and Literature, English, Spelling, Handwriting, Science, Social Studies, Physical Education, Music, Art, Library Skills, Health and Life Skills. Curriculum guides for review of specific subject areas are available in the office.

DRESS CODE

NME has established a uniform and a dress code policy. It is the responsibility of the school professionals to enforce the policy. Parents are asked to reinforce the guidelines of the established dress code and encourage proper grooming habits for their children.

The dress code at NME serves several purposes:
1. to promote a sense of community and pride within our school and individual scholars;
2. to provide a means for a child to associate dress with behavior;
3. to create an environment of uniformity and safety for all scholars;
4. to reduce clothing expenditures.

The dress shall be:
1. All scholars will wear the NME polo.
2. Khaki pants or shorts; no pockets on the outside of the pants or shorts.
3. Girls may wear khaki skorts through the approved vendor.
4. White ankle length socks.
5. Boys must wear a belt.
6. Black cardigans (with logo) for girls or black V-neck sweaters (with logo) for boys.
7. Closed toe and heel shoes.
8. Shorts may be worn May 1 through September 30.
9. Black tights may be worn under skorts and skirts all year.
10. Summer attire will be the same except for different shirts.

**DRILLS**

**FI RE DRILL**
Detailed escape plans are posted in each classroom and the children practice with their teacher before an actual drill is planned. Two rules are followed: walk to the planned exit and remain silent during the drill. These drills are important for the safety and well-being of all children.

**DISASTER DRILL**
The warning signal is five intermittent buzzer sounds. Silence and order must be maintained during a disaster drill. Detailed escape routes for both fire and disaster situations are posted in each classroom.

**LOCKDOWN DRILL**
We will practice lockdown drill so that we are prepared to respond to a crisis in the neighborhood or the school. These are at the recommendation of the Omaha Police Department. We will prepare the scholars and notify you in advance of the drills.

**DRUGS, ALCOHOL AND TOBACCO**

NME is bound by the laws of Nebraska regarding the use of alcohol, tobacco, and illegal drugs. State laws and school policy strictly prohibit the use, evidence of use, or possession and/or transfer of narcotics, depressants, stimulants, hallucinogens, look-a-like pills of any type, alcohol, tobacco, or possession of drug related paraphernalia anywhere on school property or at any school-sponsored activity. The school may suspend or expel a scholar for engaging in such activity. Legal authorities (police) will be notified.

If a chemical dependency evaluation is recommended, a scholar and parent or guardian must comply with the request for an evaluation and school access to the results, or expulsion will automatically be sought. If the evaluation recommends specific steps to be taken, the scholar and parent or guardian must comply with those recommendations in order for the scholar to remain at NME.
EMERGENCY INFORMATION

In case of emergency each scholar is required to have on file at the school office the following information:

1. Parent or guardian name.
2. Complete and current address.
3. Home phone and parent/guardian work phone.
4. Emergency phone number of friend or relative.
5. Physician's name and phone number.
6. Medical alert information.

Parents must keep the school office informed regarding any changes in this information throughout the school year. Failure to do this prevents an immediate response to emergency needs of your children.

FIELD TRIPS

Field trips are taken to enhance scholars' educational experience in a setting outside the classroom. Parents or guardians are asked to sign and return the required Field Trip Permission form before their child is permitted to participate in a class or group field trip. These are sent home with the child several days before the trip is scheduled to occur. It is school policy that no scholar may leave school property without such written permission. Verbal permissions and written notes on paper other than the school's official form, cannot be accepted. Regular trips to Metro Community College have a blanket permission form that was signed during the registration process.

GRADE REPORTS

The school's curriculum guides identify the knowledge and skills that scholars are expected to master and teachers provide instructional experiences to assist the scholars in such mastery. Teachers assess each scholar's level of performance on annual nationally accepted tests that measure our children’s performance to other students nation-wide in grades 2-5 and encourage each scholar to achieve to the maximum of his or her potential. Teachers also know that diligence and self-discipline are essential to academic success and the full realization of each scholar's potential.

Parents who expect diligence and self-discipline of their scholars, who require development of good study habits, well-done assignments, and supplementary reading, greatly enable the academic achievement of their child.

Progress reports for each scholar are sent home regularly to keep parents informed regarding their child's progress. Report cards are sent home at the end of each grading period of the school year. Parents are asked to sign the report card and return it to school within one week after it is sent home.

Parent/Teacher conferences are held at the end of the first grading period, in the middle of third grading period and the end of the fifth grading period. Parent-Teacher conferences, however, may be held at any time during the school year at the request of the parents and/or teachers. Call the school office (402-991-1444) to make arrangements for such a conference.
Non-custodial parents may attend regularly scheduled teacher conferences and/or obtain a copy of any records of conferences unless the non-custodial parent is restricted by a legally binding instrument or court order. At the discretion of the Head of School, if either parent requests separate teacher conferences, arrangements will be made to accommodate such requests for the purpose of discussing scholar performance.

Scholars' cumulative records, containing grades, absence and tardy reports and standardized test results are kept in the school office. The school grants right of access to custodial and non-custodial parents in the same way unless a legally binding document has been received regarding the non-custodial parent that dictates otherwise.

Transcripts needed at the time a scholar transfers from school or graduates are sent by the school office when requested.

**HOMEWORK**

The educators at NME assign homework appropriate to the grade level of the scholar. Homework provides practice and drill that reinforces classroom learning, as well as opportunities for independent study, research, and creative thinking. Parents can help their children by arranging a quiet, comfortable place for the scholars to work and by seeing that assignments are completed. Parents should review their scholar’s homework folder daily.

**LEAVING SCHOOL GROUNDS**

Scholars are not allowed to leave the school grounds during school hours for any reason without the knowledge and consent of their teacher and/or parent/guardian. Permission to leave the school grounds will only be granted upon written or verbal permission from the scholar's parent or guardian.

**LOST AND FOUND**

A “lost and found” is located in the nurses office. Scholars are asked to check there when items are missing. Parents are also encouraged to come in and check for any lost clothing or personal items. All remaining items left in "Lost and Found" are donated at the end of December and May.

**INTERNET ACCEPTABLE USE POLICY**

Recognizing the need for individuals to develop search and discernment skills in regards to digital information and communication technologies, NME is providing access to digital equipment and filtered Internet for all scholars. To ensure all scholars receive the full educational value from this opportunity, the following guidelines have been set:

1. Internet sites visited can not contain any objectionable or inappropriate material. Judgment of content is made by the adult in charge. If a scholar should accidentally enter a site with inappropriate material, they can exit the site and inform the instructor or person supervising them of the problem.
2. Any scholar who chooses to use the digital equipment and/or Internet to transmit or view unauthorized information or attempts unauthorized access, including hacking, accessing another person’s documents and other unlawful activities, forfeits the use of the equipment for a minimum of one semester. Parents/guardians are notified. Offenses result in disciplinary action that may include permanent loss of Internet privileges.

3. Scholars will follow all copyright laws. Plagiarism will be treated as a serious offense and scholars will forfeit Internet access for a minimum of one semester.

4. Scholars may transfer documents, photos and digital media to and from school and home through CDs, flash drives or email. Users should not expect that files stored on school-based computers will always be private. Electronic messages and files stored or created on school-based computers may be treated like school lockers. Administrators and faculty may review files and messages to maintain system integrity and ensure that users are acting responsibly.

5. Social networking sites may be made available to scholars for instructional and educational purposes. Parents will be notified prior to usage and given instructions for joining the social networking site if they choose.

6. MP3 players, cell phones, electronic devices and cameras brought from home should be left in backpacks during the day unless they are being used for a specific school project. The school accepts no responsibility for lost or damaged items.

7. All digital products are the property of the school. The content may be used in web pages and for publicity purposes. Web pages designed and posted by the school staff and scholars will never have the scholar’s full name. The school Facebook site may include pictures of classes and activities. Pictures will not be labeled or tagged with scholar’s name.

MEDICATION ADMINISTRATION AND HEALTH SERVICES

Medication Administration Policy

The following guidelines are the recommended policy and procedures for distribution of medication to scholars during the school day taken from the State Department of Education and the State Health Department.

Any scholar requiring medication during school hours shall comply with the school’s medication policy and procedures outlined below. A written physician’s order and parental permission must be provided by the parent/guardian when a scholar must receive medication at school.

Parents who wish scholars to receive medications at school will consult with the Head of School to make arrangements and comply with the school’s policies. The school administrator retains the discretion to reject requests for administration of medicine and/or medical treatment. Physicians should be consulted regarding the timing of medication. Some prescriptions can be written to eliminate the need for giving medication during school hours.

NME is not staffed with a full time registered nurse and legally medication cannot be given without verbal or written permission from a physician.

When a scholar must take medication during school hours the following guidelines will be applied:
1. The parent/guardian shall provide a written, signed, and dated permission statement requesting medication be administered during school hours. This form is available in the school office.

2. A current, signed physician’s order must be provided by the parent/guardian. In the case of a short term prescription medication (i.e. an antibiotic) a currently dated prescription bottle detailing instructions may serve as the physician’s order.

3. Medication must be brought to school in its original container. Prescribed medication must be labeled with the scholar’s name, date prescribed, name of medication, dosage and time medication is to be taken, and physician’s name.

4. It is the parent/guardian’s responsibility to see that the medication arrives at school safely. **All prescription and nonprescription medication that a child needs to take during the day should be brought to the school office and dispensed by office personnel.**

5. Medications are given by a member of the school personnel selected by the Head of School and instructed in the appropriate methods of administering medications.

6. Over the counter medication (i.e. aspirin, non-aspirin pain relievers, cold tablets, cough drops, anti-acid tablets, etc.) cannot be administered without written permission from a parent/guardian. It must arrive at school in an original container accompanied by written instructions regarding dosage, date, and time the medication should be taken.

7. All medication is stored in a locked cabinet. NME reserves the right to limit the amount of medication stored at school.

8. The school nurse assists in teaching proper medication administration techniques, benefits and side effects of medication. The school nurse is notified when scholars are receiving medication at school.

9. A written record is kept of all medication administered during the school day.

10. All medications not picked up will be properly disposed of at the end of the school year or when the scholar is no longer enrolled in the school.

**Emergency Response Policy**

**Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)**

NME has adopted the Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis) protocol mandated by the Nebraska Board of Education in Rule 59. Trained responders will be available to provide an EpiPen injection and Albuterol nebulizer treatments to ANY scholar or school staff member should an emergency arise in the school building while school is in session. A copy of the mandated protocol is available in the school office for review.

**IMPORTANT:** The emergency EpiPen and Albuterol are **not intended to replace a child's own prescribed medications** for asthma/allergy control and management. Parents are expected to ensure their children have inhalers, EpiPen, etc. available at school and have an Asthma/Allergy Action Plan or emergency medical plan on file with the school.

**Health Services**

NME partners with College of St. Mary’s for health care services. Health services provided by NME beyond those mandated by State Law are subject to time and budget constraints.

Nebraska law requires that all school children be immunized against the diseases of rubella, measles, diphtheria, whooping cough, tetanus, mumps, polio (DPT) and chicken pox. Scholars must be
immunized before entering any public, private or parochial schools, and a record of immunization must be on the permanent health records of the scholar's cumulative school record. Current health records must be maintained by the school office; the school nurse or school health chairperson may periodically request updated information to revise your child's health record.

All scholars entering kindergarten or entering from out of state must, by Nebraska law, have a physical examination. Forms are available at the school office. Mandatory screening for vision, hearing, weight, and height is completed each year in cooperation with the CSM School of Nursing. Recommendation for further examination or follow up is made to parents/guardians of children who show a need. Special screening procedures, such as scoliosis screening, are set up according to the needs of the children. Parents will be notified in advance when these procedures are to be held.

The following communicable diseases require exclusion from school, but do not require a written note from a physician:

1. Chicken pox (scholar shouldn't return to school until at least 6 days after eruption).
2. German measles (scholar shouldn't return to school until at least 5 days after the rash appears).
3. Mumps (scholar shouldn't return to school until at least 9 days after the swelling appears and until all swelling is gone).
4. All other communicable diseases and contagious skin diseases require that a child have a written release from a physician before returning to school.

If your child has a sore throat, earache, discharge from the nose, skin rash, skin eruptions, eye infection or elevated temperature of 100 degrees or more, he or she should be kept home. If a child becomes ill or complains of consistent discomfort during the school day, the following steps are taken.

1. The school will call the parent/guardian at home or work place. PLEASE KEEP YOUR EMERGENCY PHONE NUMBER UP-TO-DATE SO THAT THERE IS NO DELAY IN PROVIDING THE PROPER CARE FOR A CHILD.
2. Parents/Guardians or designated emergency contact individual will indicate whether the child is to walk home or will be picked up at school.
3. If the child walks home, the parents are asked to phone the school office upon the child's arrival at home.

To be excused from Physical Education class, a written request from the parent or guardian is required. In cases of frequent or prolonged absences from physical education, the school requires a current, written recommendation from a physician.

NONDISCRIMINATION STATEMENT

NME expressly prohibits any form of unlawful discrimination based on race, color, religion, sex, sexual orientation, national origin, age, or disability.

PARENTAL DISAGREEMENT WITH SCHOOL PROGRAMS AND ACTIVITIES

NME parents are always kept informed regarding the educational programs and activities offered at school for their children. In the event that parents have questions or concerns regarding specific programs or activities, they should discuss their questions and concerns with the administration. If
parents are seriously dissatisfied with an aspect of the school's programs or activities that have been approved by NME as integral to or in the best interest of the school's goals, they may wish to exercise their option of choosing another school for their child or children.

If serious dissatisfaction results in continued agitation on the part of parents, the administrator and the Board will assess the impact of such agitation, and after discussion of the matter with the parents, may exercise the school's prerogative to withdraw permission for enrollment of the child or children.

PARTIES

Classroom parties are held at the discretion and direction of the classroom teacher. Designated parent volunteers may provide treats for these parties. It is requested that birthday treats be limited to simple snacks that are individually wrapped and healthy. We suggest, popcorn, fruits, vegetables, fruit snacks, granola bars or other healthy options. Beverages of any type are prohibited.

POLICE QUESTIONING & APPREHENSION

A scholar may be questioned in private and with confidentiality by police and/or social service officers at the school. The Head of School or a designated staff member may remain during such interviews unless the investigating officer specifically requests to conduct the interview in private.

Any parental/guardian participation in such an interview is at the discretion of the interviewing officer. The interview, by law, may take place whether the parent or guardian is present or not. The Head of School will contact the parent or guardian regarding the interview unless the police have directed that no such contact be made.

RELEASE OF RECORDS

The school will maintain records on all scholars. Information included in these records may not be released without written parental consent with the exception of a transcript that can be forwarded to another school when a scholar transfers.


1. Upon written request, non-custodial parents shall be entitled to exercise all parental rights regarding scholar records, including the right to request that the records be forwarded to other parties, to the extent that such rights are not restricted by a legally binding instrument or court order.

2. Non-custodial parents not otherwise restricted by a legally binding instrument or court order may obtain information from their child's records on a regular basis by submitting a written request.

3. NME assumes that the non-custodial parent has the right to obtain information from their child's records unless it has evidence to the contrary.

4. The school does not need permission from the custodial parent to give access to records to the non-custodial parent. The school will notify the custodial parent of the non-custodial parent's request for access to records.
5. General notices and school activities information sheets are not considered to be part of scholar records. The school may provide such information to non-custodial parents if requested if such is not restricted by a legally binding instrument or court order and if it is administratively feasible to do so. A request by a non-custodial parent for such information must be in writing.

RESOLUTION OF PARENT CONCERNS

Parents/guardians are asked to contact the appropriate teacher about any concerns they have regarding their children or their children's education. If their concerns are not resolved through discussion with the teacher, the Head of School will meet with parents/guardians and teacher to assist in resolution of the concern.

Concerns are most effectively addressed and resolved when both parties to the concern speak from first-hand knowledge of events, remain open to and respectful of others' viewpoints, and focus their discussion on establishing the factual basis of the concern. Teachers are always encouraged to be sensitive to and responsive to the concern parents have for their children. Parents are encouraged to be trusting of the teacher's role as an authority essential to effective instruction of groups of scholars.

The Head of School is responsible for the day-to-day operations of the school, and in accord with that responsibility, has authority to make final decisions relative to resolution of concerns. In the event that a parent feels that his/her concern has not been given due attention or that the resolution of the concern is not in accord with the mission, goals, and objectives of the school, he or she may request further discussion with the Board Chair.

SCHOOL PICTURES

NME contracts annually to have scholar pictures taken. All scholars, faculty, and parents/guardians have their pictures taken. Parents are welcome to bring younger siblings of scholars at a specified time to be determined by the school.

SCHOOL HOURS

In accordance with State Law, we have planned standards-based curriculum that exceeds the state requirement of 1032 hours of instruction. Nelson Mandela plans 201 days kindergarten and first grade. Second Grade will have 203 days. Each day is 7.75 hours for kindergarten and 8.0 hours for all other grades.

SMOKE-FREE BUILDING

All buildings and grounds on the NME campus are smoke-free.

SPECIAL SERVICES AVAILABLE

Certain services including Speech/Language Therapy and Occupational Therapy will be available at NME. Title I Reading and/or Math; Audiology testing; and Psychological Academic testing are
available to scholars at NME through the Omaha Public Schools. The OPS policy is that a parent or guardian who requests such a service should get the necessary forms from our school office and submit them through us so that eligibility can be determined.

**STUDY SKILLS**

A parent can help his/her child be aware of skills and techniques which make learning easier and more enjoyable. The following are scholar guidelines for achieving good study habits:

1. Come to school prepared with pencil (pen), paper, and other necessary materials.
2. Be an active participant in class. Listen well and take part in class.
3. Ask questions to clarify problems.
4. Plan your day and schedule time for homework.
5. Use what is learned and apply it to new situations.
6. Strive to do the very best work possible.

*Outside of school, families bear responsibility for the same guidance of digital media/communications and Internet as they do with any other information their child may receive.*

**TRAFFIC FLOW ON CAMPUS**

With the assistance of parents and keeping the safety of our scholars as a primary objective, the administration has adopted several parking and driving policies for the NME campus. Before school (6:30 - 7:55 a.m.) and at dismissal (3:45 – 4:15 p.m.), when picking up a child from school, parents or designated drivers will need to park in the south or west parking lots. Before school, adults are asked to walk to the west doors of the school to drop off their children. A parent or designated adult should be responsible for escorting children through the parking area to the school. All scholars are dismissed through the west doors of the school. Parents will pull up to the entrance and display their child pick up card. Children will be escorted to your car. While this may pose some inconvenience for adults, it is in the interest of safety for our children that we ask this process to be followed.

**UNAUTHORIZED ARTICLES**

Common sense and consideration is the best guide in determining whether or not to bring personal possessions to school. In general, scholars should not bring toys, games, money, or electronic devices to school. *Such items may be removed from the scholar's possession if deemed a distraction to the classroom learning environment.*

**VALUABLES**

The school authorities and staff cannot be responsible for valuables which scholars bring to school. It is recommended that scholars leave all valuables at home. If special circumstances make it necessary for a scholar to bring substantial cash or other important possessions to school, these items can be safeguarded by registering them and leaving them in the school office.
VANDALISM

Our school building and school equipment is school property. Willfully damaging or destroying this property is cause for immediate suspension and possible expulsion. The school requires that vandal damage be paid for before a scholar is allowed to return to class, or arrangements have been made for payment with school authorities. Any scholar writing on desks or walls, who has lost or damaged books, or has damaged any part of the building or items belonging to the school shall be responsible to pay for damages or replacement.

VISITORS AND GUESTS

All Visitors and parents must report to the school office upon entering the building. The doors are kept locked during the day for the protection of the children and staff. Please use the west door from the west parking lot for entry and departure from school during the day. Visitors must ring the doorbell and identify themselves before the door will be automatically released to enter the building. Parents and guardians will have an identification badge that should be worn while in the building. The badge should be left at the office upon departure.

Scholars must have prior, written approval from their parent, and the permission of their teacher and Head of School before bringing a guest to school for any part of the school day.

VOLUNTEERS

Volunteers play an important role in our school programs. All volunteers who work directly with scholars should remember to respect the privacy of these scholars. Events witnessed while volunteering in a classroom or with individual scholars should never be the topic of general discussions with friends or acquaintances. If a concern is raised due to something a volunteer witnesses, the volunteer should go directly to the teacher responsible for the activity or the Head of School to discuss the matter. It is essential for the smooth operation of the school that volunteers cooperate fully with the administration and faculty when carrying out any duties related to the volunteer's school activities.

Volunteers are considered extensions of the professional staff at NME. Professional and appropriate behavior and dress is expected of all who assist us in our education of children. All volunteers who have direct and regular contact with scholars are required to complete a background check.

WEATHER CANCELLATION OF SCHOOL

If severe weather develops during the school day, listen to the local T.V. and radio stations for an announcement that OPS schools are closing. If OPS schools are closing, so is NME. Parents are requested, under these circumstances, to sign out in the school office when picking up their children. Scholars who do not have signed permission slips on file at the office giving them permission to walk home in the event of an early dismissal, will be kept at school.

If no closing announcement is broadcast, school will be in session. PARENTS ALWAYS HAVE THE OPTION OF NOT SENDING CHILDREN TO SCHOOL ON A DAY WHEN INCLEMENT
WEATHER IS DEVELOPING OR HAS BEEN FORECAST. Such absences are treated as any other absence, under the guidelines and policies stated in the handbook. In the event that a tornado warning (not a watch and the tornado or civil defense sirens are blowing or have already done so and the all-clear has not sounded) is in effect, during a regular dismissal time, scholars will be retained in the basement of the school until it is deemed safe for them to leave.

WEAPONS POLICY

State laws and school policy strictly prohibit the possession of any weapon judged to be harmful or dangerous to the person or others on school property. The following are examples of instruments ordinarily or generally considered weapons: knives of all types, guns, lead pipes, chains, chuck-sticks, throwing stars, darts, metal knuckles, blackjacks, unauthorized tools, fireworks, explosives or other chemicals. An ordinary object utilized in a harmful manner is also prohibited. Any scholar who violates this rule will be immediately suspended from school and referred to the appropriate authorities. Further disciplinary action will be taken after consultation with parents and school authorities. Parents, guardians and guests are also prohibited from having these weapons on campus.

WITHDRAWAL FROM SCHOOL – PARENT REQUEST

A letter of withdrawal should be written by the parent, informing the teacher and the administration, of any scholar who is withdrawing from NME. Teachers and staff will summarize the scholar's progress and prepare the scholar's file for forwarding to their next school of enrollment.

WITHDRAWAL FROM SCHOOL – ADMINISTRATION

NME strives to provide the best learning environment for all scholars. We understand that as a private school, we may not have all the resources necessary to best address the learning needs of all children. The administration may determine, after open communication and systemic dialogue with the family, that NME is not in the best interest of the scholar and work with the family to determine the best placement.

USE OF SCHOOL BUILDING

Due to liability concerns, Nelson Mandela Elementary will not loan, rent or lease space in the school to outside entities.
At Nelson Mandela Elementary, we strive to assist our scholars in developing positive relationships through consistent dialogue, practice and direct instruction in our expectations. We strive to use positive redirection, set attainable goals, and work closely between the scholar and the home to create a safe and respectful relationship.

We have adopted a “Take 5” Model that we encourage parents and guardians to use at home to keep school and home consistent.

**Step 1: SUPPORT**
Make a statement of support recognizing something positive about the scholar.

**Step 2: EXPECTATION**
State the expectation for behavior. Be specific.

**Step 3: BREAKDOWN**
Break down the expectation into smaller pieces that the child can understand.

**Step 4: BENEFIT**
Discuss how/why following this expectation will benefit the child personally.

**Step 5: CLOSURE**
Ask the child how he or she can fix it and what help is needed to make that happen.

It is important to ALWAYS begin with the statement of support. It is also important that the child create the closure. The emphasis of this system is to encourage children to own their behavior and then control it independently.

If a child creates a closure, and then has a difficult time following through on fixing the problem, then he or she will come to the office to have think time to create a better solution, or to get help from the administration. The Leveled Behavior Plan may be implemented at this time.
Level 1 interventions aim to teach alternative behavior so scholars can learn and demonstrate safe, respectful and responsible behavior. Staff members are encouraged to try a variety of teaching and classroom management strategies.

- Parent/guardian conference or contact made
- Parent/guardian accompany scholar to school
- Implementation of classroom Positive Behavior Supports:
  - Expectations established and taught
  - Positive rapport/relationship
  - Re-teaching, prompting, feedback
  - Effective classroom supervision
- Collaborative Problem Solving
- Verbal correction
- Written reflection or apology
- Seat change
- Behavior card
- In-class time-out
- Establish Buddy Teacher/Classroom system
- Positive referral
- Loss of classroom privileges
- Teacher or scholar conference
- Lunch Detention
- Classroom contribution/service
- Skills teaching/Social Emotional Learning

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**1 Leveled Interventions and Responses**

<table>
<thead>
<tr>
<th>Level 1 interventions aim to teach alternative behavior so scholars can learn and demonstrate safe, respectful and responsible behavior. Staff are encouraged to try a variety of teaching and classroom management strategies.</th>
<th>Level 2 interventions often involve support staff, both school based and within the community, and/or the administrator. These interventions aim to increase the scholar’s skills, positive view of schooling, and positive experience at school so that misbehavior is less likely to continue or escalate.</th>
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</thead>
<tbody>
<tr>
<td>Level 3 violations may involve the short-term removal of a scholar from the school environment due to the severity of the behavior. The duration of the removal, if issued, is to be limited as much as possible while adequately addressing the behavior. In case of repeated need for removal, an assistance plan (BIP, SAT) should be developed.</td>
<td>Level 4 violations have the potential to significantly impact the safety of the school environment. These violations may result in the removal of the scholar from the school environment due to the severity of the behavior. Such violations may involve the removal of the scholar from Nelson Mandela so that the scholar may find a place that will provide additional structure to support behavior.</td>
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</table>
### Level 1 Violations

<table>
<thead>
<tr>
<th>Violation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Mandatory Response</th>
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<tbody>
<tr>
<td><strong>Cheating or Plagiarizing</strong></td>
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<td>Academic dishonesty including, but not limited to, copying the work of</td>
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<td>others on school assignments or tests, and using the ideas of writings</td>
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<td>of another person</td>
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<td><strong>Classroom Disruption/Other Behavior Disruptive to the School Environment</strong></td>
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<td><strong>Disrespectful to Adults/Others</strong></td>
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<td>Using words or actions that are impolite or indicate a lack of respect or</td>
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<td>courtesy</td>
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<td><strong>Engaging in Verbal Conflict</strong></td>
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<td>Disrupting the school environment by engaging in a loud argument that</td>
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<td>includes disparaging comments or discussion of potential physical</td>
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<td>conflict</td>
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<td><strong>Inappropriate Language</strong></td>
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<td>Using inappropriate words or topics of conversation in school</td>
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<td><strong>Insubordination</strong></td>
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<tr>
<td>Refusal to comply with the instructions of school staff</td>
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</table>

### Repeated Violations

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

### A note regarding level of response:

When determining the level of response to violation of the Code of Conduct, school staff will consider the age of the scholar, the scholars intent, the severity of the circumstances, the level of disruption to the school environment (either during or after the violation), the repeated nature of the situation (if applicable), and any other mitigating or aggravating factors. School response will not necessarily begin at the lowest level indicated for a first offense.
Level 2 interventions often involve support staff, both school-based and within the community, and/or the administrator. These interventions aim to increase the scholar’s skills, positive view of schooling, and positive experiences at the school so that misbehavior is less likely to continue or escalate.

Removal from school may be applied due to the severity or chronic nature of an individual circumstance. In cases of multiple removals, an assistance plan (BIP, SAT) should be developed.

Interventions for Level 2 Violations may include:

- Level 1 Interventions
- Parent or guardian collaboration (a parent meeting is a mandatory element of response to chronic Level 2 misbehavior)
- School or Community Counselor support
- Change in schedule or class
- House call
- Social Worker involvement
- Mentoring
- Peer mediation
- After-school program
- Service to school/Service to community
- Conflict resolution
- Loss of school privileges
- Referral to community agency
- After School detention; Saturday School
- Parenting classes

2 Leveled Interventions and Responses

<p>| Level 1 interventions aim to teach alternative behavior so scholars can learn and demonstrate safe, respectful and responsible behavior. Staff are encouraged to try a variety of teaching and classroom management strategies. | Level 2 interventions often involve support staff, both school-based and within the community, and/or the administrator. These interventions aim to increase the scholar’s skills, positive view of schooling, and positive experiences at the school so that misbehavior is less likely to continue or escalate. |
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<tr>
<th>Level 2 Violations</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>Mandatory Response</th>
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<tr>
<td><strong>Absence or Tardiness, Excessive</strong></td>
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<td>There will be no suspension for Truancy.</td>
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<td>In accordance with Scholar Attendance Policy school staff will intervene when a pattern of attendance emerges that is concerning or seems counter to the scholar's continued school success.</td>
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<td><strong>Bus Misconduct</strong></td>
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<td>Activity on the bus is unsafe; refusal to follow directions of the driver or aide.</td>
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<tr>
<td><strong>Fighting, Less Serious</strong></td>
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<td>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.</td>
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<tr>
<td><strong>Misuse of Computers or Network</strong></td>
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<tr>
<td>Creation or access of inappropriate material, vandalizing, gaining or attempting to gain unauthorized access; using computers or networks for harassing or threatening or other non-educational purpose.</td>
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<tr>
<td><strong>Possession of Obscene or Pornographic Literature, Materials, or Electronic Devices</strong></td>
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<tr>
<td>The possessing, taking, dissemination, transferring, or sharing of obscene, pornographic lewd, or otherwise illegal images or photographs, whether electronic data transfer or otherwise.</td>
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<tr>
<td><strong>Reckless Behavior Resulting in Personal Injury</strong></td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Refusal to Cooperate with School Administrative Staff</strong></td>
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<tr>
<td>A scholar has already been sent to the office for misbehavior, continues to fail to comply with directions from staff.</td>
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<tr>
<td><strong>Verbal or Written Abuse to Staff, Nonthreatening</strong></td>
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<tr>
<td>Language or behavior that is disrespectful and/or disrespectful to a staff member.</td>
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<tr>
<td><strong>Vulgarilty/Profanity</strong></td>
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<td>Written or oral language that is disgusting and/or repulsive, but does not constitute harassment</td>
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</tbody>
</table>
**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 scholar under the specific circumstances.

Level 3 violations may involve the short-term removal of a scholar 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 case of repeated need for short-term suspension, an assistance plan (BIP, SAT) should be developed.

Interventions for Level 3 Violations may include:

- Interventions from all previous levels
- Parent or guardian collaboration (Parent meeting may be required upon re-entry from a suspension)
- Plan of assistance (BIP, SAT, BIST)
- Restitution
- Restorative Practices strategies, including school and community service
- Communication with law enforcement (as needed)
- Parenting classes

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**Exclusion at the elementary level**

Exclusionary discipline practices should be avoided whenever possible when working with students in Early Childhood programs and Kindergarten. If an elementary scholar must be removed from the school environment, the following short-term suspension guidelines are recommended (per event):

- 1st and 2nd Grade: 2 day maximum
- 3rd and 4th grade: 3 day maximum
- 4th and 6th grade: 4 day maximum

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### 3 Leveled Interventions and Responses

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interventions aim to teach alternative behavior so scholars can learn and demonstrate safe, respectful and responsible behavior. Staff are encouraged to try a variety of teaching and classroom management strategies.</td>
<td>Interventions often involve support staff, both school based and within the community, and/or the administrator. These interventions aim to increase the scholar’s skills, positive view of schooling, and positive experience at school so that misbehavior is less likely to continue or escalate.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violations may involve the short-term removal of a scholar from the school environment due to the severity of the behavior. The duration of the removal, if issued, is to be limited as much as possible while inadequately addressing the behavior. In case of repeated need for removal, an assistance plan (BIP, SAT) should be developed.</td>
<td>Violations have the potential to significantly impact the safety of the school environment. These violations may result in the removal of the scholar from the school environment due to the severity of the behavior. Such violations may involve the removal of the scholar from Nelson Mandela so that the scholar may find a place that will provide additional structure to support behavior.</td>
</tr>
<tr>
<td>Level 3 Violations</td>
<td>1</td>
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<tr>
<td>--------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Assault, No Injury</strong></td>
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<tr>
<td>Attempting to cause injury to another person; intentionally placing another in reasonable apprehension of imminent personal injury</td>
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<tr>
<td><strong>Bullying</strong></td>
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<tr>
<td>Any ongoing pattern of written or verbal expression, electronic abuse, physical acts or gestures to cause distress upon one or more students</td>
<td></td>
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<tr>
<td><strong>Damage to School, Staff or Student Property</strong></td>
<td></td>
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<tr>
<td>Willfully or recklessly causing or attempting to cause damage</td>
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<tr>
<td><strong>False Allegations Against Staff</strong></td>
<td></td>
</tr>
<tr>
<td>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</td>
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<tr>
<td><strong>Fighting, Serious</strong></td>
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<tr>
<td>Mutual physical combat that results in injury, creates a substantial disruption involving large numbers of scholars, and/or results in the potential for continued fighting</td>
<td></td>
</tr>
<tr>
<td><strong>Harassment</strong></td>
<td></td>
</tr>
<tr>
<td>Any physical, verbal, graphic, electronic or written material or behavior, related to a person’s disability, gender, race, color, national origin, gender identity, sexual orientation, age, religion or marital status which has the purpose of creating an intimidating, hostile, or offensive school environment</td>
<td></td>
</tr>
<tr>
<td><strong>Theft</strong></td>
<td></td>
</tr>
<tr>
<td>Stealing or attempting to steal property of substantial value, greater than $25.00</td>
<td></td>
</tr>
<tr>
<td><strong>Unlawful Activity/Threats or Intimidation</strong></td>
<td></td>
</tr>
<tr>
<td>Engaging in any activity forbidden by the laws of Nebraska, including Federal Law, not otherwise specifically covered herein, which constitutes a danger to the school environment or interferes with school purposes</td>
<td></td>
</tr>
<tr>
<td><strong>Verbal or Written Abuse to Staff, Threatening</strong></td>
<td></td>
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<tr>
<td>Disrespectful language to a staff member that is threatening in nature</td>
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</tbody>
</table>
4 Leveled Interventions and Responses

<table>
<thead>
<tr>
<th>Level 1 interventions aim to teach alternative behavior so scholars can learn and demonstrate safe, respectful and responsible behavior. Staff are encouraged to try a variety of teaching and classroom management strategies.</th>
<th>Level 2 interventions often involve support staff, both school based and within the community, and/or the administrator. These interventions aim to increase the scholar’s skills, positive view of schooling, and positive experience at school so that misbehavior is less likely to continue or escalate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3 violations may involve the short-term removal of a scholar from the school environment due to the severity of the behavior. The duration of the removal, if issued, is to be limited as much as possible while adequately addressing the behavior. In case of repeated need for removal, an assistance plan (BIP, SAT) should be developed.</td>
<td>Level 4 violations have the potential to significantly impact the safety of the school environment. These violations may result in the removal of the scholar from the school environment due to the severity of the behavior. Such violations may involve the removal of the scholar from Nelson Mandela so that the scholar may find a place that will provide additional structure to support behavior.</td>
</tr>
</tbody>
</table>

Level 4 violations have the potential to significantly impact the safety of the school environment. These violations may result in the removal of the scholar from the school environment due to the severity of the behavior.

Long-term suspension may be applied when it is feasible to reintegrate the scholar back into the school environment. Expulsion may be applied when the scholar’s presence at school is deemed too dangerous or disruptive for staff to maintain a safe environment.

Interventions for Level 4 Violations may include:
- Interventions from all previous levels
- Parent or guardian notification
- Long-Term Suspension or Expulsion
- Referral to IEP team (scholars with disabilities) for manifestation determination
- Communication with law enforcement
<table>
<thead>
<tr>
<th>Level 4 Violations</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Mandatory Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arson</strong></td>
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<td>Contact fire marshal</td>
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<tr>
<td>Intentionally setting or attempting to set a fire on or in the school property</td>
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<tr>
<td><strong>Assault with Injury (Intentional)</strong></td>
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<td>Assault of another person where the scholar has knowingly and intentionally used force to cause personal injury</td>
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<td><strong>Firearm</strong></td>
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<td>Per federal law, expulsion for one calendar year; law enforcement will be contacted</td>
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<tr>
<td>Knowing and intentional possession, use or transmission of a firearm as defined in 18 U.S. Code 921.</td>
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<tr>
<td><strong>Sexual Assault</strong></td>
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<td>*</td>
<td>Mandatory reassignment away from the victim/ Contact law enforcement</td>
</tr>
<tr>
<td>Sexual Assault in the first or second degree as defined in Nebraska Statutes 28-320</td>
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<td><strong>Weapon</strong></td>
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<tr>
<td>Knowing and intentional possession, handling, transmission, or use of any knife or dangerous weapon.</td>
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</table>
2016-2017 Parent/Guardian Agreement

The **mission** of Nelson Mandela Elementary is to provide quality instruction that demonstrates all scholars can learn and develop academically, emotionally, socially and physically. Nelson Mandela Elementary is committed to maximizing the educational success of all scholars and bridging learning and achievement gaps.

**Nelson Mandela Elementary agrees to fulfill its mission by:**

- Using multi-sensory, evidence-based educational curricula and frameworks
- Addressing each child’s individual learning needs
- Setting high academic and behavior expectations
- Providing a safe, positive environment
- Employing committed, caring and well-trained educators and providing on-going professional development
- Partnering with parents and the community to strengthen the educational experience for all learners

**Important Agreements**

1. I/we are partners in education and will be expected to be a part of my child’s experience.
2. I/we will participate in Parent/Teacher conferences.
3. I/we will support the school with gifts of time and talent.
4. I/we will support the education of our child by holding him/her accountable.
5. I/we will support creativity and thinking outside the box based on data and challenging the status quo.
6. I/we will support this being a year-round school. (see calendar)
7. I/we will support Spalding language arts and Singapore mathematics by attending parent learning sessions.
8. I/we will reinforce the Boystown Model for behavior and social skills at home.
9. I/we will support the playing of violin by attending parent information sessions and scholar performances
10. I/we will bring my concerns and suggestions to the school administration so that we can work together to address any issues or concerns.
11. I/we will reinforce the importance of good health through healthy eating and exercise, good sleep through appropriate bedtimes and good education through attendance and reinforcement of learning at home.

Parent/Guardian Signature

Parent/Guardian Signature