



Nebraska State Board of Education

Model Policies

Updated April 4, 2025

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MP 1

Model Policy to Prevent Dating Violence

(School District Name), provides physically safe and emotionally secure environments for all students and staff. Positive behaviors 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.

Pursuant to Section 79-2,140, the Legislature has defined (a) “dating violence” to mean 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” to mean 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.

Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors. Dating violence training, as defined by Section 79-2,141(4), shall be provided to staff deemed appropriate by the school district administration. The school district administration will be responsible for reviewing the school district’s Student Code of Conduct to insure that this policy is reflected therein.

Revision History

- Created: 2010
- Reviewed: 2013, 2017, 2021
- Reaffirmed: 04/02/2021

Board Action History

- 02/01/2010 – G20
(NEW.)
- 06/07/2013 – G20
(Reaffirmed.)

Board Action History (cont'd)

- 03/03/2017 – G20(S9)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. G20 is now S9.)
- 05/05/2017 – S9
(Reaffirmed.)
- 04/02/2021 – S9
(Reaffirmed.)
- 12/02/2022 – S9(MP 9)
(Reorganized Board bylaws and policies with new designated letters for categories of position statements [PS], model policies [MP] and resolutions [RS]. S9 is now MP 9.)
- 08/21/2024 – MP 1(MP 9)
(MP 9 is now MP 1.)

Cross-References

- 92 NAC 10 (Rule 10)
- 79-2,140 R.R.S.
- 79-2,141(4) R.R.S.

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MP 2

Model Policy for Pregnant and Parenting Students

Pursuant to LB 427 (2017) (Neb. Rev. Stat. §§ 79-2,149 to 79-2,152), beginning May 1, 2018, each school district shall adopt a written policy related to pregnancy and child care for pregnant and parenting students to be implemented beginning with the 2018-19 school year. The policy shall include provisions and procedures in conformance with standards set forth in any model policy adopted by the State Board OR shall meet the minimum standards set forth in Neb. Rev. Stat. § 79-2,151. This is the State Board’s Model Policy for district’s use and consideration in that regard.

(School District Name) _____, recognizes that pregnant and parenting students of compulsory school age have the right and responsibility to attend school. This attendance right and responsibility applies to students regardless of their marital or parental status. Further, schools have an obligation to educate pregnant and parenting students and shall provide reasonable accommodations to support and encourage all pregnant and parenting students obtain their high school diploma. No student may be excluded from, denied the benefit of, or discriminated against under any educational program or activity because of pregnancy or parenting responsibilities.

Attendance and Leave of Absences:

Pregnant and parenting students are permitted to attend to their own health care, their child’s medical care, or other pregnancy or parenting related appointments with the benefit of having any such absences or tardiness excused. A student must be permitted to take a leave of absence for pregnancy, childbirth, and any other pre and post-natal related medical needs, along with recovery there from for the duration that is deemed medically necessary by the student’s licensed health care provider. At the conclusion of the leave of absence, a student shall be immediately enrolled in the school of record at the same grade and status as when the leave began. Pregnant and parenting students shall be allowed to participate in all activities including extracurricular activities throughout the student’s pregnancy and thereafter. A pregnant and parenting student may be asked to obtain certification from the student’s licensed healthcare provider regarding the student’s safe participation in an extracurricular activity when such certification is required of students for other conditions requiring attention of a licensed healthcare provider.

Any absences accumulated due to pregnancy or pregnancy related conditions, or care for an ill child, should not count towards any district policies in effect under Nebraska compulsory attendance

requirements under Neb. Rev. Stat. §§ 79-201 through 79-210. Pregnant and parenting students with excused absences or tardiness shall be treated like all other students with excused absences or tardiness for any other medical reasons.

Pregnant and parenting students will be provided with assignments, classwork and any additional needed support to ensure the student keeps up with class requirements when absent.

Alternative means to complete course work:

At least one alternate method, in addition to traditional classroom instruction, will be available to keep pregnant and parenting students in school. Such accommodations may include accessing coursework on line, home based independent study, or at home tutoring. Alternative methods of instructions or other alternative programs for pregnant and parenting students are voluntary for the student and the student may elect whether to engage in an alternative method of instruction or the traditional methods of instruction available to their peers. Pregnant and parenting students shall be allowed to attend their regular classrooms and complete regular coursework.

Lactation:

Reasonable time and space to accommodate lactating students to express breast milk or breastfeed during the school day will be provided. Such accommodations will be in a location, other than a bathroom or closet, that is private, clean, has an electrical outlet, a chair and is reasonably accessible. Students shall also be provided a food safe refrigerator to store breast milk safely.

Child Care:

If in-school child care is not provided, a list of qualified licensed child care providers will be provided to pregnant or parenting students. Such list shall be updated annually and include providers that participate in the quality rating and improvement system and meet all of the quality rating criteria for at least a step-three rating pursuant to the Step Up to Quality Child Care Act. Nothing in this policy is intended to prohibit or limit any referral for a student or a student's child to an early head start program or any other available community resources.

Privacy and Confidentiality:

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Model Policies

Pregnant and parenting students have the right to have their health and personal information kept confidential in accordance with law. School staff should make every effort to keep personal information and health records confidential and in compliance with Nebraska and federal law.

Information about students' pregnancies and related conditions should not appear in their cumulative record and cannot be used when they are being considered for educational or job opportunities, awards or scholarships.

Other Accommodations:

Pregnant and parenting students shall be notified that they may request additional reasonable accommodations to ensure continued participation and enrollment in school. Accommodation requests will be evaluated on a case-by-case basis. Such accommodations may include but are not limited to: additional frequency allowed for bathroom breaks, additional time allowed in between class periods, a larger desk or additional work space, and adjustments to requirements for physical education as needed.

Bullying and Harassment:

Pregnant and parenting students have the same rights as other students to be free from discrimination, bullying, and harassment. Such school policies are incorporated herein and apply to all students.

Policy Dissemination:

All students, staff, and parents must be informed of this policy at the beginning of each school year and shall be incorporated into the student handbook.

Revision History

- Created: 2017
- Reviewed: 2017
- Approved: 11/09/2017

Board Action History

- 11/09/2017 – S13
(New position statement as the result of LB 427 [2017].)

Board Action History (cont'd)

- 12/02/2022 – S13(MP 13)
(Reorganized Board bylaws and policies with new designated letters for categories of position statements [PS], model policies [MP] and resolutions [RS]. S13 is now MP 13.)
- 08/21/2024 – MP 2(MP 13)
(MP 13 is now MP 2.)

Cross-References

- 79-201 through 79-210 R.R.S.
- 20 U.S.C. §1681
- 34 C.F.R. §106.40
- LB 427 (Nebraska Legislature 2017)

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MP 3

Model Policy for Dress Code and Grooming

_____ School District Dress Code and Grooming Policy

I. PURPOSE:

The _____ School District is dedicated to celebrating the diverse racial and religious backgrounds of our students. The school district champions students' rights to express themselves through their attire practically when associated with race, religion, sex, disability, or national origin, including tribal regalia, natural and protective hairstyles, or adornments. The purpose of this policy is to facilitate and encourage an inclusive and positive learning environment while complying with any applicable health and safety law, rule, regulations or ordinance.

II. GENERAL PRINCIPLES/STANDARDS:

1. Non-Discrimination: The _____ School District dress code and grooming policy prohibits discrimination against students based on race, religion, sex, disability, or national origin.
2. Respect for Individuality: Students are allowed to wear religious attire, adornments, and other attire associated with race, national origin or religion, or tribal regalia. Additionally, students' hair should not be permanently or temporarily altered by school personnel. Altering a student's appearance or removing or altering a student's attire without consent from their parent/guardian/caregiver is not allowed. Additionally, students are permitted to wear natural and protective hairstyles including but are not limited to braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps.
3. Cultural and Religious Attire: Students are allowed to wear religious attire and tribal regalia in accordance with their race, national origin, or religion.
4. Bullying Policy Alignment: The school bullying policy remains in effect and should be consulted where clothing or attire may be an issue.
5. Prohibited Attire: Attire should not promote violence, drugs, alcohol, profanity, or hate speech. The _____ School District reserves the right to request immediate attire changes from students.

III. HEALTH AND SAFETY CONSIDERATIONS:

In school environments where the use of certain chemicals or equipment poses a direct safety hazard, students may be required to wear protective gear, such as lab coats and safety goggles, which could cover clothing and hairstyles. Similarly, in physical education classes or during sports activities, students may need to modify their attire or secure their hair to ensure the safety of themselves and others. In such cases, a good faith effort to reasonably accommodate students will be made to ensure safety without compromising religious beliefs, grooming practices, or requiring students to permanently alter their appearance. Such accommodations must be applied equally and adopted for nondiscriminatory reasons.

1. Proven Need: Any health and safety standard based on characteristics associated with race, religion, sex, disability, or national origin must demonstrate that without implementation of such standard, it is reasonably certain that the health and safety of the student or another individual will be impaired.
2. Least Restrictive Means: Health and safety standards should use the least restrictive means necessary to address the identified health and safety concern. Alternative measures that do not discriminate based on these characteristics associated with race, religion, sex, disability, or national origin should be explored and implemented.

IV. ENFORCEMENT:

Enforcement of violations of this dress code and grooming policy should be consistent with our district's overall discipline plan and applied in a consistent manner. Enforcement of this dress code and grooming policy should not target, disproportionately impact, discriminate, or be applied in a discriminatory manner against any students on the basis of race, religion, sex, disability, or national origin.

V. TRAINING AND AWARENESS:

The district will communicate the guidelines and expectations in this dress code and grooming policy with students and families in their preferred language(s). While adopting and/or adapting this dress code and grooming policy, school districts should consult a variety of stakeholders, including a diverse group of parents, guardians, and caregivers. School staff may receive training and guidance on this policy to ensure that they are aware of their responsibilities in accommodating students and communicating effectively with parents, guardians, or caregivers.

VI. CONFIDENTIALITY:

The school will handle all information related to students' race, sex, disability, national origin, or religious characteristics in accordance with the Family Educational Rights and Privacy Act (FERPA). Parental consent must be obtained before sharing any information related to the student's appearance or attire with school staff or outside parties involved in an accommodation process related to this policy.

VII. PARENT CONSENT:

The _____ School District is required to make a good faith effort obtain informed consent from a student's parents, guardians, and/or caregivers in their preferred language, in the case a health and safety standard accommodation need. To respect individual identity and parental authority, our process includes the following steps:

1. Initiate Contact: Make a good faith effort to contact the parent/guardian/caregiver using their preferred communication method (phone, email, or in person), explaining clearly and consistently why adjustments to the student's attire and/or grooming may be necessary to meet health and safety standards.
2. Collaborative Solutions: Work collaboratively with the student and parent/guardian/caregiver to find accommodation options in accordance with the student's race, religion, sex, disability, or national origin while adhering to health and safety standards. Discuss the potential impact of each accommodation option on the student's well-being and educational experience.
3. Parental Consideration: Allow the parent/guardian/caregiver time to privately discuss the situation with their student and/or family members and make an informed decision.
4. Obtain Consent: Once an accommodation is agreed upon, obtain written consent through a signed document or email exchange, clearly stating the accommodation and health and safety standard that required the accommodation. A copy of this written consent should be provided to the parent/guardian/caregiver.
5. Documentation & Follow-up: Keep written records of all communication and decisions made with the parent/guardian/caregiver for transparency and accountability. This record should be treated in accordance with the Family Educational Rights and Privacy Act (FERPA) and added to the student's confidential records for future reference. After implementation, follow up with

the parent/guardian/caregiver within 1-2 weeks to ensure the accommodation was implemented in a satisfactory manner.

VIII. RECORD KEEPING:

The _____ School District establishes a clear and organized process to record efforts made to reasonably accommodate a student's appearance, attire, hairstyle, adornment, or other characteristics associated with race, religion, sex, disability, or national origin. Each record must include:

1. the student's name,
2. federally identified demographic characteristics,
3. date of the occurrence,
4. the health and safety standard relating to the accommodation,
5. nature of the accommodation requested,
6. staff involved,
7. communication with parents/guardians/caregivers, and
8. the outcome of the effort.

Our district regularly reviews the accumulated records to analyze trends, patterns, and the effectiveness of the accommodation process to identify any areas that may require improvement or adjustments to policies.

Definitions:

Grooming: the care of a body and its physical appearance, such as the personal hygiene routine of brushing one's teeth or combing one's hair.

National origin: includes characteristics associated with actual or perceived place of birth, ancestry, or ethnicity including, but not limited to, skin color, natural and protective hairstyles, headdress, tribal regalia, and attire.

Natural and protective hairstyles: include, but are not limited to, braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps.

Race: includes characteristics associated with actual or perceived race, ancestry, or ethnicity including, but not limited to, skin color, natural and protective hairstyles, tribal regalia, and attire.

Religious attire and characteristics associated with religion: includes, but is not limited to, natural and protective hairstyles, tribal regalia, burkas, hijabs, head wraps, yamaka, cross or other headdress, adornments, and clothing garments used to express or observe one's religious beliefs.

Tribal regalia: includes natural and protective hairstyles and traditional garments, jewelry, or other adornments or similar objects of cultural significance worn by members of an indigenous tribe of the United States or another country. Tribal regalia does not include any dangerous weapon or, except in compliance with an appropriate federal permit, any object that is otherwise prohibited by federal law.

Revision History

- Created: 2024
- Approved: 08/02/2024

Board Action History

- 08/02/2024 – MP 3
(NEW.)

Cross-References

- 79-2, 159 R.R.S.

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MP 4

**Authorized Security Personnel Carrying Firearms
Model Policy for Class I and II School Districts and
Private, Denominational, or Parochial Schools**

I. PURPOSE:

The purpose of this policy is to establish guidelines and requirements for an individual to be authorized by the school board of _____ School District or governing body of the _____ school to carry a firearm as Authorized Security Personnel (ASP). Such authorization will allow the individual to carry firearms in a school, on the school grounds of such school, in a school-owned vehicle, or at a school-sponsored activity or athletic event as designated in the authorization and in accordance with this policy. This policy aims to ensure the safety and security of students, staff, and visitors while maintaining a secure learning environment.

II. GENERAL PRINCIPLES/STANDARDS:

1. **Personal Qualifications:** Individuals authorized to carry firearms as an ASP must meet the following qualifications:
 - a. **Background Check:** Must pass a comprehensive background check, including a criminal history check.
 - b. **Permit:** Must have a valid Nebraska Concealed Carry Permit and submit a letter of interest to the Superintendent and the President of the school board or Administrator of the Private, Denominational, or Parochial School.
 - c. **Personnel:** Pursuant to subdivision (2)(d) of Neb. Rev. Stat. § 28-1204, the individual must be employed or contracted to provide school security or school event control services.
 - d. **Three Letters of Recommendation:** The Superintendent or his/her designee or Administrator of the Private, Denominational, or Parochial School is responsible for verifying letters of recommendation.
2. **Firearms Storage:** An ASP may store their firearm on school grounds only by utilizing the following guidelines:
 - a. The firearm must be stored in a biometric safe.
 - b. The biometric safe must be under cover from direct line of sight.
 - c. Only the ASP will have access to the biometric locking/unlocking mechanism or key.
 - d. The ASP must be physically present on the school grounds when their firearm is stored in the biometric safe.
3. **Concealment and Exposure of Firearm:**
 - a. ASP, when carrying the firearm, the ASP must do so in a holstered and concealed manner and may not display the firearm except during an active threat.

- b. A firearm must never be visibly unholstered except during an active threat. A firearm must never be placed down or left unattended in a school except when placed in the biometric safe while the ASP is physically present on school grounds. If the firearm needs to be unholstered and placed down the firearm must be placed in the biometric safe. (*Example: Use of the restroom: place firearm in the biometric safe before going to the restroom if conceal carry holster is needing removed and placed down*).

4. Appropriate Firearm & Ammunitions:

- a. The ASP must only use a handgun which is approved by the local governing body or school board.
- b. Any ammunition recommended and approved by the firearm manufacturer.

III. USE OF FORCE:

The ASP must know and understand the appropriate use of force. The ASP is not a law enforcement officer and does not have the authority to act in that capacity. However, the ASP can take actions necessary to prevent or abate an active threat and temporarily detain an individual when the ASP has reasonable cause to believe the individual has committed or is about to commit a forcible act of violence that could cause serious bodily injury or death. The individual must understand deadly use of force as well as the potential of criminal & civil liability.

IV. REQUIRED DOCUMENTATION, TRAININGS, & EVALUATIONS:

The school board or Administrator of the Private, Denominational, or Parochial School must approve a signed Memorandum of Understanding (MOU) with each ASP that includes all initial and annual required trainings and evaluations the ASP must complete.

- a. The school board or Administrator of the Private, Denominational, or Parochial School must have discretion to seek and approve a training provider to administer required trainings and evaluations. Each ASP will be required to attend a minimum of twenty hours (20) of training for this position. (see Table I) The training provider may include, but is not limited to, local, state, and federal law enforcement agencies, private security companies, or contractors.
- b. The ASP candidate must complete and pass a mental health screening and consultation with a psychologist.

V. NOTIFICATION:

The ASP must notify local law enforcement agencies of their position at _____ school(s). It is a best practice to notify and build a rapport with all first responders to include the local fire & rescue, local & state law enforcement agencies, and the regional emergency manager.

DEFINITIONS:

Civil Liability: refers to the "legal obligation that requires a party to pay for damages or to follow other court-enforcements in a [civil action] lawsuit." Simply put, if a person or party is found liable for a non-criminal act that caused harm to the plaintiff, they are legally required to pay the monetary damages.

Concealed Firearm: Concealed carry, or carrying a concealed weapon, is the practice of carrying a weapon, on one's person or in public places in a manner that hides or conceals the weapon's presence from surrounding observers.

Criminal Liability: is a legal concept that holds individuals responsible for their actions or omissions if they are found to have committed a criminal act. Criminal liability differs from civil liability, which is based on the breach of a contract or tort.

Deadly Force: shall mean force which the actor uses with the purpose of causing or which he knows to create a substantial risk of causing death or serious bodily harm. Purposely firing a firearm in the direction of another person or at a vehicle in which another person is believed to be constitutes deadly force.

Detain: To force someone officially to stay in a place; to delay a person for a brief period of time until the proper authorities (law enforcement officers) are on scene.

Firearm: means any weapon which is designed to or may readily be converted to expel any projectile by the action of an explosive or frame or receiver of any such weapon

Physical Restraint: Is any method of a physical or mechanical hold or device, or equipment attached or adjacent to the participant's body that restricts freedom of movement and he or she cannot easily remove themselves.

Table I. TRAININGS & EVALUATIONS	
Required ASP Training 20 hours & Psychological Screening	Annual Training Requirements After ASP Initial Trainings (minimum of 4 hours)
Coursework focused on school law	Proficiency in a State or Federal Firearms Course Qualification
Student rights	Safe Firearms handling
Understanding special needs students and students with disabilities	State Statute Law updates &/or use of force review.
Conflict de-escalation techniques – physical restraint techniques	Basic Medical First Aid/CPR renewal
Ethics for security personnel.	
Teenage brain development	
Adolescent behavior	
Implicit bias training	
Diversity and cultural awareness	
Trauma-informed responses	
Preventing violence in schools	
Completed Conceal Carry Permit Requirements. Including but not limited to the following: <ul style="list-style-type: none"> • Completion of the State or Federal Firearms Course • Several rounds course at varied yard markers • Proficient rating 	
Safe Firearms handling	
State Statute Laws regarding use of force	
Criminal & Civil Liability Courses	
Basic Medical First Aid/CPR	

Revision History

- Created: 2024
- Approved: 12/06/2024

Board Action History

- 12/06/2024 – MP 4
(NEW.)

Cross-References

- § 28-1204.04.

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MP 5

Model Policy for Behavioral Intervention

_____ School District Behavioral Intervention & Classroom Management Policy

I. PURPOSE:

The _____ School District is committed to creating a learning environment where every individual is valued, respected, and supported. Grounded in Nebr. Rev. Stat. 79-262.01, this policy emphasizes the shared responsibility of individuals for their actions and their ability to learn, grow, and thrive. It provides a framework for encouraging positive behavior, addressing challenges in a caring and constructive way, and ensuring safe and supportive school and classroom environments.

II. GENERAL PRINCIPLES

As part of the school district commitment, the district is implementing a tiered system of support to foster a positive school climate and culture, encourage appropriate student behavior, and provide the necessary supports for academic and behavioral success. This approach is guided by Sound Infrastructure and Shared Leadership, Layered Continuum of Support, Data-Based Decision-Making and Communication and Collaboration. **This policy does not replace the Student Discipline Act when behaviors warrant action under that Act.**

III. STANDARDS

Tier 1: Universal Supports

	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Develop and maintain a district-wide behavior framework, ensuring alignment with the district's vision and goals. Establish a leadership team to oversee implementation and sustainability.	Create school-level leadership teams to implement the district behavior framework. Build systems to support staff in consistent implementation of universal behavior strategies.	Teachers set up clear, consistent behavior expectations aligned with school and district policies. Classroom routines and physical environments are structured to promote positive behaviors.
Layered Continuum of Support	Ensure all schools have access to evidence-based universal behavior practices and instructional tools for promoting positive behavior.	Develop a school-wide plan for teaching and reinforcing positive behavior expectations for all students.	Integrate the development of emotional and interpersonal skills into daily instruction and explicitly teach expected behaviors.
Data-Based Decision-Making	Implement a district-wide behavior data system for tracking student behavioral incidents, attendance, and other indicators of behavior. Analyze	Use behavioral data to assess school culture, climate and adjust universal supports.	Collect and reflect on classroom behavior data to identify patterns or unanticipated signs of distress and adjust

	district trends to guide support for schools.		teaching practices as needed.
Communication and Collaboration	Share district-wide behavior policies, expectations, and data with all stakeholders, including families and the community.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom.

Tier 2: Targeted Supports

	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Provide a menu of evidence-based Tier 2 intervention and training for implementation.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom that align with school and district policies.
Layered Continuum of Support	Allocate resources to support targeted interventions, such as additional staff or training for small group supports.	Implement interventions such as mentoring programs, social skills groups, or targeted behavior coaching.	Provide additional supports like daily progress monitoring, structured break.
Data-Based Decision-Making	Use district-wide systems to track the effectiveness of Tier 2 interventions and adjust as needed.	Monitor progress using behavior data: point sheets, observations, or student self-assessments and input data in district-wide systems.	Document daily data on student progress to evaluate the impact of interventions.
Communication and Collaboration	Facilitate communication between schools, families, and community partners about available Tier 2 supports.	Engage families in the intervention process by providing regular updates and involving them in problem solving and goal setting.	Maintain open lines of communication with families about their child's progress and strategies to promote support the behavior goals at home

Tier 3: Individualized Supports

	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Ensure access to specialized staff to design and oversee intensive interventions.	Assemble a multidisciplinary team to develop and implement Functional Behavioral Assessments (FBAs) and Behavior	Collaborate with specialists to integrate individualized supports into classroom routines that align with school and district policies.

		Intervention Plans (BIPs).	
Layered Continuum of Support	Coordinate external services and resources for students requiring wraparound support beyond the school.	Provide interventions or sessions tailored to the student's unique needs and communicate with external services and resources to align supports for students.	Consistently implement accommodations and modifications, such as sensory supports or de-escalation plans, to address individual behaviors.
Data-Based Decision-Making	Regularly review data on Tier 3 interventions and outcomes to ensure its effectiveness.	Use detailed, frequent data collection to refine and adjust BIPs based on student progress.	Implement daily monitoring and adjust individualized strategies as data indicates.
Communication and Collaboration	Partner with community agencies to align supports for students with complex needs.	Conduct regular meetings with families to review and revise plans based on student progress.	Provide ongoing feedback to families and specialists about the student's daily performance, progress, and needs.

IV. ADDRESSING DYSREGULATED BEHAVIOR AND CLASSROOM REMOVAL:

This policy provides a structured approach for managing dysregulated behavior that disrupts the learning environment or poses safety concerns. The aim is to ensure the safety and well-being of all students and staff while supporting the student in developing self-regulation skills and reintegrating into the classroom.

1. Criteria for Removal

- a. **Safety Concerns:** Immediate removal may occur if a student poses a threat to their own safety, the safety of others, or the environment.
- b. **Disruption to Learning:** Removal may be necessary if the student's behavior significantly disrupts instruction or the learning environment.
- c. **Attempted Interventions:** Whenever possible, staff should use de-escalation techniques, behavior redirection, or other Tier 1 or Tier 2 interventions before considering removal. Severe behaviors that endanger safety may bypass prior interventions.

2. Procedure for Removal

- a. **Behavior Documentation:** The teacher or staff member documents the behavior leading to the removal, including antecedents, attempted interventions, and the incident itself. A clear, objective description of the behavior is essential.
- b. **Safe Transition:** The student is escorted to a designated safe space, such as the office or a designated calming area, by trained personnel. Efforts are made to ensure the student remains calm and safe during the transition.
- c. **Notification:** Parents/guardians are notified as soon as possible about the removal. A detailed account of the behavior and any interventions attempted are shared.

3. Post-Removal Actions

- a. **Restorative Meeting:** A meeting involving the student, parents/guardians, teacher, and administrator is scheduled to review the behavior, its impact, and steps to prevent recurrence. The meeting emphasizes restoring relationships and understanding the root cause of the behavior.
 - b. **Behavior Support Plan (if needed):** For recurring incidents, a behavior support plan is developed or reviewed, including targeted interventions and supports aligned with the student's needs. The plan may include strategies such as check-ins, mentoring, or additional behavioral learning supports.
- 4. Transition Back to the Classroom**
- a. **Reintegration Plan:** The student returns to the classroom with appropriate support, which may include a reintegration checklist, a designated buddy, or frequent check-ins with a trusted adult. Expectations and routines are explicitly reviewed with the student.
 - b. **Ongoing Support and Monitoring:** Follow-up meetings with the student, teacher, and parents/guardians are scheduled to evaluate progress. Data from behavior observations are used to adjust interventions and supports as needed.
 - c. **Focus on Positive Growth:** A strengths-based approach is applied to recognize and reinforce improvements in behavior.

V. COMMUNICATION & COLLABORATION

- **Family Engagement:** Families are seen as partners in addressing the student's behavior and supporting reintegration. Schools provide clear and transparent communication about the incident, the plan for return, and available resources.
- **Interdisciplinary Team Support:** Collaboration between general education, special education, school psychologist, behavior specialists, school counselors, and social workers ensures all supports align with the student's needs and strengths.

VI. REQUIRED BEHAVIORAL AWARENESS AND INTERVENTION TRAINING:

- A. The _____ School District, independently or through the educational service unit, will develop and provide behavioral awareness and intervention training to employees with behavioral management responsibilities.
- B. Such training must be consistent with the model policy developed by the State Department of Education.
- C. Behavioral awareness and intervention training must be provided by the school district or the educational service unit to which the school district belongs.
- D. The length of such training will be at least ___ hours, but no more than ___ hours.
- E. Behavioral awareness training must include, but not be limited to, evidence-based training on a continuum that includes:
 1. Recognition of detrimental factors impacting student behavior, including, but not limited to, signs of trauma.
 2. Positive behavior supports and proactive teaching strategies, including, but not limited to, expectations and boundaries.
 3. Verbal intervention and de-escalation techniques.
 4. Access to a registry of local mental health and counseling resources.

5. Incorporation of the requirements for the Behavioral Awareness Point of Contact (BAPC) in accordance with 79-3603 that includes:
 - a. Each school building must designate one or more school employees as a BAPC.
 - b. Each BAPC must have knowledge of community services providers and other resources available for students and families.
 - c. Each BAPC must coordinate access to support services for students; and
 - d. The school district must indicate BAPC for such school district on the website of the school district and in any school directory of the school that BAPC serves.
 - e. Each employee with behavior management responsibilities must complete the behavioral awareness and intervention training during the 2026-27 school year or during the first year of employment with the district.

VII. MONITORING AND REVIEW:

The school district regularly reviews and updates this policy to ensure its effectiveness and compliance with 79-262.01. Feedback from students, parents, staff, and administrators are considered in the review process.

This policy must be included with any notifications required under the Student Discipline Act.

Revision History

- Created: 2025
- Approved: 04/04/2025

Board Action History

- 04/04/2025 – MP 5
(NEW.)

Cross-References

- § 79-262.01.

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