



PRIMARY YEARS PROGRAMME (PYP)

ELEMENTARY SCHOOL (PreK-Grade 5) STUDENT/PARENT HANDBOOK 2018-2019

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2018 - 2019 Academic Calendar

July 23 - August 3	Professional Development (Faculty Only)
July 27, 9-11am	*High School Orientation for Grade 9 students & parents, MJHS@Clark
July 27, 1-3pm	*High School Orientation for Grade 10 students & parents, MJHS@Clark
July 31, 9-11am	*Middle School Orientation for Grade 6 students & parents
July 31, 1-3pm	*Middle School Orientation for Grade 7 & 8 students & parents
August 2	*Primary Years Programme Orientation for PreK - Grade 5 students & 9-11am or 1-3 pm parents. (Note: Choose morning or afternoon session.)
August 6	FIRST DAY OF SCHOOL
September 3	Labor Day (School closed)
September 4	Professional Development (Faculty Only – No school for students)
September 14	Student-led Conference Day – (No school for students) 11:00-6:30 pm: Students attend Parent Conferences with parents at appointed times.
October 12	Professional Development (Faculty Only – No school for students)
October 15-16	Fall Break (Hurricane make up days if needed)
November 19-23	Thanksgiving Holidays (School closed)
Dec. 20 – Jan. 1	Winter Holidays (School closed)
January 2	Professional Development (Faculty Only – No school for students)
January 3	School resumes from winter break
January 21	Dr. Martin Luther King, Jr. Holiday (School closed)
March 1	Professional Development (Faculty Only – No school for students)
March 4-8	Mardi Gras Holiday (School closed)
April 15-22	Spring Break (School closed)
April 29 – May 3	LEAP/LEAP 2025 school-wide testing window
May 24	Student-led Conference Day (No school for students) 11:00 – 6:30 pm: Students attend Parent Conferences with parents at appointed times.
May 27	Memorial Day Holiday (School closed)
June 5	Last Day of School

MORRIS JEFF COMMUNITY SCHOOL

OUR VISION

We are driven by two fundamental goals: building an institution of the highest academic caliber for our children and transforming public education in our City, and beyond.

Morris Jeff Community School embraces learners of all backgrounds and holds each student to the highest expectations. Students are provided with a deep, rich curriculum that engages them in inquiry, develops strong critical thinking skills, and challenges them to a new level of learning. We prepare students of Morris Jeff Community School to become lifelong learners.

But Morris Jeff Community School is not just about one school or one neighborhood.

We see ourselves as part of a movement to transform public education in our country. Our school was imagined and built out of thousands of conversations, with parents, community members, and professional educators. This grassroots approach to educational reform has created Morris Jeff as one of the most racially and economically diverse public schools in the history of New Orleans.

OUR MISSION

Morris Jeff Community School (MJCS) offers an education that is a source of freedom and possibility for all students, permitting them to develop their talents fully, become contributing global citizens, and attain the foundation needed to excel at college, career, and beyond.

OUR CORE VALUES and CODE OF CONDUCT

The academic and behavioral expectations of the MJCS family are rooted in the school's culture of community, our belief that all children can learn at high levels, our united commitment to supporting children in their learning, and the International Baccalaureate Organization's Learner Profile. In order for this culture to grow and thrive there must be guidelines and social norms that are established for the creation of an orderly, safe, and stimulating climate for learning. Hence, the school rules established at MJCS are based upon these core values and attributes that support life-long behaviors and responsibilities.

Caring	We take care of ourselves, each other, and our school.
Principled	We take responsibility for our choices and are honest about our actions.
Open-minded	We respect both ourselves and others.
Reflective	We think carefully about our actions.
Inquirers	We ask questions when we don't know.
Knowledgeable	We search for information and find answers to our questions.
Thinkers	We work together to find solutions to our problems.

Communicators	We speak and act in kind and peaceful ways.
Risk-takers	We try new things with courage.
Balanced	We build our brains, our body and our spirit.

OUR CAMPUS

We are located in a brand new, state of the art school facility at 211 South Lopez Street.

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

INTERNATIONAL BACCALAUREATE ORGANIZATION WORLD SCHOOL

Morris Jeff Community School is a World School of the International Baccalaureate Organization (IBO) offering the Primary Years Programme (PYP). The PYP focuses on the development of the whole child as an inquirer, both in the classroom and in the world. One of the most distinctive features of the IB PYP are the **transdisciplinary themes**: Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organize ourselves, and Sharing the planet. These themes are about issues that have meaning for, and are important to, all of us. The programme offers a balance between learning about or through the subject areas, and learning beyond them. The six themes of global significance create a transdisciplinary framework that allows students to "step up" beyond the confines of learning within subject areas.

IBO LEARNER PROFILE (International Baccalaureate Organization 2013)

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own culture and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

ELEMENTARY SCHOOL (PYP) UNIFORM AND DRESS CODE (Grades PreK-5th Grade)

Morris Jeff Community School requires students wear a school uniform to school each day. Wearing the school uniform contributes to a learning environment that promotes unity and is free from distractions and divisions. The school uniform for all students at MJCS is strictly enforced and consists of:

Elementary School (PYP) Uniform and Dress Code (Grades PreK-5th Grade)
<p>Bottoms</p> <ul style="list-style-type: none"> ● Khaki shorts or pants ● Khaki skorts, skirts, or jumpers ● May wear solid black, white, gray or navy tights ● May wear brown belt
<p>Tops</p> <ul style="list-style-type: none"> ● Navy polo shirts (with white MJCS monogram*) ● White oxford shirt or white blouse (with blue MJCS monogram*), tucked in ● Undershirt (long or short sleeved) should be solid white, gray or navy without any logos, designs or words. ● <i>On last day of school week only:</i> Any shirt sold or given out by MJCS Family Partnership, MJCS Athletics, or purchased from MJCS
<p>Footwear</p> <ul style="list-style-type: none"> ● Solid black or white tennis shoes or closed toe shoes (no boots, heels or sandals) ● Black, navy or white saddle shoes ● Solid black, white, gray, khaki or navy socks
<p>Outerwear</p> <ul style="list-style-type: none"> ● A burgundy cardigan sweater* (with MJCS monogram* and student first initial and last name) ● A burgundy sweatshirt*(no hood) (with MJCS monogram* and student first initial and last name) ● A burgundy jacket or fleece* (with MJCS monogram* and student first initial and last name) ● No other jackets or sweatshirts should be worn inside school.

*These items can be found at at our official uniform store, Poree’s Embroidery, at 3630 MacArthur Blvd. or 3401 Tulane Ave.

All apparel, accessories, and hairstyles worn to school must be deemed safe and appropriate by the principal. Other items that are not allowed at MJCS are: weapons or fake weapons, illegal substances, matches, portable electronics, and any other items deemed potentially dangerous.

Note: The Principal or designee reserves the right to rule on anything not included here that the school might deem unacceptable attire or appearance.

Parents will be contacted for dress code violations that cannot be corrected immediately. Parents will be asked to bring a school uniform to school for their child. Repeated dress code violations will result in disciplinary action determined by the principal or designee.

SCHOOL HOURS

Arrival and Dismissal - Morris Jeff Community Schools hours are from 8:00 a.m. to 3:30 p.m. Students who eat breakfast at school are allowed to enter at 7:35 a.m. Breakfast is from 7:35-7:55. Students in the Explorers Program (for a fee) are admitted on campus at 7:00 a.m. Students may enter MJCS through the gym entrance that leads to car-pool area until 8:00 a.m. After 8:00 a.m. parents MUST escort their student(s) to the school office and sign in their student(s). All visitors must sign in at the office. Dismissal begins at 3:15 P.M. for first floor students and 3:20 P.M. for second floor students every school day. Parents may wait in the carpool lane or on the playground (walking) until their child's class has arrived. PreK – 5th grade students who ride the bus will be escorted to the bus by staff.

Explorers Program (Morning and After-School Care) – MJCS' early morning care and after-school program (Explorers) is offered for a fee. Parents of students in PK – 5th grade who are interested in enrolling his/her child in the Explorers program may sign up in the main office. Doors open at 7:00 am for students enrolled in the before- school Explorers program. Only students enrolled in this before-school program can be dropped off at this time.

Supervision - Adult supervision is available at 7:35 a.m. and until students are dismissed from school. **The school does not assume responsibility for students who arrive before or after those times, unless they are enrolled in the Explorers program.** Upon dismissal, students who are not engaged in supervised activities and are not picked up in a timely manner (15 minutes after dismissal) will be sent to the after-school Explorers program and parents will be charged a daily fee for supervision.

MORRIS JEFF COMMUNITY SCHOOL ATTENDANCE POLICY

School begins each day at 8:00 a.m. Students must attend school daily and be on time.

- Excessive absences are one key factor considered in any retention decisions due to missed instruction time.
- Students must complete all class work and homework missed due to absences.
- Regular and punctual attendance is a key factor of academic achievement.

When students are absent from school they are missing instruction that is vital to their learning. They are also missing important practice and community building opportunities.

Below is a table that demonstrates how much instructional time is missed when students are absent from school.

	Absent 1 day	Absent 3 days	Absent 5 days	Absent 7 days	Absent 10 days	Absent 20 days
Minutes of instruction missed	370	1,110	1,850	2,590	3,700	7,400
Hours of instruction missed	6.2	18.5	30.8	43.2	61.7	123.3

Specifics about Morris Jeff Community School Attendance Policy

Any student arriving after 8:00 a.m. is considered tardy. Dismissal is at 3:30 p.m. each day. A child checked out of school unexcused before dismissal is considered tardy.

- 2nd Unexcused Absence: Classroom teacher contacts parent/guardian
- 3rd Unexcused Absence: Letter sent home, phone call from Social Worker
- 4th Unexcused Absence: Mandatory school conference
- 5th Unexcused Absence: Letter sent home including attendance documentation
- 7th Unexcused Absence: Plan is drafted WITH parent(s) and school personnel to address attendance
- 10th Unexcused Absence: Issue summons to court

Excused Absences - All absences will be reported as unexcused unless the school receives documentation of extenuating circumstances. The Principal may excuse a student’s absence in the case of extenuating circumstances. Examples of extenuating circumstances and documentation are:

- Doctor’s note specifying the excused day(s) of student illness
- Note/form verifying religious holidays of the child’s own faith
- Parent note indicating there is a family funeral- the student will be excused up to (3) days unless extenuating circumstances apply

- Court documents mandating a court appearance-the student will be excused only for the day(s) indicated on the court documents.
- Parent note regarding personal illness of the student
- Natural catastrophe and/or disaster
- Participation in school approved activity which necessitates student being away from school (these activities will be reviewed by the Principal for educational appropriateness)
- Incidents of violence in the home

Note: All notes and documentation regarding student absences and/or tardy occurrences must be received on the day the student returns to school. Documentation received after that day will not be accepted and the absence will remain unexcused.

Long-Term Absences -If students are absent for any reason for 10 consecutive days without parent notification or 20 days with notification, the student will be automatically dropped from the roster and will be dismissed from Morris Jeff Community School, unless extenuating circumstances apply or special arrangements have been made with the principal prior to the 10th or 20th day of absence.

Tardies - School begins at 8:00 a.m. morning meeting. Any student who arrives after that time is considered tardy. Students must be in attendance by 7:50 to receive breakfast. Any student arriving at school after 8:00 a.m. MUST be accompanied by an adult. **STUDENTS MAY NOT ENTER THE BUILDING UNACCOMPANIED AFTER 8:00 a.m. PARENTS MUST WALK THEIR STUDENT(S) INTO THE OFFICE AND SIGN THEM IN.**

Check Outs - All early checkouts end at 2:00 p.m. No student will be checked out of school after this time and before regular dismissal time except in an emergency. Students who are checked out early are considered tardy unless there is verification of a doctor's appointment or personal illness. Documentation should be given to the teacher the following day or on the day the student returns to school.

If a student has a medical or dental appointment requiring parent or guardian to come to school requesting an early dismissal, please write a note to the teacher ahead of time.

Checkouts are made from the office, not from the classroom. Parents are required to sign out students from the office, even if a note was sent that morning. Students will not be allowed to leave campus without a responsible party present to sign him/her out. ***The person checking out the child must be designated on child's emergency form in the office and must have valid ID to show school personnel at time of checkout.***

Please arrange appointments after school hours whenever possible.

Withdrawals and/or Transfers – Withdrawal procedures are handled through the school office. The following steps must be completed to officially withdraw a student from Morris Jeff:

1. Parent notifies the school concerning where student will transfer and obtains a withdrawal form.
2. Parent returns all textbooks, library books, etc. and pays for any school books or property that may be damaged or lost.

STATE OF LOUISIANA ATTENDANCE POLICY

RS 17:233

233. Cases of habitual absence or tardiness referred to juvenile or family court; denial or suspension of driving privileges.

A. Any student who is a juvenile and who is habitually absent from school or is habitually tardy shall be reported by visiting teachers and supervisors of child welfare and attendance to the family or juvenile court of the parish or city as a truant child, pursuant to the provisions of Chapter 2 of the Title VII of the Louisiana Children's Code relative to families in need of services, there to be dealt with in such a manner as the court may determine, either by placing the truant in a home or in a public or private institution where school may be provided for the child or otherwise.

B.(1)(a) A student shall be considered habitually absent or habitually tardy when either condition continues to exist after all reasonable efforts by any school personnel, truancy officer, or other law enforcement personnel have failed to correct the condition after the fifth (5th) unexcused absence or fifth (5th) unexcused occurrence of being tardy within any school semester.

(b) The parent or legal guardian of a student shall enforce the attendance of the student at the school to which the student is assigned.

(c) The principal of the school, or his designee, shall notify the parent or legal guardian in writing upon a student's third (3rd) unexcused absence or unexcused occurrence of being tardy, and shall hold a conference with such student's parent or legal guardian. The student's parent or legal guardian shall sign a receipt for such notification.

(d) The parent or legal guardian of any student in kindergarten through grade eight who is considered habitually absent or habitually tardy pursuant to the provisions of this Section shall be punished as follows:

(i) A first offense shall be punishable by a fine of not more than fifty dollars or the performance of not less than twenty-five hours of community service.

(ii) Any subsequent offense shall be punishable in accordance with R.S. 17:221 (A)(2)

(iii) For the purpose of this Subparagraph, an offense means a violation of this Subsection by the parent or legal guardian of a child who is habitually absent or habitually tardy; multiple offenses may result from violations involving different habitually absent or habitually tardy children of that parent or legal guardian.

(iv) In any case where the child is the subject of a court ordered custody or visitation plan, the parent or legal guardian who is lawfully exercising actual physical custody or visitation of the child shall be responsible for the child's attendance at school on those days and shall be solely responsible for any absence or tardiness of the child on such days. The parent or legal guardian not exercising actual physical custody or

C. If a student is less than eighteen years of age and is habitually absent or tardy as determined pursuant to this Section, the Department of Public Safety and Corrections may, upon notification from

the school board, deny or suspend the driver's permit or license of the student in accordance with the provisions of R.S. 32:431.1

D. For purpose of this Section, the term "tardy" shall include but not be limited to leaving or checking out of school unexcused prior to the regularly scheduled dismissal time at the end of the day but shall not include reporting late to class when transferring from one class to another during the school day.

Acts 1990, No.158, 2, eff July 1, 1990; Acts 1994, 3rd Ex Sess., No. 101, 1, eff. July 7, 1994; Acts 2008, No. 688, 1 June 1, 2009; Acts 2009, No. 224, 6, eff. June 1 2009; Acts 2009, No. 305, 1

SUBPART C. SCHOOL ATTENDANCE

RS 17:221

§221. School attendance; compulsory ages; duty of parents; excessive absences; condition for driving privileges

A.(1) Every parent, tutor, or other person residing within the state of Louisiana having control or charge of any child from that child's seventh birthday until his eighteenth birthday shall send such child to a public or private day school, unless the child graduates from high school prior to his eighteenth birthday. Any child below the age of seven who legally enrolls in school shall also be subject to the provisions of this Subpart. Every parent, tutor, or other person responsible for sending a child to a public or private day school under provisions of this Subpart shall also assure the attendance of such child in regularly assigned classes during regular school hours established by the school board and shall assure that such child is not habitually tardy from school pursuant to the provisions of R.S. 17:233.

(2) Whoever violates the provisions of this Subsection or R.S. 17:234 shall be fined not more than two hundred and fifty dollars or imprisoned not more than thirty days, or both. The court shall impose a minimum condition of probation which may include that the parent, tutor, or other person having control or charge of the child participate in forty hours of school or community service activities, or a combination of forty hours of school or community service and attendance in parenting classes or family counseling sessions or programs approved by the court having jurisdiction, as applicable, or the suspension of any state-issued recreational license.

(3) Whoever violates any other provision of this Subpart or any other provision of law which provides for the penalty provided for in R.S. 17:221 shall be fined not more than fifteen dollars, and, for such violations, each day the violation continues shall constitute a separate offense.

(4) Visiting teachers or supervisors of child welfare and attendance, with the approval of the parish or city superintendents of schools, shall file proceedings in court to enforce the provisions of this Subpart.

SCHOOL-HOME COMMUNICATION

Because we believe that communication between home and school is crucial to students' academic well-being and to the life and culture of our school, we will communicate often via school newsletter, progress reports, parent conferences, email, our school website, student work and projects, student grades, etc. **Please check your child's book bag every Monday for weekly homework and important school to home communication!**

School Website - As a means of informing parents about our school life, the school website, www.morrisjeffschool.org, is maintained daily with news, events, policies and information important to our students, families and the community.

School Newsletter - As a means of informing parents about our school life, the school newsletter is electronically distributed each Friday via email. (Hard copies will be made available upon request in the school office.) The Pelican Press keeps our school community abreast of important dates and happenings available on the website, and is a key way of communicating between school and home.

Telephone Procedure - Parents are asked to leave messages for students only in cases of emergency, and to make after school arrangements in advance whenever possible. Students can use the office telephones in cases of emergency.

Parent-Teacher Conferences – Parent–Teacher conferences are held on 4 specified days each year. However, parents may request a conference with their child's teacher during his/her teacher's planning period by calling the office and leaving a message along with a return phone number. All conferences with teachers should be pre-arranged for a convenient time for both the parent(s) and the teacher; an appointment is required. Call 373-6258 to schedule an appointment with your child's teacher. **Teachers are unable to meet with parents or have conversations during class time.**

GENERAL INFORMATION

Morning Meeting - The purpose of Morning Meeting is to strengthen the bonds of our school community by beginning our day together and celebrating our school culture. Morning meetings are held each morning at 8:00 in the school gym for Elementary students (K-5). Parents are always invited to attend morning meeting. Students who arrive after Morning Meeting begins are considered tardy.

Homework – Homework is assigned each night in order for students to practice important skills and learning that has taken place in school that day. The State Library of Louisiana offers an after school online homework assistance service. Parents and students can access this resource at www.homeworkla.org.

Field Trips - We believe that learning occurs both in and outside of classrooms and so we schedule field trips periodically throughout the school year. Academic enrichment, class trips, and community service often take place away from the school campus. Written parental permission and student insurance, along with necessary fees for transportation and admission are required for any student to take part in such activities.

FOOD SERVICE

Morris Jeff has a Breakfast and Lunch Program. Breakfast is served in the cafeteria from 7:35-7:50 each morning. Students must be in attendance by 7:50 to receive breakfast. Applications for free or reduced-cost lunches are distributed to all parents at the beginning of the school year or may be obtained from the school office. All parents are required to complete this form each year, as it is the basis from which our federal funds are determined. Students may bring a bag lunch if they choose not to eat the school lunch.

Snacks – MJCS is committed to our students making healthy choices of snacks. If parents send snacks and/lunches to school, please adhere to this policy of healthy eating. High sugar snacks often cause a crash in blood sugar, which can result in students having difficulty maintaining focus on academics. Below is a table of healthy snack choices that are allowed at MJCS:

Types of Snacks	Examples
Fresh Fruits	Apples, bananas, grapes, oranges, etc.
Canned Fruit, Fruit Cups	Pineapple, peaches, pears, etc.
Dried Fruit with little or no sugar added	Raisins, apricots, dates, etc.
Fresh Vegetables	Carrots, celery sticks, cucumbers, etc.
Breakfast Cereal (Whole-Grain, Low Sugar)	Cheerios, Raisin Bran, Wheaties, etc.
Crackers (Whole-Grain)	Triscuits, rice cakes, saltines, etc.
Beverages	Water – NO JUICE, etc.

STUDENT AND SCHOOL MATERIALS

Lost and Found Items - Lost items will be placed in the Lost and Found box in the school cafeteria. Students should have their names in all of their clothing, books, and personal items. Items not claimed will be donated to charity every two weeks throughout the school year.

Textbooks and Instructional Supplies Usage - Students are responsible for taking care of their textbooks, library books, instructional supplies, technology (specifically chromebooks, ipads, computers, headphones, etc.) **Parents will be required to cover the cost for replacing any lost or damaged textbooks, library books, instructional supplies, or technology.**

Valuable Items - Students should not bring large amounts of money, toys, or expensive items, such as jewelry, cameras, watches, electronics, etc., to school. Students--not the school-- are responsible for their personal items. Inappropriate items will be collected by school personnel.

PRIMARY YEARS PROGRAMME CELL PHONE POLICY

Students in PreK -5th grade should not bring cell phones to school. Students are not allowed to use cell phones at school, on the bus, or at school related events (sports, field trips, etc). If a student must bring a cell phone to school it must remain off, not on silent or vibrate. If a cell phone in a student's possession or in a student's backpack goes off, or a student takes out or uses the cell phone during school, on the bus, or at school related events, the following actions will be taken:

First Infraction: Observing staff member will confiscate the cell phone and give it to the PYP Dean of Students. The Dean of Students will document the confiscation, and the parent or guardian of the student must pick up the phone from the Dean of Students in person.

Second Infraction: Observing staff member will confiscate the cell phone and give it to the PYP Dean of Students. The Dean of Students will document the confiscation and keep the phone until the last day of the school year or a \$30 fine is paid to Morris Jeff Community School to retrieve the phone.

In the event of an emergency or change in after school arrangements, families are asked to leave messages for students by calling the school's phone number (504) 373-6258. Students can use the office telephones with permission from school staff.

COMPUTER AND TECHNOLOGY POLICY

Network access is a privilege, not a right. Students may lose this privilege and may receive other consequences if his or her computer or internet use is inappropriate. All hardware and software is the **property of the school**, not the student; therefore, all information saved on or transmitted through any part of the school network is subject to school review. Parents are required to read and sign the Parent Consent Form of Responsible Internet Use (see page 17) upon enrollment of each student and ensure the student abides by this policy.

RESPONSIBLE USE POLICY

Morris Jeff Community School integrates digital technology to enhance personalized learning and the development of IB 21st century learners. We vary our use of digital resources to match the development and learning at each grade level.

PYP: PreK-1 students utilize tablets in centers for targeted instruction and practice. 2nd-5th grade students use Chromebooks to access Lexia Core5 for English Language Arts targeted instruction, Zearn for math instruction, and for research purposes. Additionally, 5th grade students are assigned a Chromebook when preparing their inquiry project for the PYP Exhibition^[a].

Students in grades 2-5 are issued Google accounts through G Suite for Education in order to access learning websites on Chromebooks during school hours. The school-issued username and self-selected password works on any device with the Google Chrome browser. Students in grades PK-5 DO NOT have email account access. Students take the STAR assessments (grades 2-5) and the LEAP 360 formative and summative assessments (grades 3-5) on Chromebooks.

Students are held accountable for their actions with all digital technology in accordance with school rules and expectations. In the event that a student causes vandalism or damage to school property, the family will be financially responsible for the repair or replacement of school property.^[c] Students and families must sign and adhere to the Responsible Use Policy. The use of devices and the Internet on the systems owned by and on the premises of Morris Jeff Community School is a privilege, not a right, and as such, there should be no expectation of privacy on the part of the student to the contents of personal files. The school will maintain control over materials on the system or contained in files on the system.

Student Responsibilities in Internet Usage:

Students are expected to communicate, collaborate and utilize our digital resources with the same IB values as in offline behavior and actions.

Caring Communication

- Students have a **responsibility to use appropriate language** when using the Internet or digital devices. The school will not tolerate a student's use of profanity or obscenity on the Internet.
- A student must take **responsibility for his or her own messages**, actions and words online.
- Students have the **responsibility to display exemplary online behavior**, and must conduct themselves as representatives of both the school and the community as a whole.

Knowledgeable Collaboration

- Students must **respect the rights of others** in the digital community. Sending, storing or displaying offensive, vulgar, violent, abusive or inflammatory messages or images is prohibited. Personal attacks, threats or insults (cyberbullying) is forbidden.
- Students must **recognize the privacy rights of others** and refrain from sharing and/or re-posting personal messages and/or images without the original author's prior consent.
- Students must report any suspicious activity noticed on their account(s) to a teacher immediately.

Principled Integrity

- Students have the responsibility to **follow copyright laws and rules**, and must respect all copyright issues including but not limited to movies, music, images, books, and articles.
- Students must **use the Internet only for legal activities**. Trespassing in another user's work, files or decrypting system or user passwords is unacceptable. Students may not engage in illegal activities, including but not limited to, tampering with systems or networks, unauthorized entry, or vandalism or destruction of files as well as any purpose that is prohibited by federal, state, local laws, rules or regulations.

Reflective Safety

- Students are responsible for **avoiding the inadvertent spread of computer viruses**. Deliberate

attempts to disrupt system performance by spreading computer viruses is considered criminal activity under state and federal law. Additionally, students may not use any means to circumvent the school filtering systems.

- A student must accept **full responsibility for usage of his or her account(s)**. Allowing another person to use your user ID /password to gain access to any school system is prohibited.

Student Responsibilities regarding School-issued Devices:

All devices used at school are the property of Morris Jeff Community School and remain at school. Students are expected to treat school issued devices with respect and care.

Care and Handling of Devices

- When in transition, students must carry them securely with two hands.
- Students may not lean on or stack heavy items on top of devices.
- Students must wipe them with a clean, damp cloth as needed and wash their own hands regularly while using devices.
- Students must immediately report any damage to a device to his or her teacher.
- All devices must be returned to their cart of origin when not in use.
- Students must gain permission from teacher before using a device.

Depending on the factors involved, a student's failure to fulfill these any of these responsibilities may result in school disciplinary action to include any of the following: restricted or loss of privileges, detention, conference with teacher/counselor/principal, parents contacted, out-of-school suspension, and possible contact with law enforcement.

Morris Jeff Community School has established measures to filter and/or block offensive material harmful for children. No filtering system is 100% effective. Student digital activity is monitored closely by administration. Additionally, staff supervision and user responsibility are essential for student online safety.

EMERGENCY PROCEDURES

Fire/Tornado/Intruder and other Emergency Drills - The school holds regular unannounced fire and emergency drills. Students and adults should follow the directions posted in each classroom concerning the proper method of participating in these drills and/or exiting the buildings. Students must always follow the direction of their teachers to ensure the safety of everyone.

Emergency School Closures - In the event of emergency school closures (hazardous weather conditions, mechanical failures, fires, etc.), WWL-AM (870 on the dial) will broadcast information on the hour and half-hour beginning as early as 5:00 a.m. Morning news channels will also present the latest information on whether Morris Jeff will be closed. In addition, parents will receive a text or phone call from the school communicating the closure as well as access social media outlets and our school website for current information.

FAMILY AND COMMUNITY INVOLVEMENT

Morris Jeff Community School Board of Directors -The board of directors sets all policy for the school, in line with the school's charter. An updated list of board members can be found on the school website. The board meeting schedule is listed on the school website. Board meetings are open to the public.

Morris Jeff Family Partnership - The MJFP is a parent-led organization that provides community building, staff support, volunteer, and fundraising opportunities for Morris Jeff families and the larger community. There are regularly scheduled meetings and various events throughout the year. All meetings and events are open to the entire Morris Jeff Community.

Parent and Community Volunteers - MJCS encourages parents and community members to volunteer. The school has many opportunities to assist our students, teachers, and staff. Please contact the school office if you would like to offer any assistance.

- Parents volunteering must complete a background check with the NOPD. Forms are available in the school office.
- All volunteers will be searched on the Dru Sjodin National Sex Offender Public Website.
- Volunteers must sign in and out in the school office.
- A volunteer badge must be worn at all times.
- CONFIDENTIALITY must be kept.

We expect our students to model our core values. We have the same expectation for adults in the building, including volunteers. When you are volunteering, please remember that you are a role model to our students.

Volunteers should not repeat what is heard regarding students while volunteering at school. Students' grades, progress, or what goes on in the classroom should never be discussed with anyone but school staff. Keep in mind that our students have a right to privacy.

If volunteers sign up for a regular time with a specific teacher, we look forward to you being consistent with your attendance. Students look forward to volunteers in the classroom and teachers plan visiting time into their schedules. We hope volunteers would not be absent, but if it is necessary, the school office and teacher should be called.

Discipline should be left to the school staff and administration. If a volunteer experiences a problem with a student, the teacher should be consulted.

Fundraising - The Principal must approve all fund raising projects. Tickets or articles of any kind, other than those associated with school- sponsored activities, are not to be sold on school property by students or outside organizations.

Visitor Policy - Persons visiting Morris Jeff during school hours must first go to the office to sign in and obtain a visitor's pass. Upon leaving the school, the visitor must return to the office to sign out.

STUDENT PROGRESS REPORTS AND REPORT CARDS

Student Report Cards will be discussed with parents on parent conference nights. Progress Reports will be sent home with students. Families will be notified in advance of these important dates.

Promotion Policy - The student promotion policy for K-8 students follows the Pupil Progression Plan of Morris Jeff Community School which can be accessed on the school's website. For promotion, students shall demonstrate proficiency on the required Louisiana State Standards as evidenced by work samples, anecdotal records, portfolios, and standardized assessments. Students in all grades must be in attendance at least 170 days a year to be eligible for promotion.

Release of Grades, Reports, and Records - Parents may inspect their child's education record in accordance with the Federal Family Education Rights and Privacy Act (FERPA). MJCS student records can only be released at the written request of a parent or legal guardian, who is listed on the emergency contact form. The release of education records may take several days after the written request is received due to the time-consuming nature of data collection.

STUDENT SUPPORT AND HEALTH SERVICES

Special Education Policy - The school has a duty under the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 to identify, refer, and evaluate students with disabilities. Any parent concerned that his or her child has a disability and wishes to learn more or request an evaluation should contact our Director of Student Support Services. In addition, children with special needs are provided with procedural safeguards in regards to discipline.

School Counselors- Morris Jeff Community School employees a full time Director of Counseling and also partners with Communities in Schools for counseling services and for other resources that are available to us through this partnership.

School Nurse - The school nurse is a full-time employee who is available for students. The nurse is responsible for the health screening of students as needed and to address any emergency health concerns. Immunization records are monitored regularly. Any chronic health problems should be reported to the nurse through the school office. Our school nurse serves students at both campuses of our school.

Immunization and Health Requirements - At the time of student registration, parents must submit immunization records and completed health forms for each child. All forms must be completed before the child's first day of school at Morris Jeff. A student will not be allowed to attend school if these records are not on file. If you have questions, please see the school secretary or school nurse.

Medication - The guidelines regarding students taking medications at school are as follows: All medication in the school setting must be ordered by a medical doctor or dentist licensed in Louisiana. Medication must be in a container acceptable by pharmacy standards. Clear instructions for the administration of medication must be provided. All medication to be administered routinely at school must be brought to the school office by a parent. Medication forms must be completed by the parent and the doctor annually and a medication plan must be developed with the school nurse. Students may

not carry their own medication unless the doctor's orders specify that the student has been instructed in self-administration. Antibiotics, cough medicines, aspirin, etc., are not permitted, however, parents or designees may come to administer such medicines. Students will be called out of class to the office for a parent to administer the medicine. ***Any questions on these policies should be directed to the school nurse.***

Mandated Reporting – Based on Louisiana Children's Code Article 603, all "Teaching or child care providers" which are any persons who provide training and supervision of a child, including any public or private teacher, teacher's aide, instructional aide, school principal, school staff member, social worker, probation officer, foster home parent, group home or other child care institutional staff member, personnel of residential home facilities, a licensed or unlicensed day care provider, or any individual who provides such services to a child are mandated reporters of suspected abuse and/or neglect. Questions around this mandate can be answered by the school social worker.

Anti-Discrimination Law - Morris Jeff Community School does not discriminate against students on the basis of race, color, national origin, gender, disability, sexual orientation, family situation, religion, or political affiliation. For questions or concerns contact the school principal.

OVERVIEW OF ELEMENTARY SCHOOL (PYP) DISCIPLINE

School Rules:

1. **Use Kind Words and Kind Actions.**
 - a. Towards people
 - b. Towards the environment (any class or school materials, furniture, etc.)
2. **Follow Directions the First Time** from all adults working at MJCS (teachers, teaching assistants, administrators, secretaries, custodians, tutors, substitute teachers, etc.)

These two rules, though simple, are all encompassing. These rules extend throughout the school day and in **all school-related environments** (e.g. concerts, field trips, sports, bus etc.). Kind words, kind actions, and following directions the first time are extremely important in all walks of life. Using kind words and kind actions creates a positive, safe environment for all students that is necessary for learning to take place. Following directions the first time allows for the maximum amount of learning for all students. **In addition to school rules, individual teachers are encouraged to collaborate with students to make essential agreements for their classrooms.**

DISCIPLINE POLICY

Morris Jeff Community School's discipline policy encourages positive behavior for our students, emphasizes cooperation between home and school, and ensures that our school culture is not compromised by misbehaviors. Students are treated fairly and equitably. Discipline is based on a careful assessment of the circumstances of each case. The following factors are considered:

- Seriousness of the offense
- Student's age
- Frequency of misconduct
- Student's attitude
- Potential effect of the misconduct on the school environment
- Special needs
- Any extenuating circumstances

Parents and/or guardians are responsible for their child's behavior and are strongly encouraged to make sure their child knows and understands the school rules. Parent-teacher cooperation results in the best possible learning environment for all children.

Disciplinary offenses result in consequences subject to the discretion of the Principal/Head of School, Directors, or Dean of Students and may include detention, school service, loss of school privileges, in-school suspension, out-of-school suspension, and/or expulsion. The list of offenses in the table below and consequences is not exhaustive, but provides examples of prohibited conduct and possible consequences. The school's rules and regulations may be supplemented by the teachers' rules for their classes and other school events. Repeated offenses resulting in repeated suspensions may lead to expulsions. Suspended students are not entitled to participate in school events. In addition, any breaches of state or federal law may be handled in cooperation with the police department or other authorities.

The following behaviors are the standard offenses in accordance with R.S. 17:416 for the public school system according to the La. Department of Education.

Class I behaviors will be handled at the classroom and grade levels, with support from the Principal/Head of School, Directors, or Dean of Students. These offenses may result in a teacher-student conference, loss of class privileges, a phone call to or conference with the parent or guardian, time-out recess, student reflection and journaling (notes of apology, etc), school service, etc. Repeated Class 1 behaviors may result in a referral to the Response to Intervention (RtI) Team.

Level I Offenses	Possible Consequences
<ul style="list-style-type: none"> ● Being unkind/teasing ● Distraction of other students in class ● Willful disobedience/disrespect ● Minor disruptions in class ● Unexcused absences/tardiness ● Repeated failure to bring classroom materials or homework to class ● Violating the dress code ● Consuming food or drink without teacher approval ● Chewing gum at school ● Inappropriate behavior in the cafeteria, at morning meeting, special performances/assemblies, or fire drills and any emergencies ● Violating cell phone policy 	<ul style="list-style-type: none"> ● Logical consequence based on school-wide classroom management plan or the teacher’s management plan ● Time-out from recess ● Detention ● Reflection time ● Behavior Reflection Form ● Teacher/student conference ● Phone call to parent or guardian ● Conference with parent or guardian ● School related task ● Student makes amends to those affected by offense
<p>*Consequences given by student’s teacher</p>	

Class II behaviors will be handled by the Principal/Head of School, Directors, or Dean of Students. These serious offenses may result in suspension (in or out of school) or expulsion. Severe and/or repeated offenses may result in a referral to the Response to Intervention (RtI) Team.

Level II Offenses	Possible Consequences
<ul style="list-style-type: none"> ● Violating cell phone policy ● Violating the dress code ● Cheating/plagiarism ● Harassment, intimidation, or bullying ● Leaving the class without permission ● Inappropriate touching or advances with sexual overtones ● Fighting ● Intentionally hurting another student ● Theft (stealing) or extortion of an amount of money less than \$100, or an object valued at less than \$100 ● Possession of stolen property ● Using or possessing tobacco products, matches or lighters ● Trespassing ● Vandalism ● Battery (without bodily injury on another student) ● Assault (verbal threats) to any employee ● Poor bus behavior ● Any other offenses which are similar to Level II Offenses 	<ul style="list-style-type: none"> ● Behavior reflection form ● Dismissal from class for specified time to work independently ● Referral to Response to Intervention (RTI) Team ● Immediate parent conference with principal ● Functional Behavior Assessment ● Behavior Intervention Plan ● Crisis Management Plan ● Student makes amends to those affected by offense ● Paying for or replacing damaged property ● Suspension (In or out of school) ● Detention ● Expulsion ● Bus suspension
<p>*Consequences given by the Principal/Head of School, Directors, or Dean of Students</p>	

Class III behaviors will be handled by the Principal/Head of School, Directors, or Dean of Students. These serious offenses may result in suspension or expulsion. Severe and/or repeated behavioral issues may result in a referral to the Response to Intervention (RtI) Team.

Level III Offenses	Possible Consequences
<ul style="list-style-type: none"> ● Fourth suspension ● Third fight ● Battery with bodily injury ● Possession, use, concealment, or transmittal of illegal drugs or alcohol or drug/alcohol paraphernalia at school or school related activities ● Arson ● Theft (stealing) or extortion of property valued at \$100.00 or more ● Burglary of school property (unauthorized entering of any building with the intent to commit theft or damages) ● Possession, use, transmittal, or concealment of a knife (or similar object) or the use of any object or substance to harm, frighten, or intimidate others ● Any other offenses which are similar to Level III offenses 	<ul style="list-style-type: none"> ● Behavior reflection form ● Dismissal from class for specified time to work independently ● Referral to Response to Intervention (RTI) Team ● Immediate parent conference with principal ● Functional Behavior Assessment ● Behavior Intervention Plan ● Crisis Management Plan ● Student makes amends to those affected by offense ● Suspension ● Expulsion
<p>*Consequences given by the Principal/Head of School, Directors, or Dean of Students</p>	

Procedures and Due Process for Short-Term Suspension

If a student commits an offense that results in short-term suspension (less than 10 days) the student is afforded due process rights and is subject to the following:

- If necessary, immediate removal from class and/or school
- Entitled to respond to the charges against him/her
- Principal or his/her designee(s) addresses the conduct and assigns an appropriate consequence
- Parent/guardian is notified by the Principal or Dean of Students
- Parent/guardian is required to meet with the Principal or Dean of Students regarding infractions prior to the student’s return to school

Procedures and Due Process for Recommendation for Expulsion

Procedures for due process for recommendation for expulsion are administered by the Orleans Parish School Board.

Bus Conduct

Students who ride a bus to and from school are responsible for their actions boarding, riding, disembarking the bus, as well as waiting for and leaving the bus. The bus driver has the responsibility of maintaining orderly behavior of students on school buses and will report, in writing, all misconduct to the transportation services manager and the Principal. The Principal and his/her designees will have the authority to take appropriate disciplinary action for students engaging in misconduct on a school bus. To

avoid discipline issues and to meet expectations for student behavior on the school bus, students should follow the guidelines listed below:

- Be respectful of the driver and other students riding the bus
- Remain seated at all times on the bus
- Keep the aisle of the bus free of all objects
- Respect the property and space of others

Any Morris Jeff student in uniform is under obligation to the school's behavior expectations before, during, and after school regardless of where he or she may be in public. If a child is suspended from the bus for misbehaviors, it is the responsibility of the parent/guardian to arrange for the students' transportation to school.

Harassment

Harassment is prohibited in *all* relationships at the school (supervisor-subordinate, employee-employee, employee-student, etc.). The following behaviors are prohibited at MJCS:

- Sexual harassment (verbal, nonverbal, and physical)
- Harassment based on any protected right (including race, sex, disability, religion)
- This list is not all-inclusive.

A student who believes she or he is a victim can report it to the school principal or social worker who will investigate and respond. All records will be kept confidential except as required by law.

School Security Cameras

Our campus is equipped with security cameras to ensure the safety of students, staff and visitors as well as to protect school property. Security cameras are used in locations both inside and outside the building where there is no reasonable expectation of privacy.

Students or staff identified on security cameras in violation of school policies will be subject to appropriate disciplinary action, in accordance with the disciplinary procedures set forth in this Student/Parent Handbook. Violations of the law may be referred to law enforcement agencies, and video evidence may be provided to those agencies by the Principal.

The school shall follow proper procedures regarding use, viewing, retention, and disposal of video recordings or photographs from security cameras in accordance with the law. Security camera video recordings are on a thirty-day loop, meaning they are automatically deleted, if not needed, every thirty days. A security camera video recording shall be the sole property of Morris Jeff Community School. Access to video recordings from security cameras shall be limited to the Principal and his/her designees, and law enforcement officials. Access by others will be determined by the Principal in consultation with legal counsel and in accordance with any applicable laws.

Property, Search, and Seizure

A student and his or her possessions can be searched if there is reasonable suspicion that that specific student violated the law or school rules. A school administrator or teacher may seize any contraband that is illegal or violates school rules, including weapons and drugs. Students' desks, lockers, book bags, purses, and any property can be searched at any time and for any reason, with or without notice.

Drug and Alcohol Policy

Morris Jeff Community School considers alcohol/drug use among children a very serious threat to their well-being and to the well-being of the entire school community. MJCS will seek a balance between non-disciplinary and disciplinary responses for the ultimate good of the entire student body.

For our young students, expectations and rules that apply to both alcohol and substance use will be communicated through a school climate that encourages non-use.

DISCIPLINE POLICY AND PROCEDURES FOR STUDENTS WITH DISABILITIES

I. Overview of Procedural Safeguards

- A. General.** Disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement. If a student violates the Student Code of Conduct, before consequences or punishment are imposed, the principal/designee must consider whether the student:

- Has an IDEA or Section 504 disability; or
- Is a student who is “thought to have a disability.”

While all students may be disciplined, the placement of students with disabilities cannot be

“changed” when the offense is directly related to his/her disability or when the IEP or Section 504 plan is not implemented, *except in the case of emergency circumstances (drugs, weapons, significant bodily injury)*. See Section II for more information about emergency circumstances.

- B. Determining Change in Placement.** A change in placement is a legal term that applies to the situations described below. A student’s school suspension that occurred in a LA local education agency (LEA) during the same school year of transfer into another LA LEA “counts” and is added to any additional suspensions in the new school.

1. More than 10 Consecutive Days of Suspension, i.e., Expulsion

Any suspension that is for more than 10 consecutive days is considered to be a change in placement.

More than 10 Total Days of Suspension in One School Year

A series of suspensions with days that total more than 10 total school days in a school year is a change in placement.¹ The special education chairperson, with assistance and documentation from the Administration/Disciplinarian, monitors the number of days each student has been suspended. Students with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all students.

¹ In-school suspension and suspension from the bus may constitute a suspension to the extent they impact implementation of a student’s IEP. See additional information on the next page.

FACTORS FOR DETERMINING PATTERN OF SUSPENSIONS

Substantially Similar Behavior. Is the student's behavior substantially similar to the behavior for which the student has previously been suspended? (Factors may include same type of behavior, same victim, same class, same day of the week or same time of day, etc.) If the answer is **yes**, continue with the following analysis:

Other Pattern Considerations. Consider such factors as:

- Length of each suspension, e.g., 1 day, 4 days, etc.
- Total cumulative days of suspensions, e.g., 11 days, 20 days, etc.
- Proximity of (time between) suspensions, e.g., 1 week apart, 2 months apart, etc.

A pattern is more likely to exist when the facts in each factor are more extreme, e.g., longer suspension lengths, more cumulative days of suspension and fewer days between each suspension. Also, consider whether the suspensions are: from the same class on a regular basis; on the same day of the week; at the same time of day; for the same activity; involving same staff or other students.

Consistent Decision-Making. Determining whether a pattern exists is very subjective. Thus, school staff should consult with the Principal/Head of School and/or OPSB to ensure that factors are considered consistently across schools.

The ***Determining a Pattern of Suspensions Worksheet***, Appendix A or B should be used to document consideration of this issue whenever a student's suspension has surpassed 10 cumulative days for the year.

- 3. Additional Considerations.** The following considerations apply to in-school suspension; a suspension or removal for a portion of the school day; and for suspensions from transportation.
 - a. In-school Suspension.** An in-school suspension will not be considered as a suspension for the above purposes as long as a student is given the opportunity to continue to: appropriately participate in the general curriculum; receive IEP specified services; and participate with nondisabled children to the extent (s)he would have in the current placement. Any in-school suspension that does not meet this standard must be considered as a suspension for purposes of these procedures.
 - b. Suspension/Removal for Portion of School Day.** Students sent home from school in the morning because of misconduct is considered to have a full-day suspension. Students sent home in the afternoon is considered to have a half-day suspension. These conditions apply unless the student's BIP specifically calls for the student to receive a shortened school day when certain behaviors are exhibited.²

² Note: The Student Information System allows only the entry of suspension for a full day; half days are not permitted. Thus, there may be a difference between a student's actual total number of suspension days and the total recorded on the System. The student's "actual" full time equivalent days of suspension, however, are relevant to the application of these standards. Schools are strongly encouraged to enter suspension data in "real time."

- c. **Bus Suspension.** The following standards apply based on whether transportation is a related service on the IEP:
- 1) **Bus Transportation Is IEP Service.** When transportation is an IEP service, a student's removal from the bus is considered to be a suspension **unless** transportation is provided in some other way. In this case, transportation has been determined to be necessary for the student to access educational services.
 - 2) **Bus Transportation Is Not IEP Service.** When transportation is not an IEP service, the student's removal from the bus is NOT considered to be a suspension. In this case the student/parent have the same obligations for the student to get to and from school as any nondisabled peers suspended from the bus. However, school officials should consider whether the bus behavior is similar to classroom behavior that IS addressed in an IEP and whether the bus behavior should be addressed in the IEP or through a BIP.

Monitoring Suspensions - Principals must have procedures in place to monitor and cumulatively total all suspensions for students with disabilities.

C. Determining Manifestation Determination & Services.

1. **Manifestation Determination.** Within 10 days of any decision resulting in a change of placement the LEA representative, parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA representative) must meet and determine whether the student's behavior is a manifestation of his/her disability using the Manifestation Determination form. The procedures below are used to make this determination.

a. Making the Decision

- 1) **Review Relevant Information.** The team participants review all relevant information in the student's file, including the IEP. If the IEP was not implemented, the team documents why it was not implemented and whether the failure to implement the IEP impacted the student's behavior.
- 2) **Observe Behavior.** The team also reviews documentation of staff observations regarding the student's behavior. This should include an analysis of the student's behavior across settings and times throughout the school day.
- 3) **Information from Parents.** The team reviews any relevant information provided by the parents.
- 4) **Ask Two Questions to Determine Manifestation.** The team must consider the two questions below to determine if a student's behavior was manifested by his/her disability.
 - a) **Relationship of Behavior to Misconduct.** Was the conduct caused by or directly and substantially related to the student's disability?

Consider whether the behavior in question has been consistent and/or has an attenuated association with the disability:

- **Consistent Behavior.** Behavior that has been consistent across settings and across time may meet this standard.
 - **Attenuated Association.** Behavior that is not an attenuated association, such as low self-esteem, to the disability would not have a direct and substantial relationship to the student's disability.
- b) **IEP Implementation.** Was the conduct a direct result of the school's failure to follow the student's IEP? If so, the principal must ensure that immediate steps are taken so that the identified deficiencies are remedied.
- d. **Behavior Is Manifestation of Disability.** If the relevant members of the IEP team answers yes to either question, then the student's behavior is a manifestation of his/her disability. In this case:
- 1) **Return to Placement.** Unless the IEP team agrees to a change of placement as part of the modification of the BIP, the school must return the student to the placement from which (s)he was removed. Note: this provision does not apply to students involved with weapons, drugs or serious bodily injury. (See Section II.)
 - 2) **FBA & BIP.** The IEP team must conduct or review a functional behavioral assessment (FBA) and create a behavior intervention plan (BIP) addressing ways that the school can help the student with the conduct at issue. If the student already has a BIP, it must be reviewed and modified to address how the school can better assist the student with the conduct at issue. **Note:** If the FBA requires a new assessment of student behavior, parental consent is required.
- e. **Behavior is NOT Manifestation of Disability**
- 1) **Same Consequences.** If the IEP team members agree that the student's conduct was not a manifestation of his/her disability, then the student may be subject to the same consequences as all students.³
 - 2) **Required Services.** A student with a disability who is removed from his/her current placement must receive the following services beginning on the 11th day of *cumulative* suspensions during the school year. The IEP team:
 - a) **Identifies Services.** Identifies and documents educational services the students will receive to enable the student to continue to participate in the general education curriculum, although in another setting (e.g., an interim alternative educational setting (IAES), etc.) and to progress toward meeting the goals set out in the student's IEP; and

³ If a parent disagrees with the team's decision that the behavior was not a manifestation of the student's disability or with the interim alternative educational services or location, the parent may request an expedited due process hearing to challenge this finding. If the Hearing Officer agrees with the parent, the student will remain in the school where the offense was committed unless the parent and the school agree otherwise.

- b) **Develops/Reviews FBA/BIP.** Provides, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior violation so that it does not recur.
- c) **Considers Need for More Restrictive Services.** May convene and modify the student's IEP. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.

II. Weapons, Drugs or Serious Bodily Injury: Emergency Procedures

In circumstances related to a student's use of weapons, drugs or imposition of serious bodily injury, school officials may remove a student for 45 school days by following the procedures below.

A. Criteria for Emergency Removal.

1. **Weapons.** A student carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the school's jurisdiction.

A weapon is a device, instrument, material or substance animate or inanimate that is used for or is readily capable of causing death or serious bodily injury (excluding pocket knife with a blade of less than 2 ½ inches in length); firearms, including a starter gun; the frame or receiver of such a weapon; a muffler or silencer; any destructive device including any explosive incendiary or poison gas bombs, grenades, rockets, missiles and mines; does not include antique firearms.

2. **Drugs.** A student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the school's jurisdiction;

A controlled substance is a drug or other substance in the Federal Code that does not include a substance legally used and possessed under the supervision of a licensed health-care professional.

- Possession of alcohol and tobacco does not fall under "controlled substance." Therefore, the principal cannot move a student to an IAES for possession of these items under this section. Instead, the removal is subject to the procedural safeguards applicable to other types of misconduct.

3. **Serious Bodily Injury.** A student inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or an LEA.⁴

Serious bodily injury involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

⁴ To comply with the law, a 45 school day emergency removal for serious bodily injury must be extremely serious, i.e., requiring medical treatment.

B. Removal

1. **General.** The school may immediately remove the student for up to 45 school days to an IAES. Because drugs, weapons and serious bodily injury are so dangerous to a safe school climate, a school may remove a student under these circumstances for 45 school days regardless of whether the team believes that the behavior is a manifestation of the student's disability.

The 45 school days do not include those days the school is not in session, e.g., Spring Break. The IEP team may specify a removal for fewer days than the maximum 45 days.

- C. **Action during Removal.** During the 45 school day period, the school must convene a meeting to determine whether the student's behavior is a manifestation of his/her disability. (See Section I.C. above for more information about the manifestation determination process.)

1. Behavior IS Manifestation of Disability

- a. **FBA/BIP.** As discussed above, the IEP team must conduct or review an FBA and create a BIP addressing ways that the school can help the student with the conduct at issue. If the student already has a BIP, it must be reviewed and modified to address how the school can better assist the student with the conduct at issue. Note: if the FBA requires a new assessment of student behavior, parental consent is required.
- b. **Reevaluation.** The student may be referred for a reevaluation.
- c. **More Intensive Services.** The IEP team may meet to consider more intensive special education services upon the expiration of the 45 day IAES or sooner.

2. Behavior is NOT Manifestation of Disability

- a. **Disciplinary Hearing.** If all team members determine that the conduct was not a manifestation of the student's disability, then the 45 school day emergency placement may proceed to a disciplinary proceeding afforded to all students.
- b. **FBA/BIP.** The student must receive, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior related to the disciplinary violation so that it does not recur.

III. Appeals

A. Reasons for Requesting an Expedited Due process Hearing

1. **Parent Disagreement.** Parents who disagree with the appropriateness of the alternative placement or remedial disciplinary setting or services may request an expedited due process hearing.
2. **School Considers Student to be Dangerous.** If a school has documented reasons to believe that keeping the student in his/her current school is **substantially likely to result in injury to the student or to others**, the school should request an emergency hearing for the purpose

of transferring the student to an IAES for up to 45 school days. *Note: this standard is not as high as serious bodily injury; it does **not** allow for an immediate 45 school day removal.*

B. Authority of Hearing Officer

1. A hearing officer may:
 - a. Return the student to the placement from which the student was removed if the hearing officer determines that the removal did not comply with these procedures or that the student’s behavior was a manifestation of the student’s disability; or
 - b. Order a change of placement to an IAES for not more than 45 school days if maintaining the current placement of the student is substantially likely to result in injury to the student or to others.
2. The school may repeat its request for an expedited hearing if it believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.

C. Expedited Due Process Hearing Procedures.

1. An expedited hearing must occur within 20 school days of the date the request is filed. The hearing officer must make a determination within 10 school days after the hearing.
2. Unless the parents and school personnel agree in writing to waive the resolution meeting or agree to mediate the dispute:
 - a. A resolution meeting must occur within seven days of receiving notice of the hearing request; and
 - b. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the hearing request.
3. Evidence not disclosed to the other party three business days before the hearing is excluded, unless the parties agree otherwise.

Expedited due process hearing decisions are appealable to state or federal court.

D. Placement during Appeal of Discipline Decision

1. **Weapons, Drugs or Serious Bodily Injury.** The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.
2. **Behavior Not Manifested by the Student’s Disability.** The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.

3. **Behavior Is Manifested by Student’s Disability but Belief Behavior is Substantially Likely to Cause Injury.** The student remains in the placement (s)he was in at the time of the behavior in question unless the parent and school personnel agree otherwise.

IV. Students Without IEPs or Section 504 Plans “Deemed to Have a Disability”

In some cases, a student without a disability will be deemed to have a disability. The criteria for making this determination and the applicable procedures relevant to such a finding are discussed below.

A. Knowledge of suspected disability (Thought to be a student with a disability)

There are certain circumstances that would indicate a school had knowledge that a student might (or is thought to) have a disability prior to the violation of the disciplinary violation. The following three situations give rise to such legal evidence:

1. **Evaluation Requested.** The parent requested an evaluation.
2. **Written Concern.** The parent expressed concern in writing to the student’s teacher or school administration about the student’s need for special education and related services
3. **Specific Concerns by Staff about Pattern of Behavior.** The student’s teacher or other school staff told school supervisory personnel of specific concerns about the student’s pattern of behavior.

If any of the three factors above are present, then school officials consider disciplinary action as if the student has a disability.

B. NOT Deemed To Have Knowledge. This provision does not apply if:

1. Parent did not consent to an initial evaluation of the student
2. Parent refused special education and related services for the student **or**
3. The student was evaluated and was determined not to have disability.

If any of these three circumstances exist, the student may be subjected to the same disciplinary measures applied to those without disabilities engaging in similar behaviors.

The US Department of Education’s comments to the IDEA states: a public agency will **not** be considered to have a basis of knowledge merely because a child receives services under the coordinated, early intervening services of the IDEA law UNLESS a parent or teacher of a child receiving early intervening services expresses a concern, in writing, to appropriate agency personnel that the child may need special education and related services.

C. School Personnel Have No Knowledge and Parent Subsequently Requests an Evaluation

If the parent requests an evaluation for a suspected disability after the student is sent to an IAES, the school must conduct an expedited evaluation at parental request. However, the student remains in placement, including an IAES, during the evaluation. If the student is found to have a disability, an IEP must be developed. The IEP team must then conduct a **manifestation**

determination. If the behavior is manifested by the student's disability, the team reconsiders the student's placement in light of the new information

V. Referral to and Action by Law Enforcement and Judicial Authorities

- A. Reporting Crimes.** Nothing in this part prohibits school personnel from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability.
- B. Transmittal of Records.** School personnel reporting a crime committed by a student with a disability must ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the agency reports the crime. Records must be transmitted only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

VI. Application of Section 504 and ADA

Generally, students with disabilities eligible for services only under Section 504/ADA (i.e., need related and supplementary aids and services only) are entitled to the procedural safeguards specified in this section. An exception to this general rule applies to students with behavior that is not a manifestation of his/her disabilities. In this case, these students are entitled to those services normally available to nondisabled students who are suspended or removed pursuant to the school's *Code of Student Conduct*.

BULLYING POLICY

MJCS believes that all students have a right to a safe and healthy school environment. MJCS has an obligation to promote mutual respect, tolerance, and acceptance among students, staff, and volunteers. Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully or intimidate any student through words or actions. Bullying is unwanted, repeated, aggressive behavior that involves a real or perceived power imbalance. Such behavior includes, but is not limited to direct physical contact, verbal assaults, the use of electronic methods, and social isolation and/or manipulation. The MJCS policy prohibiting bullying is included in the student code of conduct and includes but is not limited to the following:

- Any student who engages in bullying will be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- School staff and/or administrators will promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or parent of the student feels that appropriate resolution of the investigation or complaint has not been reached after consulting the school principal, the student or the parent of the student should contact the local superintendent or his or her designee.

- The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

All students and/or staff shall immediately report incidents of bullying, harassment or intimidation to the school principal or designee. School staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, while traveling on a school bus to and from school, or a school-sponsored activity, and during a school-sponsored activity.

Bullying and intimidation will not be tolerated. Disciplinary action will be taken following each confirmed incident of bullying. Disciplinary action after the first incident of bullying may include but is not limited to the following:

- Loss of a privilege
- Reassignment of seats in the classroom, cafeteria or school bus
- Reassignment of classes
- Detention
- In-school suspension
- Out-of-school suspension
- Expulsion
- Assignment to an alternative school

If necessary, counseling and other interventions should also be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying.

Students, parents/guardians and other school personnel may report incidents of bullying to an administrator, teacher, counselor or other staff member orally or in writing by using the discipline referral form.

The procedures for intervening in bullying behavior include but are not limited to the following:

- All staff, students, and their parents will receive a copy of the policy prohibiting bullying at the beginning of the school year as part of the student code of conduct.
- The school will keep a report of bullying and the results of an investigation confidential.
- Staff are expected to immediately intervene when they see a bullying incident occur or upon receipt of any report of bullying.
- Anyone who witnesses or experience bullying is encouraged to report the incident to a school official.

The following actions will be taken when bullying is reported:

1. Investigation

Upon receipt of any report of bullying, the school will direct an immediate investigation of the incident. The investigation will begin no later than the next business day in which the school is in session after the report is received by the school official. The investigation will be completed no later than ten school days after the date the written report of the incident is submitted to the school official. The investigation shall include interviewing the alleged perpetrator(s) and

victim(s), identified witnesses, teacher(s), and staff members separately. Physical evidence of the bullying incident will be reviewed, if available.

2. Notification

Parents or legal guardians of the victim and accused student will be notified of the investigative procedure. If the incident involves an injury or similar situation, appropriate medical attention should be provided and the parent/guardian should be notified immediately.

3. Discipline

Upon confirming that bullying has occurred, the accused student will be charged with bullying and will receive age-appropriate consequences which shall include, at minimum, disciplinary action or counseling.

4. Follow Up

Complainants will be promptly notified of the findings of the investigation and confirm that remedial action was taken.

5. Documentation

Written documentation containing the findings of the investigation, including input from the students' parents or legal guardian, and the decision by the school official, will be prepared and placed in the school records of the victim and perpetrator.

ASSESSMENT POLICY

What is the purpose of assessment?

“The prime objective of assessment in the PYP is to provide feedback on the learning process” (IB Americas, 2008). The purpose of this document is to provide clarity for our school community about the purpose and practices of assessment at MJCS in our Primary Years Programme (PK to 5th grade). This policy is reflective of our mission statement:

“ Morris Jeff Community School offers an education that is a source of freedom and possibility for all students, permitting them to develop their talents fully, become contributing global citizens, and attain the foundation needed to excel at college, career and beyond.”

Our Assessment Philosophy:

At MJCS we believe assessment to be integral to teaching and learning. Through assessments we gain a better understanding of students’ knowledge and skills which influences our current and future instruction. We use assessment to monitor students’ growth over time, both academically and in the attributes of the Learner Profile. We believe that students should have opportunities to reflect on their progress, set goals and monitor their own learning. We know that assessment and reporting should be relevant, timely, and varied in order to best understand and guide our students and their learning.

Types of Assessments

1. MJCS Universal Screening: At MJCS we use a universal screening assessment to monitor students’ progress on overall reading and math skills and identify students who may need additional supports or interventions.

A. We use STAR Early Literacy or STAR Reading ,and STAR Math as our universal screeners at least three times a year for grades K-5.

B. The Desired Results Developmental Profile-Kindergarten (DRDP-K©) is a universal tool used for screening students as they enter Kindergarten for the first time. It provides useful information to teachers and administrators in order to better address students’ learning and developmental needs.

2. Formative Assessments: At MJCS we use a variety of formative assessments to inform instruction, monitor progress and provide information to teachers, students, and families about levels of performance and areas of strength and need. Formative assessments are used before, during, or after lessons. These include:

A. STEP Reading Assessment: this one-on-one assessment provides benchmarks and detailed information about a student’s reading progress and needs in the areas of reading oral fluency, comprehension, and writing. (PK-3rd grade)

B. Writing Samples: students write narrative, informational, and opinion pieces across the year which are analyzed for writing structure, development, and language conventions. Teachers analyze the samples on a rubric for instruction.

C. Exit Tickets, Quizzes, Eureka Mid-Module Assessments: Used to measure student understanding and skill development in specific subject areas.

D. IB Unit Formative Assessments: Each IB unit includes at least two formative assessments aligned to a line of inquiry to assess student understanding.

E. Pre-Assessments: Each IB unit includes a pre-assessment. We also conduct pre-assessments in reading, writing, and math.

F. Progress Monitoring Assessments: Systematic, ongoing assessment of student progress for students who are receiving additional learning support

G. Anecdotal notes, running records, checklists, work samples, performance tasks, oral assessments, etc: For daily instruction, MJCS teachers are at liberty to choose from varied tools to assess student learning. Teachers use a variety of additional formal and informal methods for gathering information about student progress within and across subject areas on daily basis.

3. **Summative Assessments** provide opportunities for students to show what they have learned at the conclusion of a unit, quarter, or school year. Teachers also use summative assessments to determine the effectiveness of instruction and make plans for re-teaching when appropriate. MJCS includes the following types of summative assessments:

A. LEAP: Louisiana mandatory standardized assessments, required for grades 3-5 in the PYP. Students are assessed on Louisiana's standards in English Language Arts, Math, Science and Social Studies each spring.

B. IB Unit Summative Assessments: Each unit has a summative assessment which assesses student understanding of the central idea.

C. Unit or quarterly tests/projects such as Eureka Math End of Module Assessments, individual or group projects or presentations, performance assessments, independent reading assessments, on-demand writing samples, etc.

D. Exhibition: As the culmination of the Primary Years Programme, the 5th grade Exhibition serves as a summative assessment of all students have learned in the PYP. Students co-create a unit with their teachers and investigate, present, and act on an issue of their choice. ☐

Types of Reporting

Our goal is for all grading and reporting practices to support the learning process, encourage student success, and communicate effectively with families. Our reports are meant to reflect academic achievement of clear learning targets/standards as well as reflect effort and strong academic work habits.

Report Cards: Report cards are issued quarterly on report card conference nights and include the following features:

A. Separate scores for “Achievement” and “Effort and Participation” within each Subject - Achievement scores reflect a student’s mastery of grade level standards for that quarter while Effort and Participation scores reflect positive work habits including participation, homework, and classwork.

B. Subject areas broken down into important strands or specific standards for more detailed information within each subject area

C. Use of a 4 point scale: EE=Exceeds Expectations, ME=Meets Expectations, NI=Needs Improvement and U=Unsatisfactory

D. Scores for Units of Inquiry completed within the quarter.

Conferences: Report card conferences are held each quarter. The first and last report card conferences of the year include the teacher, parent and student and are required of all students. The two middle conferences of the year are optional and may be requested by either teacher or parent.

In addition to report card conferences, the following conferences are held:

- Teacher-Parent-Student Conference (September): The purpose of this conference is to collaboratively identify each child’s strengths and goals for the school year.
- Student-Led Conference (May): The purpose of this conference is for students to present their accomplishments and reflections about the school year. Students write and draw their reflections and share selected work samples with their families.
- Parent-Teacher Conferences (by request, fall and winter): The purpose of these conferences is for parents and teachers to work together to share information, problem-solve, and plan for student success.

Progress Reports: Written progress reports are issued mid-quarter. Progress reports include the following features:

- Individual strengths and areas of growth/need for each student
- Indication of whether a student is “on-track” or “needs improvement” in each subject area.
- Highlighting of each student’s areas of strength in the IB Learner Profile
- A synopsis of the current IB unit

Portfolios: Each child has both a classroom portfolio of work and a school portfolio:

A. Classroom portfolio: Throughout the school year, students’ work will be stored in their classroom. Work to include in the classroom portfolio includes formative** and summative assessments** from IB units, the student reflection on each IB unit, as well as significant work samples from specific subject areas (math assessments, published writing pieces, etc), and student’s goal setting sheets. At the end of the year, students and teachers will select work from this portfolio to showcase for the Student Led Conference.

B. School portfolio: The school will house the student’s “school portfolio” which will be a cumulative record of each student’s journey in the PYP. Each portfolio will include the following from each IB unit: one process-oriented piece of work, one product, and the student’s unit reflection.

** Formative assessments can be considered as process/product work; likewise, summative assessments may be considered a product.

LANGUAGE POLICY

Our Language Philosophy:

At Morris Jeff Community School (MJCS) we understand languages to be at the center of our relationships with each other, our community and our world. We recognize that as individuals and groups we communicate in many ways including a variety of spoken and sign languages, the arts, adaptive and assistive technology, genres of writing, nonverbal communication, and technology. In our approach to language learning we embrace Michael Halliday's three aspects of language learning:

“learning language--as learners listen to and use language with others in their everyday lives; learning about language--as learners grow in their understanding of how language works; and learning through language--as learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues” (Halliday, as cited in MTPYPH, 2009, p. 68).

Recognizing this, we believe that language is best learned through authentic speaking, listening, reading, and writing across disciplines as well as specific teaching of the fundamentals of language(s) such as phonics, spelling, and grammar. Language learning, as the connective element in the curriculum and our relationships, is central to our mission of offering “an education that is a source of freedom and possibility for all students permitting them to develop their talents fully, become contributing global citizens, and attain the foundation needed to excel at college, career, and beyond.”

Our Approach to Learning Language of Instruction (English):

The Primary Years Programme (PYP) at Morris Jeff Community School (MJCS) places transdisciplinary learning at the forefront giving the classroom teacher the responsibility for the language of instruction (English) in the context of “learning that transcends the confines of the subject areas” (MTPYPH, 2009, p. 67). We understand that language “is the major connecting element across the curriculum” and “provides a vehicle for inquiry” (MTPYPH, 2009, p. 69). With this emphasis and understanding, MJCS follows best practices for balanced literacy where, as noted in our language philosophy, students learn language, learn about language, and learn through language in the context of receptive and expressive oral, visual, and written language.

How we teach language of instruction (English):

● **Balanced literacy including:**

- Active and purposeful listening and speaking to both communicate and ☒construct meaning for deeper levels of understanding
- Viewing and presenting to develop skills for “interpreting, using, and ☒constructing visuals and multimedia” (MTPYPH, 2009, p. 73)
- Reading to create meaning from text based on the complex interactions of phonemic awareness, phonics, fluency, vocabulary, and comprehension through read alouds, shared, guided and independent reading, as well as differentiated, systematic instruction and leveled technology programs

○ Writing workshop to guide students in organizing and communicating thoughts, ideas, and information and in the development of structures, strategies, and literary techniques as well as language conventions

- Reading and writing literary and informational texts as integral to Units of Inquiry
- Regular library classes for all students
- Connections to the school library (over 9,000 books) for research, units of inquiry, and Exhibition

Our Approach to Additional Language Learning (Spanish):

At MJCS we believe the students will grow to be lifelong language learners with international mindedness demonstrating *empathy for, curiosity of, and knowledge about* the Spanish-speaking world as part of a global community. Our students will be able to apply a variety of skills and cultural knowledge to communicate effectively in Spanish in real life situations.

The MJCS PYP Language Acquisition program believes that teaching is “ *the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards* ” (Anatole France). We strive to instill a love and enjoyment for Spanish through meaningful activities, projects, and lessons where the students are empowered with their potential. Language is best learned through authentic meaningful lessons where students are challenged with careful consideration of possible frustration levels. Teachers at MJCS PYP use the curriculum provided by Santillana as base providing the vocabulary and language structures that are reinforced and extended in every grade level. Reflecting the importance of the National Standards for Foreign Language Learning, our curriculum adaptations include lessons that reinforce all five areas: communication, cultures, connections, comparisons, and communities. ☒

How we teach additional language learning (Spanish):

- Daily Spanish instruction from Pre-K to 5th grade
- Transdisciplinary connections with Units of Inquiry
- Incorporation of cultural knowledge and understanding of Spanish speaking ☒countries
- Weekly whole school Spanish presentations focused on cultural knowledge, ☒language learning, and showcasing student work
- Use of Santillana as a curriculum guide
- Emphasis on communication skills of listening, speaking, reading and writing
- Incorporation of songs, experiences, presentations, gestures and illustrations ☒

Our Approach to support English Language Learners :

The goal of the ESL instructional program at MJCS is to develop proficiency in the English language (reading, writing, speaking, and listening) using state standards and recommended strategies through full inclusion in the general education classroom setting. Students who have been screened and identified as having limited English proficiency are provided ESL instructional services inside their regular education classroom, along with their native-speaking peers. ESL instruction is guided by staff who have ESL knowledge/skill/certification. Teachers use ESL methodology to appropriately deliver instruction to those students who have limited proficiency in reading, writing, listening, and/or speaking English.

Newcomers may be pulled-out of their regular education classroom for focused, sheltered English instruction with the English as a Second Language (ESL) teacher, as appropriate. ESL learners are supported in the regular education classroom through differentiated instruction and ESL support.

Considering English is the common language of MJCS, students need less service minutes in individualized/small group instruction with the ESL teacher; they benefit from being in the English full-immersion classroom from the start of the academic year. (Cummins, J., 2000. Language, power, and pedagogy: Bilingual children in the crossfire. Clevedon, England: Multilingual Matters.)

How we support students learning English:

- Identification of students with limited English proficiency through a home language survey
- Assessments of English language proficiency by MJCS staff (both placement and state mandated ELDA test)
- Creation and implementation of LEP plans for students who qualify for accommodations
- Support from Response to Intervention (RtI) when warranted for additional support
- Translation of school documents into Spanish
- Spanish translation available at conferences ☐

Our Approach to support students' development of their mother tongue: ☐

MJCS recognizes the cultural, personal, and academic importance of a student's mother tongue. Students whose mother tongue is not English receive support and differentiation through our ELL program staff and the classroom teacher. ☐Morris Jeff Community School strives to support all students by developing the library collection and additional resources reflective of our evolving student body. Our library includes:

- Bilingual texts (Spanish and additional languages)
- Special collection in Spanish to support language acquisition program and students ☐whose mother tongue is Spanish
- Texts in a variety of languages and from around the world
- Electronic resources with language translation feature
- Regular additions to library collections to reflect incoming students' backgrounds ☐

In addition to library resources, MJCS also supports students' mother tongue by encouraging:

- Independent reading in a student's mother tongue
- Use of curriculum materials in mother tongue when available and appropriate (ie Eureka ☐Math)
- Visits by family members to share language and culture
- Participation in school events which celebrate our diverse community such as ☐International Family Night, Feria de Primavera, and Prime Time Family Reading Time
- Teachers participation in school Spanish language professional development
- Building multi-language home libraries through book giveaways at conferences, Prime ☐Time Family Reading Time, Fall Literacy Festival, and library classes

School - Parent - Student Contract

PLEASE PRINT THIS PAGE, SIGN, AND RETURN TO TEACHER

School personnel will:

- Make decisions that align with our mission.
- Provide a safe, orderly and caring environment creating the maximum amount of learning time.
- Provide rigorous academic instruction for all students.
- Demonstrate and model school values of the IB Learner Profile for our students through their actions.

Parents will:

- Take responsibility for my student's academic success and behavior.
- Ensure my child abides by the school attendance, discipline, responsible use and dress code policies.
- Attend my child's conferences and all requested meetings throughout the year.
- Support my child's school activities by attending school events, volunteering my time, and/or offering my talents and services.

Students will:

- Follow the directions of the adults who work at my school.
- Work hard everyday to do my best work.
- Follow the discipline, responsible use and dress code policies.
- Demonstrate the school values of the IB Learner Profile in work and conduct.

By signing, I ensure the school that I have read the student/parent handbook and its policies, and I agree to the school-parent-student contract.

(Parent/Guardian)

(Date)

(Student)

(Date)