



## **High School-Grades 9 and 10**

*Middle Years Programme*

### **STUDENT/PARENT HANDBOOK**

**2018-2019**

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## **2018 - 2019 School Year 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, 9-11am or 1-3pm	*PYP Orientation for PreK - Grade 5 students & parents. <i>Note: Choose morning or afternoon session.</i>
August 6	FIRST DAY OF SCHOOL
September 3	Labor Day (School closed)
September 4	Professional Development (Faculty Only - No school for students)
September 14, 11:00am-6:30pm	Student-led Conference Day (No school for students) <i>Note: Students attend conferences with parents at appointed times.</i>
October 12	Professional Development (Faculty Only - No school for students)
October 15-16	Fall Break (Hurricane makeup days if needed)
November 19-23	Thanksgiving Holidays (School closed)
December 20-January 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	Easter Holiday/Spring Break (School closed)
April 29-May 3	LEAP 2025 school-wide testing window
May 24, 11:00am- 6:30pm	Student-led Conference Day (No school for students) <i>Note: Students attend conferences with parents at appointed times.</i>
May 27	Memorial Day Holiday (School closed)
May 31	LAST DAY OF SCHOOL
June 7	Last Day for Faculty and Staff

Morris Jeff Community School, 2018-2019 School Year Calendar, \*UPDATED 06/29/2018

# **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**

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.

## **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.

## 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** - I make a positive difference in the world through my careful studies and actions.

**Principled** - I work and behave with integrity, honesty, and pride.

**Open-minded** - I grow from seeking out and respecting different practices and perspectives.

**Reflective** - I know my strengths and weaknesses and use that knowledge to develop my talents fully.

**Inquirers** - I pursue my curiosity by researching answers to my questions.

**Knowledgeable** - I build my knowledge across many subjects through exploration and engagement.

**Thinkers** - I think critically through complex problems and create reasoned solutions.

**Communicators** - I listen carefully and express myself confidently in many ways and in more than one language.

**Risk-takers** - I become stronger and more resilient by facing challenges with determination.

**Balanced** - I show leadership by developing intellectually, physically, and emotionally.

## INTERNATIONAL BACCALAUREATE ORGANIZATION CANDIDATE 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. The most significant and 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; 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.

Morris Jeff Community School is a Candidate School of the IBO offering the Middle Years Programme (MYP) to our students Grades 6 - 10. The MYP is a challenging, five-year program that encourages students to make connections between subjects and apply their knowledge to the real world. The MYP begins in 6<sup>th</sup> grade (Year 1) ending with 10<sup>th</sup> grade (Year 5).

The MYP is meant to teach students academic independence, in addition, to develop MYP students' personal, social and emotional well-being. It offers students opportunities to:

- develop their potential
- explore their own learning preferences
- take appropriate risks
- reflect on, and develop a strong sense of personal identity.

\*Information about IB was obtained from <http://ibo.org/>

### **IBO LEARNER PROFILE (*International Baccalaureate Organization 2013*)**

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

#### ***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.

#### ***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 cultures 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.

#### ***Inquirers***

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn enthusiasm and sustain our love of learning throughout life.

#### ***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.

#### ***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 analyze 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.

**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.

## Uniform Policy

Our uniform reinforces our school's culture of high expectations, academic achievement and unity. Thank you, families, for your continued cooperation and support. Here are the items your Morris Jeff High School (MJHS) student may wish to select as you are doing your back to school shopping. Parents, please guide your child toward choices that are standard and unobtrusive, plain, and unlikely to attract attention; this will minimize distractions, and eliminate any possible need for purchasing a replacement, any need for disciplinary action, and will ensure that our focus is on learning together. MJHS dress code policy will be strictly enforced.

Customized MJHS items (shirts, outerwear, etc.) are available at Poree's Embroidery and School Uniforms at:

3401 Tulane Avenue or 3630 MacArthur Boulevard

- A straight-leg trouser-style navy blue twill uniform **pants** with belt loops. (Uniform pants must be sized to fit at the waist. Material may not be form fitting, denim or denim-like, or include non-standard features.) No leggings and/or athletic wear can be worn. Similarly styled knee length **shorts** or knee length navy twill **skirt or skort** are also acceptable.
- Plain brown or black belt. (No patterns, logos, metal studs or non-standard buckles. Belts that cause concern for security, safety or the learning environment may not be worn and must be removed or replaced.)
- From Poree's:
  - Maroon, white or stone colored twill button down **shirt** monogrammed with official MJHS logo on left and first initial and last name on right. (No embroidered nicknames are permitted without written permission from

Principal. No additional embroidery/customization of uniform shirts is permitted.) \* Shirt tails must be tucked at all times. Please take care to ensure that the fit of the uniform permits shirt to remain tucked when arms are raised.

- A navy blue cardigan **sweater** monogrammed with official MJHS logo left, and first initial and last name on right (white stitching). No hoods are permitted.
- A navy blue **jacket, fleece** or **sweatshirt** monogrammed with official MJHS logo left, and first initial and last name on right (white stitching). No hoods are permitted. Jackets need not be purchased from Poree's, they will embroider hoodless navy outerwear purchased elsewhere.
- Poree's carries the official Morris Jeff **PE uniforms** – athletic shorts and shirt, as well as the **Morris Jeff T-shirt** that may be worn on certain Fridays designated by school administration.
- **Tights** or **undershirts** may be worn beneath uniform. Only solid black, white, gray or navy are permitted. No logos, design, words, patterns will be permitted. Sleeves of undershirts may not extend past uniform sleeve.
- Solid black, solid white, or black and white tennis **shoes** or closed toe shoes (no boots, heels or sandals) or black, navy or white saddle shoes.
- **Socks** must be worn. Only solid black, white, gray or navy are permitted. No logos, design, words, patterns will be permitted.

The following items will not be permitted, so please save your money for other purposes:

- Bandannas
- Scarves
- Headcoverings - except for religious purposes
- Hair rollers, curlers
- Electronic accessories (e.g. items that light up, play sounds, etc.)
- No jewelry, bag or purse that is valuable or extravagant, likely to cause accidental injury, promotes distracting or inappropriate messages, makes noise, or otherwise causes concern for security, safety or the learning environment may be worn or carried.
- Torn or altered clothing.
- Earbuds, headphones, hands free bluetooth devices, smartwatches, cell phones, electronics and electronic accessories should never be visible at school. If they are seen or heard they will be confiscated.
- Students will be required to cover piercings and tattoos in the event that they become a distraction to the learning environment.

### **Beginning High School in the Middle Years Programme**

MYP Year 4 students are in the ninth grade at MJHS. Ninth grade students are identified as freshmen, and they are officially earning Carnegie credits to receive the Louisiana High School diploma at the end of their senior year. Graduating seniors receive a Louisiana High School Diploma upon earning 24 Carnegie credits for college bound students. There are two overarching pathways to graduation: TOPS University Diploma for college bound

students and Jumpstart TOPS Tech Diploma for technical/career training bound students. Both avenues prepare students for advanced education, in four-year and two-year colleges.

MJHS is providing classes that take the pathway to TOPS University Diploma and also a middle ground that offers the best of both pathways-- a college diploma pathway coupled with an Industry Based Credentials (IBCs).

Freshman courses in 2018-19 that earn required Carnegie credits for graduation are notated below:

<b>IB MYP Year 4 Course Titles</b>	<b>High School courses in Grade 9</b>	<b>Carnegie credit earned</b>
Language & Literature	English I <b>or</b> II	1
Mathematics	Algebra I <b>or</b> Geometry	1
Science	Biology <b>or</b> Physical Science	1
Individuals & Societies	World Geography	1
Language Acquisition	Spanish I <b>or</b> II	1
Arts Electives	Band, Choir <b>or</b> Visual Arts	1
Physical Education	Physical Education I	1
Elective	Career Readiness	1
<b>Total Credits Earned</b>		<b>8</b>

\*Remediation courses in Reading Essentials is offered as a Pass/Fail grade. Remediation support in math is included in an Algebra I Intensive pilot course this year that earns credit.

Sophomore courses in 2018-19 that earn required Carnegie credits for graduation are notated below:

<b>IB MYP Year 5 Course Titles</b>	<b>High School courses in Grade 10</b>	<b>Carnegie credit earned</b>
Language & Literature	English II <b>or</b> III	1
Mathematics	Geometry <b>or</b> Algebra II	1
Science	Chemistry	1

Individuals & Societies	World Geography	1
Language Acquisition	Spanish II or III	1
Arts Electives	Band, Choir or Visual Arts	1
Physical Education	Physical Education II	.5
Health	Health	.5
Elective	Elective	1
<b>Total Credits Earned</b>		<b>8</b>

### LEAP 2025 Testing for Select High School Courses

The LEAP 2025 in high school is similar to the LEAP testing in previous years, in that it assesses students' subject knowledge according to Louisiana state standards. The following courses are tested for 2018-19:

- English I, English II
- Algebra I, Geometry
- Biology
- US History \*

\*With our 11th grade students beginning 2019-20.

### High School Grading Policy for Carnegie Credits

Students in MYP grades 9 and 10 earn Carnegie credits toward a high school diploma under requirements of Louisiana Department of Education. High school courses are represented by traditional letter grades in accordance to the Uniform Grading Policy established in Bulletin 741: § 2302.

<b>Grading Scale</b>	
<b>Grade:</b>	<b>Percentage:</b>
<b>A</b>	<b>100-93</b>
<b>B</b>	<b>92-85</b>
<b>C</b>	<b>84-75</b>
<b>D</b>	<b>74-67</b>
<b>F</b>	<b>66-0</b>

\*MJCS establishes a floor of 60/F for failing grades. Students' failure to submit assignments results in a zero (0).

**All MYP students taking courses for high school credit are graded using traditional grades (A, B, C, D, or F) and IB summative scores (1-7).** Students, grades 6-8, taking a course for high school credit will also be graded according to the high school grading policy in the high school course.

**Traditional Letter Grades document high school student progress by percentage throughout the school year.**

- Tests are worth 50% of the overall course grade and include all IB MYP formative/summative assessments and other forms of testing; IB MYP summative assessments are converted to traditional grades to be averaged with quizzes; projects; participation in class; and homework grades for averaged report card grades.

**MYP Summative Grades document student progress usually at the end of each IB unit.**

●Based on summative assessments usually given at the end of a unit of inquiry: each assessment will assess one or more subject specific criteria; each assessment criteria will be assessed twice during the school year; summative achievement levels are determined by subject teachers using subject specific rubrics; no other work, besides the work on the summative, can be used to determine MYP subject achievement levels; and achievement levels can range from a 0 (lowest) to 8 (highest) on a summative assessment.

At the end of the school year, subject teachers add together the student's final achievement levels in all criteria of the subject group to determine a MYP overall general score for the subject on a scale 1-7.

## **GENERAL INFORMATION**

### **Attendance Policy for High School**

#### **School Day at MJHS**

School begins each morning at 7:38 am and any student arriving after that time is considered tardy. Dismissal is at 2:53 pm each day.

Our student information system PowerSchool will deliver automated messaging to parents for attendance when students are not present and when they are tardy.

MJHS classes meet every other day for 90+ minutes on an A/B block schedule.

A student is considered to be in attendance when he or she is physically present at a school site or is participating in an authorized school activity and is under the supervision of authorized personnel (§1103. Compulsory Attendance).

Louisiana Administrative Code, Bulletin 741 states,

“When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes.” MJHS offers more than the state’s requirements:

- 8,196 minutes / 90 minute block = 91 days at MJCS in high school
- 7,515 minutes / 90 minute block = 83.5 days required by Louisiana Department of Ed
- A student must be in attendance for 83.5 days in a year.
- A student can only miss 7.5 days of a class.

**\*When a student misses MORE than 7.5 days of class, they will automatically receive a grade of an F.**

Students in danger of failing due to excessive absences will be allowed to make up missed class time in class sessions (**seat time recovery**) held outside the regular class time. These make-up sessions must be completed before the end of the current semester. There is a \$10/hour charge for seat-time recovery.

RS 17:221

§221. 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

## Entering Campus

### Arrival To School

#### Arrival By Bus/By Car To School:

Any student who rides the **school bus** to school will be dropped off at the start of the day on Bayou Road (right outside of the arrival area).

Students being dropped off **by car** will line up on North Roman and Bayou Road. Students will exit cars on the corner of Bayou Road and N. Roman (security officer will direct flow of cars and buses). **NO ONE MAY EXIT A CAR UNTIL SECURITY GUARD REACHES THE VEHICLE** - for traffic safety!

- Parents dropping off will drop off student on N. Roman and continue on N. Roman. To ensure the safety of our students and that they are on time daily the following

additional rules apply to any students who takes the school bus to school:

- Students are expected to depart the bus or carpool area and head straight to the arrival area.
- Any student in view of MJHS staff will be presumed to be sent by his/her parent to promptly enter and attend school. Student must follow same guidelines as bus/carpool student unless contact is made with parent and parent expresses a different choice for the student.
- **Students should depart the school bus and immediately enter the school building. The purpose of these guidelines is student safety.**

Examples of prohibited behavior:

- Loitering of any kind
- Eating, smoking, etc.
- Walk away from arrival area to go to the store

Once a student is on the school bus/carpool lane or within sight of the staff s/he is considered "to be *at school*." If s/he violates the Immediate Entry rule, the following consequence will result:

- **First Offense:**

1. Student conference with the Principal or Assistant Principal and a parent conference. Purpose - explain the Immediate Entry rule, infraction, and student safety.

2. **Second Offense:**

Bus Riders: 5 day suspension from riding the bus to school  
Car Riders: lunch\_detention for that week or 5 days)

3. **Third Offense:**

Parent conference with the Principal or Assistant Principal:

1. BUS RIDERS: Second 5 day suspension from riding the bus, In School Suspension.
  2. CARPOOL OR WALKER: Second 5 days of parent walking student in, 5 days of lunch detention plus In School Suspension.
4. **Fourth Offense** - Out of School Suspension to be TBD by case

Buses will line up on Bayou Road. Buses will be dismissed one by one by a member of the culture team.

Students will proceed to the double doors located on Bayou Road where they will enter the building. Students should be mindful of the following important uniform, cell phone, id, etc. guidelines:

-Fix uniforms before entering

- Post checklist for students:

- Is my **phone** off or silenced and stored securely where it will not be visible?
- Is my **shirt tucked in**?
- Do I have all **cell phone accessories and/or electronics** stored securely where they won't not be visible?
- Is my **head uncovered**?

- Am I wearing my **brown/black belt**? (If not, go to culture team member for a loan.)
- Is my **outerwear official, hoodless MJHS** outerwear? (If not, please check your outerwear with culture team!)
- Wearing **tights** or an **undershirt**? Check for solid white, grey, navy or black ONLY. Be sure undershirt is short-sleeved. Otherwise, step in restroom and remove before entering main building.
- Got **socks**? Check for solid white, grey, navy or black ONLY. (If not, go to culture team member for a loan.)
- Is my **ID** visible, around my neck, and on a school-appropriate **lanyard**? (If not, go to culture team member for a temporary ID.)
- Any hooded outerwear or non-official MJHS outerwear will be checked at arrival, locked up for safe keeping and checked back out to students at dismissal.
- No lighters/matches of any kind are permitted on campus.
- Anything with potential to be used as a weapon (mace, etc.) will be confiscated.

**Students who arrive by 7:38 but who will not make it to class by the tardy bell will receive a “Tardy but Excused” pass from Ms. Rodriguez prior to exiting the cafeteria.**

### **Students Who Arrive After 7:38**

- Will report to school via the front doors of school to be signed in by front office staff
- OFFICE APPOINTMENTS (including AM tardiness) ARE THE ONLY TIME THAT A MJHS STUDENT WILL BE PERMITTED TO WALK UP THE STAIRCASE THAT IS RIGHT AFTER THE ENTRY DOORS FROM THE MAIN LOBBY AREA.
- Once a MJHS student is issued a tardy slip from the front office, the front office will radio the 3rd and 2nd floor deans that that student is headed up to class.
- For no reason should the student stop on the first floor.
- If s/he feels a need to use restroom, or go anywhere else other than first reporting to assigned class, s/he must report to Assistant Dean or Dean and explain/request permission/get new pass to specific location. NO MJHS STUDENT SHOULD BE ON CLARK’S FIRST FLOOR, EVER.
- The tardy slip from the front office will be the pass for a tardy student to enter class (barring any side trips).

### **UNIFORM STATION (in cafeteria)**

If a student needs to borrow something (belts, socks) to be in uniform compliance: student will check-out item from Mrs. Evans and receive a wristband. Ms Evans will be stationed in the cafeteria (and will create list in Google doc). Purpose of wristband is to help student remember and encourage community to offer friendly reminders to avoid a negative consequence. If student doesn’t return item at end of the day, lunch detention will be assigned for following day. If student doesn’t have ID, student will be charged \$1 for every day student is given a temporary ID. A Google doc will be created to track these expenses, and if any money is owed. Parents will be contacted on Fridays with balance due. Anytime a balance of \$5 is reached, meeting will be held with student (involving SSW) to assess need, special circumstances, possible support. The School Counselor will handle all ID monetary transactions. **\*At this time, the School Counselor will also distribute**

## **elevator keys to identified students.**

\*If student refuses to correct uniform (e.g. borrow items from “Uniform Station”), student will be sent to ISS and parent contacted.

## **Maneuvering Throughout the Campus**

For student safety, interior doors (classroom, offices, etc.) - especially 2nd stairwell doors - must be locked at all times. External doors (except entrance to lobby) must remain locked at all times unless actively monitored by undistracted staff in close proximity. In addition to student safety, keeping doors locked provides for security of property, eliminating disruptions and respecting our downstairs neighbors.

All exterior gates must be locked at all times. They may not be propped open. They may not be opened by staff, students, or others for parents or students to enter. This is ESSENTIAL to the safety of each individual on this campus.

At NO TIME are MJHS students to be on the first floor of main building except lobby, main office, Pelican Perch. Joseph S. Clark High School is a separate and distinct entity as well as a good neighbor and respected high school; its Exception: students with elevator pass.

### **MJHS STUDENTS ARE TO ONLY USE THE STAIRWELL THAT FACES THE FRONT OF THE SCHOOL TO:**

- Report to/return from the office when called downstairs during the school day
- When the student is tardy to school
- And to go down to the second floor during class transitions blocks 1-3
- Accompanied by parent or MJHS staff

### **MJHS STUDENTS ARE TO USE THE STAIRWELL THAT FACES THE SCHOOL'S COURTYARD DURING:**

- Arrival
- When transitioning to/from PE
- When transitioning to/from lunch
- When going to Lab or Health in G building
- Dismissal

### **Transitions**

- Students are expected to move quickly through the hallways to get to class. The goal for students is to get to class by the time the warning bell sounds and before the tardy bell rings.
- As the sound of the tardy bell ends, teachers will close doors.

- Deans will sweep floors and issue lunch detentions (for the day assigned) to students who are tardy class periods 1-3 and students who are tardy to 4th period (coming in from lunch) will be issued a lunch detention for the next day.
- After the tardy bell has sounded, students will not be permitted into class unless they have received a detention and are holding their detention slip or they have a pass from another teacher or school staff member.

## **Lunch**

There will be 1 lunch period for MJHS from 12:47 - 1:17pm.

## **Lunch Detention**

- Students must report to lunch detention immediately (G-101) arriving no later than 12:50p to earn credit for serving.
- The Assistant Principal will check on students, redirect any detention-assigned-students in lunchroom and deliver lunches.
- During detention, students may eat in G-101.
- **If a student is non-compliant in lunch or do not report to lunch detention, he/she will receive a Friday after-school detention the following Friday.**
- **If a student does not attend Friday detention or are non-compliant in a Friday detention, he/she will receive an In School Suspension the following Monday.**

## **Lunch Dismissal**

- Deans in the cafeteria during lunch will alert students when lunch is over and it is time for students to head back to class.
- Students will exit the cafeteria through courtyard and head back to the 2nd and 3rd floors via the "Courtyard Stairs."

## **Dismissal From School**

At the end of the school day students who are leaving campus for the day to get on school buses, walk home, or reporting to the carpool picked up area are to:

- Exit the building through the courtyard doors, walk through the cafeteria, and back out through the "arrival/dismissal" doors.
- Students who have assigned a detention are to report to the G building to serve detention from 2:53 - 3:30pm.
- Any items that were checked during arrival (i.e. "non-uniform items") may be retrieved from the School Counselor in the cafeteria. Be sure to return your wristband in exchange for your item.
- **STUDENTS MAY NOT USE CELL PHONES UNTIL THEY HAVE EXITED THE CAMPUS PERIMETER.**
- Students who find that their ride is not present may return to the G building porch to wait until 3:15pm for the parent to arrive. Security Guard & Stacker will supervise.

## **Rainy Day Plan**

The entire school will report to cafeteria:

- Students riding buses will exit dismissal doors and head to their assigned bus
- Walkers will exit with bus riders
- Car riders will be held in the cafeteria and after the buses are released the school security guard will usher parents to turn on Bayou Road and line up so that students can be dismissed to their cars, one by one.

## **Restrooms**

- Students are encouraged to use the restroom during transition time.
- Students are expected to be respectful of the restroom space, cleaning up behind yourself.
- Students are NEVER to use the restroom during class time without a pass from the classroom from which they are coming. Students are expected to use the restroom in an efficient manner.
- Students who abuse bathroom privileges will receive the following consequences:

**First Offense:** lunch detention issued & phone call home to parent

**Second Offense:** phone call home to parent and an after school detention issued

**Third Offense:** phone call home to parent and 1 day of ISS issued for being “intentionally unsupervised/cutting class”

- In the event school property is vandalized by a student, the following actions will occur:
  - Disciplinary consequences
  - To be assessed the repair, replacement or resurfacing cost

## **School-Home Communication**

As a means of informing parents about our school life, the school newsletter is electronically distributed each Wednesday 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, and is the key way of communicating between school and home.

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 also communicate via:

- PowerSchool (our student information system for attendance and grades)
- Pelican Press school newsletter by email
- progress reports, parent conferences, student-led conferences
- email, school website [www.morrisjeffschool.org](http://www.morrisjeffschool.org)

**Please be sure to check your email regularly for important school to home communication.**

## **Food Service**

Morris Jeff has a Breakfast and Lunch Program. Breakfast is served in the cafeteria from 7:25-7:38 each morning. 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.

## **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 both 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.

## **Lost and Found Items**

Lost items will be placed in the Lost and Found box in the front office. Students should have their names in all of their clothing, books, and personal items. Items not claimed will be donated to charity periodically 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 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.

### **FIELD TRIP/EXCURSION POLICIES**

Field trips can be an important part of the instructional and enrichment programs. Teachers schedule these activities to enhance the learning that take place in the classroom. Sponsors of clubs and organizations schedule these field experiences for students when other venues are less dynamic. (For example, students in the drama club may have the opportunity to see a live play performance at a local community theatre, or music and choral students may have an opportunity to attend a symphony or vocal performance.)

When these opportunities are available, we encourage the students to attend. However, the students must have an **acceptable behavior and attendance record and debts cleared. Students who have three suspensions are not allowed to attend field trips.** Additionally, each of the classroom teachers must be informed in advance of the student's absence from class because of the field trip. While on a field trip, all of the school rules apply. Students who break the rules will have consequences upon their return to school.

Written parental permission, along with necessary fees for transportation and admission are required for any student to take part in such activities. Students not attending field trips are required to attend school. Students not attending school during a field trip or field experience will have an unexcused absence unless proper documentation is turned into the office in accordance with the MJHS attendance policy.

### **Fire and/or 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 exiting the buildings. Students must always follow the direction of their teachers to ensure the safety of everyone.

### **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. If a student needs to phone parent, the student should secure a phone pass from his/her teacher and report directly to the counselor's office/assistant principal's office.

### **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.

## **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.

## **Parent-Teacher Conferences**

Parent-Teacher conferences are composed of two student-led conferences (beginning and ending of the school year) and four report card conference nights. 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 (504) 355-0210 to schedule an appointment with your child's teacher. Teachers are unable to meet with parents or have conversations during class time.

## **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.

## **Fundraising**

The Principal must approve all fundraising 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.

## **Parent and Community Volunteers**

MJHS 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.

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.

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.

### **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 nurse.

### **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 Internet Use and make sure the student abides by this policy.

### **Homework**

Homework is assigned 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](http://www.homeworkla.org).

### **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.

### **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.

When students are assigned a Chromebook to use in class, they are responsible for its care, handling and storage at school. High school teachers guide the use of a variety of digital tools to build independent and collaborative student-centered learning aligned to their IB units of inquiry and high school courses.

Students are issued accounts with G Suite for Education in order to access learning websites on Chromebooks with a school-issued username and self-selected password. Students take the LEAP 360 formative and summative assessments 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. 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 MJHS 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.

## **Overview Of High School Program 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 etc.). Kind words, kind actions, and following directions the first time are extremely important. 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.**

### **High School Positive Behavior Intervention & Support (PBIS)**

To encourage positive behaviors from our students, MJHS systematically reinforces behaviors that lead to a positive school climate and a positive learning environment. MJHS uses the International Baccalaureate (IB) Learner Profile as its school values. MJHS school values are **Balanced, Caring, Communicator, Inquirer, Knowledgeable, Open-minded, Principled, Reflective, Risk-Taker, and Thinker.**

### **Systems used to encourage school values:**

1. **Assemblies**– Each Monday and Friday, students, teachers, and administration gather together in a community meeting. The purpose of the meeting is to build community by teaching and reinforcing school values, create a positive high school culture around unity and respect, and announce or review any important upcoming events.
2. **IB Student of the Month Award** – Each month, one student from each advisory will be recognized as our IB Student of the Month. Students are nominated based their embodiment of the IB Learner Profile.
3. **Advisory** – Advisory will be held each Tuesday, Wednesday & Thursday. A main purpose of advisory is for students to build knowledge and application of the IB Learner Profile Attributes and Approaches to Learning skills that will lead to independent students. Students will develop their organizational, communication, collaboration, affective, and reflective skills.

### **School Discipline**

Morris Jeff High 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 careful assessment of the circumstances of each case. During a full investigation or an incident the following factors are considered:

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

Parent and/ or guardians are responsible for their child's behavior and are strongly encouraged to make sure that 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 and the Dean of Students and may include detention, school service, loss of school privileges, in-school suspension, out-of-school suspension, and/ or expulsion. In addition, behavior contracts will be created to ensure clear communication of expected and targeted behaviors and consequences for failure to comply, as well as to encourage students as they learn to make better choices. The list of offenses in the table below and consequences are not exhaustive, but provide, examples of prohibited conduct and possible consequences. The school's rules and regulations may be supplemented by the teacher's 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 (e.g. athletics, dances, ceremonies, etc.) on suspension days or on weekends or holidays between suspension days. Please note that students may not participate in school events (e.g. athletics, dances, ceremonies, etc.) on days when in-school suspension is assigned, or on weekends or holidays between in-school suspension days. The school reserves the right to restrict participation in school related events, ceremonies, dances, commencement, etc. to students who have a demonstrated good character and conduct. 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 standard offenses in accordance with the R.S. 17:416 for public school system according to the La. Department of Education.*

Class I behaviors will be handled at the classroom and grade levels, with the support from the Principal, Assistant Principal, Head of School, 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, detention, study hall, student reflection and journaling (notes of apology, etc.), school services, etc. Repeated class 1 behavior may result in a referral to the Response and Intervention Team.

<b>Level I Offenses</b>	<b>Corrective Strategies/Consequences</b>
<ul style="list-style-type: none"> <li>● Refusal to follow directions</li> <li>● Dress code violation</li> <li>● Use of unkind words/actions to others</li> <li>● Distraction of other students in class</li> <li>● Willful Disobedience/disrespect (not including cell phone violation or profanity towards staff or students)</li> <li>● Not participating in class</li> <li>● Habitual tardiness/or absenteeism</li> <li>● Skipping class/school</li> <li>● Consuming food or drink without teacher approval</li> <li>● Inappropriate or reckless behavior in shared spaces: the cafeteria, at performances/assemblies, or fire drills and any emergencies on school grounds; recess, hallways, bathrooms, school buses</li> <li>● Use of profanity/obscene language-when it is not directed towards a staff member</li> <li>● Engaging in inappropriate public displays of affection (kissing/intimate hugging etc.)</li> <li>● Talking in class at inappropriate times</li> <li>● Any other offenses which are similar to</li> </ul>	<ul style="list-style-type: none"> <li>● Logical consequences based on school-wide plan or the teacher's management plan</li> <li>● After school or lunch detention</li> <li>● Saturday detention</li> <li>● Reflection time</li> <li>● Behavior reflection time</li> <li>● Teacher/Student conference</li> <li>● Phone call to parent or guardian</li> <li>● Conference with parent or guardian</li> <li>● Loss of club/sports time</li> <li>● School related task</li> <li>● Student makes amends to those affected by offense</li> <li>● Creation of Behavior Improvement Plan or Con</li> <li>● Referral to social worker or school counselor</li> <li>● Bus suspension (if applicable)</li> <li>● Other consequences given by student's teachers or members of school's discipline team</li> </ul>

level 1 offenses	
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Class II behaviors will be handled by the Principal, Assistant Principal, Head of School, or Dean of Students. These serious offenses may result in suspension (in or out of school) or expulsion. Severe and/or repeated offenses result in a referral to the Response to Intervention team.

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

### **Confidentiality**

All information concerning a student's status as a victim or perpetrator of behaviors resulting in disciplinary action by the Principal or his/her designee or its employees shall be retained in the strictest confidence of MJHS and its employees, except to the extent that disclosure is requested or consented to in writing by the student or is required by applicable federal or state laws.

School employees shall refrain from sharing confidential student information with other school employees, students, or community members, unless disclosure is required by law or school policy or is necessary to protect the student's safety.

Procedures and Due Process for 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 the Principal or Assistant Principal or Dean of Students
- Parent/guardian is required to meet with the Principal or Assistant Principal or Dean of Students regarding infractions prior to the student's return to school

## **MJHS Cell Phone & Electronics Policy**

### **Electronic Devices**

Students are strongly encouraged to leave all electronic devices and accessories at home; school is not an appropriate place for valuable items, and electronic devices and accessories too often distract students from learning.

### **Please note, as stated above in Dress Code Policy:**

Earbuds, headphones, hands free bluetooth devices, smartwatches, cell phones, electronics and electronic accessories should never be visible at school. If they are seen or heard they will be confiscated.

If a student chooses to keep an electronic device and/or accessory, he/she risks having the items confiscated.

Please note the following:

Any phone or other electronic device or accessory seen or heard on campus will be confiscated by staff.

Charging of student electronic devices at school is not permitted and will result in the item being confiscated.

**Students are not allowed to use cell phones at school, on the bus, or at school related events (such as field trips etc.).** Exceptions will be made for after hours school dances, evening athletic events, etc. Cell phones that students bring to school must remain off, not silent or vibrate. **Students are advised NEVER to give, lend or otherwise transfer possession of a phone to another student. If seen or heard on campus, the phone is subject to confiscation regardless of whom it belongs to.** If a cell phone in a student's possession or in a student's bag or pocket goes off, or a student 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 Dean of Students. The Dean of Students will document the confiscation, the phone will be locked up, and the parent or guardian of the student must schedule a conference **to review the policy** and pick up the phone from the Dean of Students in person between the hours of 3pm and 4pm.

Phones will not be returned to students, only to parents (or designated emergency contact, authorized to pick up the student) within the conference.

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

FAQ's re home/student contact:

- May my child use the phone after the dismissal bell has rung?
  - As soon as s/he is off campus, yes. Phone should not be visible on campus.
- What if we are experiencing a family crisis or emergency and I need to reach my child?
  - Contact the main office, school social worker or counselor and let us know that you need to be able to reach your child swiftly, and we will facilitate this contact by fetching the child and giving him/her a more private place to call you from a school or staff member phone.
- What if my child has a special need to reach parent/guardian?
  - The student needs to ask permission BEFORE the phone is seen/heard, and then follow directions. The call will be permitted outside of the classroom setting, under direction/supervision of culture team or student support team.
- What if my child's phone is confiscated and I don't think s/he can travel home safely without it?
  - Schedule your conference with Dean as soon as possible to have phone returned (1st offense) or bring payment to office and receive the phone. Alternately, pick up the child or arrange for his/her pick up.
- What if a parent is deployed overseas in the military and opportunities to contact the student are limited and time zones conflict. Can the parent contact within the school day?
  - Contact the main office, school social worker or counselor and inform us of the situation so we may facilitate this contact in a way that will not lead to negative consequences for the student. Relationships are important, and we appreciate the sacrifices military families make; please position us to support the people and relationships that you and your child value.
- What if a staff member directs or permits my child to use an electronic device, or his/her cell phone? Students are not held responsible if an adult has given explicit permission or directive, naturally. Being in proximity of a staff member is not the same as receiving explicit

permission, however, so we advise students to double check!

- What if the electronic device, or his/her cell phone accidentally makes sound, or is seen?
  - It will be confiscated. Accidents happen, but it is essential that students learn to store electronics in a manner that prevents them from becoming a distraction in school.

**In the event of an emergency, families are asked to leave messages for students by calling the school's phone number(504) 355-0210. Please make arrangements for pick up and after school in advance whenever possible --- and remember that a text you send to a silenced student cell phone may be accessed by the student when s/he leaves campus at dismissal. Students may use the office telephones with permission from school staff.**

**As a courtesy to families, in each after school activity (tutoring, athletics, clubs, performance, etc.) a student will have a short (approximately 5 minute), supervised opportunity to use his/her phone to contact a parent or check on pick up plans. The entire group may access phones according to the supervisor's direction. Students who are not able to follow directions will no longer be extended this privilege.**

### **Student Searches & Confiscations**

It is important to note that the school will not assume responsibility if valuables, electronics, or other items are lost or stolen. Staff is not authorized to tell parents that the school will cover the cost of a child's missing property; parents who inquire about a lost or stolen item should be directed to contact the Dean of Culture and Discipline. If an adult has a belief that a child is in possession of something gravely inappropriate, the adult should contact one of the school administrators immediately. If there are reasonable grounds to suspect that a search will reveal evidence that a student has violated the law or a school rule, the administrator or culture team member may search the person of a student or his or her personal effects. This means only a "moderate chance" of finding the expected evidence or material is necessary to perform an authorized search.

Only the Head of School, Principal, Assistant Principal, Dean of Students or Assistants to the Dean will perform searches. All other staff member are prohibited. No excessively intrusive searches will ever be performed.

Disciplinary consequences are typically assigned/monitored by Dean of Culture and Discipline. If parents or staff raise concerns, consequences will be reviewed by the School Principal, and suspensions and expulsions must be approved by School Principal or Assistant Principal.

### **IF A RECOMMENDATION OF EXPULSION IS DETERMINED**

- Parent/legal guardian contact
- School level conference with mandatory parent participation
- Referral to the RTI team at the current school
- Referral to school social worker and/or professional school counselor at the current

school

- Recommendation for expulsion and interim placement
- Note: Determination of whether to expel a student is made by the hearing office. Possible Corrective Strategies (if expulsion is not recommended)
- Contact parent/legal guardian
- Implement a Home-to-School and School-to-Home Communication System
- Post, teach, and reteach school behavior expectations
- Utilize check-in/check-out
- Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior, and consequences for infractions
- Intensive academic support
- Intensive social skills teaching
- Self-management program
- Firm, fair, and corrective discipline
- After school detentions

### **In School Suspension (ISS)**

-In school suspension is issued when a behavior from a student is exhibited that is not aligned to our school policies and procedures, however, the offense is not deemed so egregious to where the school feels the student needs to remain off campus for a certain period of time.

-When a student is issued an in school suspension:

- School will notify parent/guardian of the student who will need to serve and alert them of this consequence by a member of the school's culture team prior to the student serving the detention and log communication and ISS into the school's database .

-Students will be expected to serve ISS during the entire academic day on the day ISS is assigned

- On the day of an in school suspension a student will arrive at school as if they are going to serve a regular day and enter campus through our regular intake process

- Students who will have to serve In-School Suspension will be picked up by the ISI/ISS Coordinator on the day of their ISS at 7:40 and then will report to the ISS room for the rest of the day

#### **ISS and Lunch**

Students who are assigned ISS will go to lunch with the rest of the student body during the school's allotted lunch time; however they will then report back to ISS with the ISI/ISS coordinator after lunch to finish serving their ISS for the day.

Expectations for the remainder of the day while in ISS will be for students to complete school work provided by ISS coordinator via teachers who provide this work weekly to coincide with the lessons they will be teaching for this week.

-Students are expected to sit in their assigned seats and to work silently during the entire day while serving this consequence.

-Students who are serving ISS for the day will attend lunch at the regularly scheduled time the school has allotted for lunch time.

-Students must be given permission to use the restroom by the ISS coordinator and must **ONLY USE THE RESTROOM ON THE 2ND FLOOR** while being in possession of the bathroom pass designated for room 213.

-All work completed in ISS will be placed within the student's ISS folder at the end of the day

-ISS folders will be kept in file cabinet in the ISS room

-Any student who is non-compliant with the rules and procedures of the ISS room will either issued another in school suspension for the next day or for egregious behavior will be issued an out of school suspension.

### **Consequence Ladder For Non-Compliance In In School Suspension:**

#### **First Offense**

-phone call home to parent, if a student still does not comply = 1 day Out of School Suspension (OSS)

#### **Second offense**

- Phone call home to parent, and parent conference requested
- 2 day OSS

#### **Third offense**

- Parent conference requested, student put on behavior contract
- 3 days OSS

### **Out of School Suspension (OSS)**

Out of School suspensions are reserved for instances when it is necessary to exclude a student from school for disciplinary reasons. It is usually for a fixed amount of time with the student automatically returning to class after the suspension and re-entry meeting with parent, student, and an administrator have been completed.

#### **Absences Due To Out of School Suspensions:**

Absences due to suspension are unexcused and are counted against the 167-day total. It is the responsibility of the student and/or parent to request the work missed during the suspension, from the teacher.

## Definitions of Suspendable Offenses

Willful Disobedience: Deliberate choice to break a rule or disobey a directive given by a person in authority

Treats Authority With Disrespect: Talking, back, mocking, gesturing. Any act which demonstrates a disregard or interference with authority or supervising personnel.

Makes An Unfounded Charge Against Authority: Accusing a member of school staff of an act that is unlawful and/or a violation of school rules or policy not supported by evidence. False statements or representations about individuals or identifiable groups of individuals that harm the reputation of the individuals or the group by demanding them or deterring others from associating or dealing with them.

Uses Profane and/or Obscene Language: Vulgar verbal messages, words or gestures that include swearing, or name calling

Uses or Possesses Tobacco or Lighter: The possession, use, purchase, intent to distribute, concealment, distribution, or sale of tobacco products on school grounds, at school-sponsored events, or on school transportation vehicles.

Disturbs the School or Habitually Violates Any Rule: Behavior causing a major disruption of instruction or any school activity and/or repeatedly violating any school rules in any area, including but is not limited to sustained loud talking, yelling, or screaming; noise with materials; and/or sustained out of seat behavior

Violates Traffic and Safety Regulations: To break any law that pertains to the obstruction and flow of traffic and/or safety regulations

Leaves School Premises or Classroom Without Permission: Leaving the school campus and/or failure to return to class

Forgery: To use, make, or reproduce another signature

Unauthorized Use of Technology: Use of cellular telephone (texting/talking/social media use), camera, video, or computer during the school day

Improper Dress: Out of dress code

Is Guilty Of Conduct Or Habits Injurious To His/Her Associates: Any intentional but not malicious act that causes injury, damage, or pain to another

Cuts, Defaces, or Injures Part of Public School Buildings/Vandalism: Writes, or draws pictures, words, or images considered indecent or offensive (e.g. graffiti, letters, notes, posters, etc.)

Instigates Or Participates In Fights While Under School Supervision: A hostile confrontation with physical contact involving 1 or more individuals

Is Guilty of Stealing: Taking or obtaining the property of another without permission or knowledge of the owner without violence

Commits Any Other Serious Offense: Any other serious offense not covered by any of these other codes

Bullying/Cyber Bullying: A pattern of any one or more:

- A. Gestures, including but not limited to obscene gestures and making faces
- B. Written, electronic, or verbal communications including calling names, threatening harm, taunting, malicious teasing, or spreading rumors
- C. Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging or unauthorized use of personal property
- D. Repeatedly and purposefully shunning or excluding from activities

Gambling: Wagering money or property

Failure To Serve Consequence: Failure to serve detention, ISI, ISS, or any other assigned consequence

Trespassing Violation: Unauthorized entering onto school property by an individual who has been given prior legal notice that entry onto or use of the property has been denied, or who remains on the property once notified of the request to leave. This includes unauthorized presence of a student on school property while on a restrictive access, suspension, or expulsion.

Academic Dishonesty: Cheating that occurs in relation to a formal academic exercise and may include plagiarism, fabrication, or deception.

Possesses Pocket Knife or Blade Cutter: With a blade length 2 inches or longer

Is Guilty of Immoral or Vicious Practices: Isolated incident that is unwelcome act or comment that is hurtful, degrading, humiliating, or offensive to another person with a sexual, physical or racial component. Act that is dangerous, aggressive, or would be perceived as a disturbing and not conforming to approved standard of social behavior and/or local community norms

Uses or Possesses Alcoholic Beverage: The possession, use, purchase, intent to distribute, concealment, distribution or sale of alcohol products on school grounds, at school-sponsored events, or on school transportation vehicles.

Possesses Weapon: Possessing a weapon designed to expel projectile by action of an

explosive

Possession of Firearm: Possesses firearms, knives, or blade 2 inches or longer which may be used to inflict bodily injury or damage to property (i.e. any instrument, look-alike weapon or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student's person or contained in a student's belongings locker and/or storage space)

Throwing Missiles Liable To Injure Others: Throws any object toward a person that is either heavy, sharp, and/or otherwise perceived to be harmful or with such velocity and force that it would cause physical harm or precipitate a fight on campus.

Murder: Unlawful killing of another human being

Assault and/or Battery: Aggressive action directed at school staff or students, which may involve threats and/or unwanted physical contact, while on school grounds, or at a school related activity, including a situation where a staff member is intervening in a fight or the other disruptive activity. This includes verbal assault on an employee which includes threats or profanity directed toward an employee

Rape and/or Sexual Battery: Forced or Actual

Kidnapping: Intentional, forcible seizing and carrying of any person from one place to another without consent

Arson: Intentionally damaging by any explosive substance or setting fire to any property of another, without the consent of the owner.

Burglary: The unauthorized entering of any school structure, vehicle, or property, movable or immovable, with the intent to commit a felony or any theft therein.

Misappropriation With Violence To The Person: Taking something of value using force, intimidation weapons.

Discharge or Use Of Weapon (Prohibited by law): Discharge or use of weapon.

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

Use of OTC Medication In A Manner Other Than Prescribed Or Authorized: The possession, and/or distribution of any over-the-counter medication prescribed or without permission from school officials.

Possession of Body Armor: Possession, including the wearing of any type of gear that protects the person from attack from another.

False Alarm/Bomb Threat: Initiating a warning of fires or other catastrophe without valid

cause, misuse of 911, bomb threat, or discharge of extinguisher.

Public Indecency: Exposure of body parts such as genitals/buttocks areas and female breasts in public view.

Obscene Behavior or Possession of Obscene Pornographic Material: Engaging in behavior of a sexual nature including consensual sexual activity; possession of sexual images in any form (i.e. computer, cell phone, book, magazine, drawing etc.)

Sexual Harassment: Intimidating, bullying, or coercion of sexual nature

Gang Like Activity/Gang Fight: Secret societies or gangs which initiate, advocate, or promote activities which threaten the safety or well-being of persons or property on school grounds or which disrupt the school environment or are harmful to the educational process. A fight or physical confrontation that involves three or more individuals .

### **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 Recovery School District. These procedures and policies are on file at the school.

### **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 the school buses and will report, in writing, all misconduct to the transportation services manager and the Assistant Principal or Principal. The Principal and his/her designee 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 objects
- Respect the property and space of others

Any Morris Jeff student 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 student's transportation to school.

### **Bus Suspensions**

The following standards apply based on whether transportation is a related service on the IEP.

- 1) If bus transportation is an 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 access educational services.
- 2) **If bus transportation is Not an IEP Service.** When transportation is not an IEP service, the student's removal from the bus is 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.

### **After School Detentions**

After school detentions will be served on the following day of the transgression from 2:53 pm – 3:30 pm. Students report to after school detention after the dismissal bell.

## **In School Intervention**

A Send Out happens when a student demonstrates behavior that represents a major breach of MJHS values and is sent from classroom to the In School Intervention Room. There, students spend at least 15 minutes completing a student reflection. Send Outs serve to send a message to all students that certain behaviors are nonnegotiable and require immediate removal.

When a student is out of class, he or she is not learning and is unable to work toward our mission. We, therefore, take Send Outs very seriously. Our students cannot afford to miss a moment of classroom instruction. They must be in class every minute. For this reason, keeping a strong pulse on behavior is critical. It is the responsibility of all adults to take the necessary steps to prevent students from missing class due to the accumulation of incessant Send Outs. Teachers will make every effort to contact a parent when having to send a student out of class within 24 hours of the send out.

### **Student Send Out Procedures:**

Student may be sent to the school's intervention room students if they display the following behaviors inside or outside of the classroom:

- Disrespect
- Inappropriate Contact
- Refusal to follow request by a teacher or staff member
- Cutting class
- Distracting others from learning

### **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 may seize any contraband that is illegal or violates school rules, including weapons and drugs. Students' desks and personal 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 and adolescents/teenagers a very serious threat to their well-being and to the well-being of the entire school community. MJHS will seek a balance between non-disciplinary and disciplinary responses for the ultimate good of the entire student body.

## **Discipline Policy/Procedures for Students with Disabilities**

### **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:

1. Has an IDEA or Section 504 disability; or
2. 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.

**2A. More than 10 Total Days of Suspension in One School Year. Option 1**

A series of suspensions with days that total more than 10 total school days in a school year is a change in placement.<sup>1</sup> 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.

**2B. More than 10 Total Days of Suspension in One School Year. Option 2**

A series of suspensions with days that total more than 10 total school days in a school year may be a change in placement.<sup>2</sup> The special education chairperson, with assistance and

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<sup>1</sup> 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.

<sup>2</sup> 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.

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.

### 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:

1. Length of each suspension, e.g., 1 day, 4 days, etc.
2. Total cumulative days of suspensions, e.g., 11 days, 20 days, etc.
3. 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 their central administrator 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.<sup>3</sup>

- 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.

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<sup>3</sup> 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."

- 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:
    1. **Consistent Behavior.** Behavior that has been consistent across settings and across time may meet this standard.
    2. **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.<sup>4</sup>
  - 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

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<sup>4</sup> 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.

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

- 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.

- o 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.<sup>5</sup>

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.

### 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

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<sup>5</sup> To comply with the law, a 45 school day emergency removal for serious bodily injury must be extremely serious, i.e., requiring medical treatment.

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*.

## **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, gender identity, 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.

## **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. 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 appropriate 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, schools 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 the remedial action 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.

## **Social Networking Policy**

Students are interacting with one another on the internet in multiple ways. Most of these interactions are healthy and appropriate, but there are times when students use electronic devices, the internet or social networking to behave in ways that violate the values of our school. This negative behavior has an impact on the lives of those targeted. When the interaction is between two students of the same school, damage is done to the entire school.

In response to this new paradigm, we have developed a strict Social Networking Abuse Policy to curb cyberbullying and any other inappropriate student behavior on the internet. To be clear, we are not policing Facebook or Twitter. We are, however, taking very seriously any reported threats or bullying that takes place online. Any confirmed inappropriate online behavior that affect the culture of our school will result stiff consequences. We do this to protect the safety and innocence of our students while also supporting our parents.

We encourage student and parents to report any inappropriate online behavior they witness our students engaged in. This helps us inform the parents of the violating student and ensure the behavior ceases. We do this by ensuring the online accounts where the behavior took places are deleted and teaching the student the consequences of their actions. We also provide parents with information on how to monitor their child's internet activities. In the event that our efforts are not successful and the misbehavior continues, we redouble our efforts and increase the consequences.

#### **Our school expectation is this:**

- **Students may not be able to control what is sent to them, or what is posted by others on social media, but they are responsible for:**
  - **ensuring that they not distribute, forward, "like" or otherwise extend the audience of any message or posting that could harm a member of the Morris Jeff Community and**
  - **ensuring that they refrain from replying (through words or non-verbal characters, photos, emojis, gifs etc.) to any message or posting that is inappropriate, causes them concern, or has the potential to harm or strain a relationship within Morris Jeff Community.**

## **Acceptable Use Policy**

Students will be held accountable for the responsible use of all electronic equipment in accordance with school rules and expectations. Students must sign and adhere to the

Acceptable Use Policy. The use of the Internet on the systems owned by and on the premises of MORRIS JEFF COMMUNITY SCHOOL is a privilege, not a right, and inappropriate use will result in disciplinary action including possible cancellation of those privileges and other disciplinary consequences.

### **Student Responsibilities in Internet Usage**

Students have a responsibility to use appropriate language when using the Internet. 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 on the Internet. Students have the responsibility to display exemplary behavior when using the Internet, and must conduct themselves as representatives of both their respective school and the community as a whole. Failure to fulfill these responsibilities may result in school disciplinary action and/or loss of Internet privileges.

As community members, students must respect the rights of others in both the local community and in the Internet at large. Offensive, obscene, harassing, abusive or inflammatory language, pictures, or materials, and/or personal attacks are unacceptable uses of the Internet. Additionally, students must recognize the privacy rights of others, and refrain from reposting personal communications without the original author's prior consent. Students who engage in such communications on the Internet may be subject to school disciplinary action and/or loss of Internet privileges.

Students have the responsibility to follow copyright laws and rules, and must respect all copyright issues regarding software, information, and attributions of ownership in their exercise of Internet privileges. Students must use the Internet only for legal activities. A student who engages in illegal activities, including but not limited to, tampering with computer hardware or software, computer piracy, hacking, unauthorized entry into computers, or knowledgeable vandalism or destruction of computer files will be subject to school disciplinary action, and loss of Internet privileges.

Students are responsible for avoiding the knowing or inadvertent spread of computer viruses. Deliberate attempts to degrade or disrupt system performance by spreading computer viruses is considered criminal activity under state and federal law. A student who engages in such activity will be subject to school disciplinary action, and loss of Internet privileges.

A student must accept full responsibility for usage of his or her account. A student's failure to fulfill this responsibility by giving his or her password to another may result in school disciplinary action and/or the loss of Internet privileges.

All Internet activities at MORRIS JEFF COMMUNITY SCHOOL are monitored through MORRIS JEFF COMMUNITY SCHOOL IT Contractor Open DNS Content Filter and are subject to investigation according to the MORRIS JEFF COMMUNITY SCHOOL Acceptable Usage Policy and Electronic Communications Policy.

### **Student Responsibilities regarding E-mail Accounts**

Students must be aware that school-issued student email accounts can and may be monitored, if inappropriate activity is suspected. School-issued email accounts are

intended to be used for academic communication between students and school personnel, and students are expected to use them regularly. A student who violates the use of their email account will be subject to school disciplinary action, loss of email account privileges, and referral to proper authorities if necessary.

## **Dating Violence Policy**

The purpose of this section is to establish MJHS response to dating violence or sexual violence among students and on the school campus, including policies and procedures to follow when responding to an incident of domestic or dating violence. MJHS is committed to providing its students with a positive learning environment that enhances student safety and promotes respect among all students and staff..

*Dating violence is defined as a pattern of behavior where one person threatens to use, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner*

*Warning signs include , but are not limited to:*

<b>Physical Abuse</b>	<b>Psychologically/ Emotionally Abusive</b>	<b>Sexually Abusive</b>
<ul style="list-style-type: none"> <li>● Hitting</li> <li>● Punching</li> <li>● Shaking</li> <li>● Throwing Things</li> <li>● Scratching</li> <li>● Choking</li> <li>● Shoving</li> <li>● Pushing</li> <li>● Using a weapon</li> <li>● Biting</li> <li>● Threatening</li> <li>● Spitting</li> <li>● Pulling hair</li> </ul>	<ul style="list-style-type: none"> <li>● Ignoring a date’s feelings</li> <li>● Insulting a date’s beliefs or values</li> <li>● Acting in an intimidating way</li> <li>● Using sexually derogatory names</li> <li>● Calling a date names</li> <li>● Isolating a date from others</li> <li>● Displaying inappropriate anger</li> <li>● Damaging personal property</li> <li>● Scaring a date</li> <li>● Keeping a date from leaving</li> <li>● Putting down family and friends</li> <li>● Humiliating a date in public or private</li> <li>● Telling lies</li> <li>● Purposefully injuring an animal</li> </ul>	<ul style="list-style-type: none"> <li>● Forcing a date to have sex</li> <li>● Forcing a date to do other sexual things he or she doesn’t want to do</li> </ul>

	<ul style="list-style-type: none"> <li>● Threatening to hurt oneself</li> </ul>	
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The policy applies in any situation where a student’s rights and responsibilities are impacted.

Student rights and responsibilities may be affected by the actions of other students at the school, including before and after school hours, while traveling in vehicles owned or funded by MJHS, and at all school sponsored or school-related events and activities. Student rights and responsibilities may also be implicated by the actions of non-students or by actions that take place off school grounds. Students who have experienced dating violence or sexual violence have the right to request that the school address their needs according to this policy, regardless of whether the school takes additional disciplinary action against the alleged perpetrator, if the alleged perpetrator is a student.

All information concerning a student’s status as a victim or perpetrator of dating violence or sexual violence or as the petitioner or respondent of a protection order provided by MJHS or its employees shall be retained in the strictest of confidence by the MJHS and its employees, except to the extent that disclosure is requested or consented to in writing by the student or is required by applicable federal or state laws.

School employees shall refrain from sharing confidential information with other school employees, students, or community members, unless disclosure is required by law or school policy or is necessary to protect the student’s safety. The right to confidentiality extends to disclosures to a minor student’s parent(s), unless disclosure is otherwise required by law or school policy.

**Duty of MJHS**

Under this policy, guided by the Principal of the school, shall:

- Educate school employees about teen dating violence, its effect on students, and its relationship to school safety
- Respond quickly and effectively to incidents of dating violence among students
- Assist in the enforcement of students’ civil protection orders
- Notify students and parents of this policy
- Comply with state and federal laws regarding school response to dating violence, as perpetrators or bystanders

**Responding to Incidents of Abuse**

All school employees have a duty to respond quickly and effectively when they suspect or become aware of an incident of dating violence or sexual violence. When a student discloses an incident of dating violence or sexual violence to a school employee, or if a school employee witnesses an incident that he/she believes is dating violence or sexual violence, the school employee must take the following actions with the non-offending student or make a timely referral to the Principal or his/her designee who shall take the following actions as soon as possible:

- Inform the student of this policy and his/her rights under the policy, including accommodations and complaint process.
- If desired by the student, assist with requests for accommodation or complaint forms.
- Provide the student with a list of local resources, including on- and off-campus services, and refer him/her to appropriate services.
- If desired by the student, create a safety plan that addresses on- and off-campus safety.
- Offer to connect the student with a campus or community-based advocate.
- Assist with enforcement of protection orders as defined by this policy.
- Offer ongoing assistance and advocacy to the student throughout the student's school career.

If a school employee takes any action with regard to an incident of dating violence or sexual violence, the school employee shall document the action in writing and provide the documentation to the Principal or his/her designee. After a school employee refers a non-offending student to the Principal or his/her designee, the school employee shall take whatever steps are necessary to ensure the student's safety pending action by the Principal or his/her designee.

These duties are in addition to any steps the school employee is required to take pursuant to the school's disciplinary code or other individual school policy, including duties related to witnessing and intervening in prohibited conduct.

In performing these duties, schools and school employees shall act in a culturally competent manner. At a minimum, cultural competence includes utilizing strategies that reflect the unique cultural traditions and experiences of diverse groups through each phase of the helping process. Schools and school employees shall make all reasonable efforts to communicate effectively and convey information in a manner that is easily understood by students, parents, and the community, including persons of limited English proficiency, those who have low literacy skills or are not literate, and individuals with disabilities.

### **Accommodations**

Any student who has been a victim of dating violence or sexual violence may request accommodation from the school in order to preserve his/her access to meaningful education and safety on campus.

Accommodations should only impact the school enrollment, participation, or environment of the student experiencing dating violence or sexual violence. Changes to an alleged perpetrator's school enrollment, participation, or environment must be made through the complaint procedure described below.

Requests for accommodation may be made orally or in writing to any school employee or directly to the Principal or his/her designee. School employees shall refer all requests for accommodation to the Principal or his/her designee. If the request is made orally, the Principal or his/her designee shall document the request in writing.

Principal or his/her designee will provide a written decision to the requesting student as soon as possible, but in all cases a decision must be made within five school days of the request. A denial to a request for accommodation must include the reasons for the denial.

All requests for accommodation under this section shall be kept strictly confidential. It is the responsibility of the Principal or his/her designee to notify the student's teachers when an accommodation impacts their classrooms.

All accommodations under this policy are voluntary; a student may choose to decline or rescind any accommodation at any time by notifying the Principal or his/her designee. The student shall not be subject to any retribution or disciplinary action for such decision and shall not lose the right to request and receive future accommodations.

For middle schools, both types of accommodation require parental notification unless the Principal or his/her designee determines that it is the student's best interest to pursue the request without the parent.

### **Tier One Accommodations**

Tier One accommodations are those that require a minor change to the student's school enrollment, participation, or environment, do not require a significant expenditure of school resources, and are not already provided for in other school policies. Upon receiving a request for a Tier One accommodation, the Advocate must schedule a meeting with the student to discuss the request and, if the student is a minor and the situation warrants, discuss the possible notification of the student's parent(s).

Upon receiving a request for a Tier One accommodation, the Principal or his/her designee must schedule a meeting with the student to discuss the request and notify the student's parent(s). However, if the Principal or his/her designee determines that parental notification will endanger the welfare of the student, the Principal or his/her designee must not involve the student's parent(s).

Requests for Tier One accommodations shall be granted absent exigent circumstances and shall be granted without notice to a minor student's parent(s), unless student is in middle school, consented to by the student or otherwise required by law or school policy. If parental notification is requested by the student or required by law or school policy, the Principal or his/her designee shall assist the student in developing a plan for safely involving the student's parent(s), including meeting with the student and parent(s), as necessary or as required by law.

Examples of Tier One accommodations include, but are not limited to, the following:

- Change of class seat assignment
- Change of locker assignment
- Change of student's class schedule
- Permission to leave class to see a counselor or social worker
- Private space for meeting with counselors and school employees regarding dating violence and sexual violence issues
- Excused absence for classes missed due to dating or sexual violence

- Makeup class work, including homework, quizzes, tests, and any other graded work, for classes missed due to dating violence or sexual violence or threat thereof

### **Tier Two Accommodations**

Tier Two accommodations are those that require a major change to the student's school enrollment, participation, or environment or require a significant expenditure of school resources.

Upon receiving a request for a Tier Two accommodation, the Principal or his/her designee must schedule a meeting with the student to discuss the request(s) and, if the situation warrants, notification of the student's parent(s) and/or appropriate authorities as required by law. If parental notification is requested by the student or required by law or school policy, the Principal or his/her designee shall assist the student in developing a plan for safely involving the student's parent(s), including meeting with the student and parent(s), as necessary.

Examples of Tier Two accommodations include, but are not limited to, creating an alternative education plan for a student or providing an option of School transfer for a student.

Denials of requests for Tier One or Tier Two accommodations may be appealed within ten school days of the denial using the complaint procedure described below.

### **Student Complaints**

A student who is experiencing dating violence or sexual violence has the right to file a complaint with the school requesting that the school take action regarding the abuse they have experienced. There are two types of complaints under this policy:

1. Appeal of a denial of a request for accommodation
2. Request for disciplinary action against an alleged perpetrator, including changes to the alleged perpetrator's school enrollment, participation, or environment

A minor student may file a complaint on his/her own, without parental involvement. A parent may file a complaint on behalf of a minor student with the student's written consent, unless student is enrolled in middle school. A complaint requesting disciplinary action against an alleged perpetrator may be based on either one incident of dating violence or a course of conduct which may comprise more than one incident. In either case, the school official handling the complaint shall consider the entire history of the relationship between the complaining student and the alleged perpetrator, regardless of length, when considering an appropriate resolution.

If a student files a complaint, upon the receipt of the grievance, the Principal or his/her designee will work with the student on how to involve his/her parent(s). However, if the Principal or his/her designee determines that parental notification will endanger the welfare of the minor student, the Advocate must not involve the minor student's parent(s).

The complaining student must file a written grievance with the appropriate Principal or his/her designee. The Principal shall attempt to resolve the complaint by holding individual meetings with the complaining student and relevant school employees. The

Principal may choose to designate another school employee to resolve the complaint. If the complaint is requesting disciplinary action against an alleged perpetrator, the Principal shall also meet individually with the alleged perpetrator and any relevant witnesses. At no time will the Principal meet with both the complaining student and the alleged perpetrator together.

If the complaint is appealing the denial of an accommodation, the Principal shall not require the complaining student to disclose the name of the alleged perpetrator, seek to involve the alleged perpetrator, or notify him/her of the complaint. The content of all meetings held pursuant to this process shall be kept strictly confidential according to the confidentiality policy set forth above.

The Principal shall work together with the complaining student to create a resolution that is acceptable to the school and which adequately addresses the complaining student's safety both on and off campus. The resolution may utilize the accommodations listed in this policy or any other accommodations agreeable to the complaining student. No resolution will be considered final unless agreed to by the complaining student, the alleged perpetrator (if necessary), and the school.

Neither mediation nor peer counseling is an acceptable resolution to a dating violence or sexual violence complaint. The Principal shall not offer either as a proposed resolution. Voluntary transfer is a final resolution only if consented to by the complaining student and permitted under school policy.

If the Principal is able to resolve the complaint, the Principal shall document the resolution in writing and provide a copy to the complaining student, alleged perpetrator (if necessary), and any relevant school employees.

If the Principal is unable to satisfactorily resolve the complaint for the complaining student within ten (10) school days, the complaining student may file an appeal through the school's appeals process.

Following any appeal, the appeals body shall provide written findings and recommendations to the Principal, the complaining student, the alleged perpetrator (if necessary), and the alleged perpetrator's parent(s) (if necessary).

In any hearing conducted pursuant to this policy, in addition to the school's usual hearing procedures, a student who is a victim of dating violence or sexual violence has the following rights, to the extent allowed by the hearing process and permitted by law:

- The right to express his/her wishes regarding resolution to the hearing officer
- The right to have his/her safety considered and respected at all stages of the process
- The right to be notified of time, location, status, and outcome of the hearing in a timely manner
- The right to be present during the hearing
- The right to have an advocate present during the hearing process, including the Advocate, parent, or community-based advocate

- The right to present a victim impact statement which will become part of the record
- The right to have accommodations addressed in any resolution
- The right to meet with the school employees representing the school in the hearing process

### **Enforcement of Protection Orders**

Enforcement of court-issued protection orders is critical to ensuring safety for students experiencing dating violence and sexual violence. Schools have a duty to take any and all steps necessary to enforce a protection order held by a student. Upon receiving notice that a student holds a protection order, the Principal or his/her designee shall immediately schedule a meeting with the protected student to create a plan for enforcement of the protection order on the school campus.

The Principal or his/her designee shall work with the protected student to create an enforcement plan regardless of whether the restrained individual is a student. In addition, the Principal or his/her designee shall provide the protected student with information about reporting violations of the protection order, assist him/her with reporting any violations, and provide him/her with a list of school and community resources.

If the restrained individual is a student, the school shall make any necessary changes to the restrained student's school enrollment, participation, or environment in order to comply with the protection order and ensure the protected student's safety. Changes to the restrained student's school enrollment, participation, or environment that are made pursuant to a valid protection order do not require an additional written complaint or complaint by the protected student. In addition, the Principal or his/her designee shall work with the protected student and the school to make any changes to the protected student's school enrollment, participation, or environment to which he/she consents and which are necessary to ensure his/her safety.

The restrained student may file a complaint using the procedures set forth in this policy to challenge any changes made to his/her school enrollment, participation, or environment to enforce a protection order.

### **Training for School Employees**

MJCS is committed to providing training on dating violence and sexual violence to school employees.

MJCS requires that all teachers, counselors, mental health professionals, social workers, and school resource officers receive annual training on the dynamics of dating violence, the relationship between dating violence and other school safety issues, and the school's policies on dating violence.

MJCS may work directly with community-based organizations that specialize in teen dating violence and sexual violence to provide trainings specifically targeted to each population. All school employees, including Principals, are encouraged to take advantage of additional training opportunities provided by community-based organizations.

MJCS is committed to educating its students about dating violence and sexual violence. MJCS will incorporate prevention education into their curricula for students in grades 6 through 12. Whenever possible, this information shall be presented in conjunction with information about related health and life skills topics. MJCS may partner with community-based organizations (CBO) and access community resources to accomplish this goal, particularly those CBO's that have already undergone necessary District screening processes.

## **Middle Years Programme (Grades 6-10) Inclusion Policy**

### **Our Vision: Transforming Public Education, From the Grassroots Up**

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**

The International Baccalaureate Organization's (IBO) definition of students with learning support requirements<sup>2</sup>:

Students with learning support requirements, as defined by the IB, may:

- Display difficulties or live with conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education.
- Display a higher than average aptitude in one or more subjects that requires adaptation and extension of the curriculum.

Students with learning support requirements, as defined by the IB, may:

- Have the aptitude to meet all curriculum and assessment requirements but require support to reach their full potential in learning and assessment.

- Require support to access teaching and learning including planned strategies to access curricular instruction and inclusive assessment arrangements to access assessment.

### **Our Philosophy of Inclusion**

We believe inclusive environments are the best environments for students to learn and grow. All students learn best when they learn with peers from a variety of backgrounds and experiences. Daily interactions between students with differences builds our students empathy for others, increases their ability to see others' perspectives, and allows our students to understand cultures different from their own. At Morris Jeff Community School, we believe that inclusion does not just apply to students with disabilities, but all students that require support *to develop their talents fully*.

These students include, but are not limited to:

- Students with Individual Education Plans (IEPs)
- Student with 504 plans
- Students who speak languages other than English at home
- Students from poverty
- Students in need of counseling support
- Students with academic and/or behavior challenges
- Students that are high achieving and/or gifted

### **We Believe Inclusion Is:**

"A school-wide belief system in which diversity is viewed as a rich resource for everyone rather than a problem to overcome...Inclusion means that we help all children learn and participate in meaningful ways."<sup>3</sup>

### **Our Guiding Principles for Inclusion<sup>4</sup>:**

- All students attend the school to which they would go if they had no disability.
- A natural proportion of students at our school and in our classrooms are representative of both our school population and the population of our community.
- A zero-rejection philosophy – meaning no student is excluded based on disability.
- Placements are age and grade appropriate with no permanent, self-contained special education classes.
- Cooperative learning and peer instructional methods receive significant usage in classrooms.
- Special education supports are provided in integrated environments.

### **The Relationship between IBO, MJCS and Inclusion:**

The IBO aims<sup>5</sup> to "encourage students across the world to become active, compassionate and lifelong learners who understand that other people with their differences, can also be right." We believe for our students to understand *other people with their differences*, students must interact and learn from and alongside students from different backgrounds and perspectives. At MJCS, we practice intentional inclusion of students from our community.

We believe to reach our vision *to transform public education in our country*, we must model the practices and show the power of inclusive schools. We also believe in order for our students to *develop their talents fully*, we must remove barriers so students can learn in integrated environments with their peers rather than segregate students based on obstacles to learning.

### **Our Inclusion Goals Are:**

- To create a welcoming environment for all students and their families regardless of learning needs
- To guide all students towards academic and social independence
- To develop faculty, staff and the school community's mindsets and skills for creating inclusive learning environments

To meet those goals, we must model and embrace the IB Learner Profile Attributes of

- Communicator
- Risk-Taker
- Open-Minded

### **We are All Responsible for Inclusion:**

*All MJCS faculty, staff, students and students' families* are responsible for modeling and exhibiting IB Learner Profile Attributes and supporting inclusion of all MJCS students.

*The Principal, Director of Student Supports and Services, Director of Finances and Operations, and Development Director* are responsible for raising funds, budgeting and allocating school resources to support all students developing their talents fully.

*The 504 Coordinator, Curriculum Coordinators, English Language Learner (ELL) Teacher, Response to Intervention (RTI) Team, and MYP Coordinator* are responsible for developing staff skills at delivering instruction and ensuring resources are efficiently and effectively used to support all students developing their talents fully.

*The Subject Area Teachers, Special Education Teachers, and Teaching Assistants* are responsible for collaborating with each other and delivering instruction effectively using the principles of Universal Design for Learning (UDL) that supports all students developing their talents fully.

*The Dean of Students, Counselor, Nurse, and Related Service Providers* are responsible for supporting students and teachers in developing students' talents fully.

### **Our Process for Identifying Students in Need of Additional Learning Supports:**

- Use a universal screening assessment(s) and other academic and behavior data for all students to determine students who may need learning supports
- Hold a meeting coordinated by the RTI team to determine a) if learning supports are needed and b) the type of learning supports needed
- Monitor student progress after learning supports are put in place
- Review student progress after a length of time decided by the RTI team to determine if the learning supports are leading to student success

Common additional learning supports include but are not limited to:

1. Differentiation of classwork
2. Extra instruction or attention within a subject area class
3. Additional language or math small group classes
4. Functional Behavior Assessments and Behavior Intervention Plans
5. Referral to outside community programs and supports
6. Health plans

## **Our Process for Identifying Students with Disabilities**

At Morris Jeff Community School, we follow both the Federal Individuals with Disabilities Education Act (IDEA) <sup>6</sup> and guidelines along with Louisiana’s Bulletin 1508<sup>7</sup> for identifying students with disabilities. Upon determination of a student’s disability, the IEP team will determine what special instruction is needed for a student to develop their talents fully. The Louisiana Department of Education<sup>8</sup> explains an Individualized Education Program as the following:

Schools provide a personal written plan, called an Individualized Education Program, for every student with disabilities. The plan includes:

- Present levels of academic achievement and functional performance,
- Measurable annual goals,
- Reports of progress on the annual goals,
- Special education and related services and supplementary aids and services,
- Degree of nonparticipation in regular class and extracurricular activities,
- Accommodations and modifications on state and district assessments,
  - Frequency, location, beginning and duration of services and modifications, and
  - Measurable post-secondary goals, transition services and transfer of rights statement.

Students with disabilities are supported by a team that includes:

- One or both parents/guardians
- One or more of the student’s teachers including special education case manager
- An official designated representative from the school

Common special instruction includes but is not limited to:

- Accommodated supports and materials
- Modification of materials and standards
- Individualized scheduling
- Assistive technology

- Special instruction (within the general education classroom and in a resource setting)
- Special education consultation with subject area teachers
- Teaching assistant support or instruction
- Related services such as occupational, speech or physical therapy
- Adapted Physical Education instruction

This Inclusion Policy was developed by a team of Morris Jeff Community School administrators, teachers, and teaching assistants and was reviewed by students' families and the school's Board of Directors. This Policy will be reviewed yearly by MYP staff led by the Middle Years Programme Coordinator and Director of Student Supports and Services. This policy will be updated on the school website at [www.morrisjeffschool.org](http://www.morrisjeffschool.org)

For any questions or suggestions about the MJCS Inclusion Policy contact any of the MJCS staff below:

Patricia Ventura, [pventura@morrisjeffschool.org](mailto:pventura@morrisjeffschool.org) , Director of Student Support Services  
 Margaret Leaf, [mleaf@morrisjeffschool.org](mailto:mleaf@morrisjeffschool.org) , High School Principal  
 Patricia Perkins, [pperkins@morrisjeffschool.org](mailto:pperkins@morrisjeffschool.org) , Head of School

Citations for Documents Used to Create the Morris Jeff Community School Inclusion Policy include:

- "Morris Jeff Community School - Vision." Morris Jeff Community School. N.p., n.d. Web. 02 June 2016
- MYP: From Principles to Practice. International Baccalaureate Organization, May 2015. Web.
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## **Middle Years Programme (Grades 6-10) Academic Honesty Policy**

### **Our Vision: Transforming Public Education, From the Grassroots Up**

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**

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.

In regards to Academic Honesty, The International Baccalaureate Organization's (IBO) states<sup>2</sup>:

"It is a requirement that every IB World School offering the MYP has a policy to promote academic honesty. Academic honesty in the IB is a principle informed by the attributes of the IB learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity and engender respect for others and the integrity of their work. Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies."

### **Our Philosophy of Academic Honesty**

We believe that in order to *build an institution of the highest caliber... that offers an education that is a source of freedom and possibility*, we must model, as a school community, and explicitly teach students principled action. We see Academic Honesty as a component of being Principled.

The IB Learner Profile states Principled as:

*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.*<sup>2</sup>

Students in the MJCS Primary Years Programme (PYP) learn Principled as taking responsibility for their actions and being honest. As a student progresses through the MYP, they learn Principled not only applies to behavior, but to academics.

Understanding academic honesty is a natural progression to cultivate a student's inquiry into actionable reflections and decisions. Part of MYP staff members' responsibility is to impart wisdom on what constitutes academic honesty and define proper methodology to determine appropriate ownership and application of knowledge.

In an age where technological innovation increases on a daily basis and knowledge and learning protocols assimilate to meet society's increasing sense of global awareness, it is more important than ever to clearly define for our students citation standards, determining information ownership, examples of academic dishonesty, and the corresponding disciplinary results. These factors are only part of the equation. As an IB educator, it is also a responsibility to instill the indoctrinated values that constitute an ethical spirit in nature.

### **We are All Responsible for Academic Honesty**

*All MJCS faculty, staff, students and students' families* are responsible for modeling and exhibiting IB Learner Profile tributes, particularly principled for all MJCS students.

*The Principal, Director of Finances and Operations, and Development Director* are responsible for raising funds, budgeting and allocating school resources to support all students' knowledge of Academic Honesty, skills for properly citing work of others, and responding to infractions related to Academic Honesty.

*The Dean of Students, Curriculum Coordinators, School Librarian, and MYP Coordinator* are responsible for developing staff skills at delivering instruction, including teaching research Approaches to Learning skills and ensuring resources are efficiently and effectively used to support all students' knowledge of Academic Honesty, skills for properly citing work of others, and responding to infractions related to Academic Honesty.

*The Subject Area Teachers, Special Education Teachers, and Teaching Assistants* are responsible for collaborating with each other and delivering instruction effectively to support students' knowledge of Academic Honesty, building their research Approaches to Learning skills and responding to infractions related to Academic Honesty. In addition, any situations in which the teacher or teacher assistant believes academic dishonesty may have taken place should be reported to the Dean of Students immediately.

*The MYP Students* are responsible for exhibiting the IB Learner Profile Attribute of Principled, knowing and understanding the Academic Honesty Policy and asking their subject teachers, Librarian, Dean of Students or the MYP Coordinator when they have any questions about Academic Honesty.

### **We Follow IB Definitions for Academic Misconduct**

The IB defines academic misconduct as behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment component.

Academic misconduct includes:

- Plagiarism - the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- Collusion - supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another
- Duplication of work - the presentation of the same work for different assessment components
- Any other behavior that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).

For most MYP assessments, students are expected to work independently but with appropriate support from teachers and other adults, although there are many occasions when collaboration with other students is an important part of the learning process.

**We Further Define Academic Misconduct as:**

Academic Misconduct	Description
Cheating	<p>Definition:</p> <p>Cheating is taking or giving any information or material which will be used to determine academic credit<sup>3</sup></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>● Copying from another student's homework</li> <li>● Using a cell phone or a calculator on a quiz</li> </ul>
Plagiarism	<p>Definition:</p> <p>The representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment<sup>2</sup></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>● Not citing someone else's work when writing a research paper</li> <li>● Turning in another person's essay you found online</li> </ul> <p>Additionally,</p>

	MYP subject teachers will determine and explicitly teach either APA or MLA citations relevant to their subject area so students properly cite the work of others. Students should cite the authors of ideas, words, images or code used in graded assignments.
Academic Misconduct	Description
Bribery	<p>Definition: Bribery takes on two forms<sup>3</sup>:</p> <ol style="list-style-type: none"> <li>1. Bribing someone for an academic advantage, or accepting such a bribe (i.e. a student offers a teacher money, goods, or services in exchange for a passing grade, or a professor accepts this bribe).</li> <li>2. Using an academic advantage as a bribe (i.e. a teacher offers a student a passing grade in exchange for money, goods, or services, or a student accepts this bribe).</li> </ol> <p>Examples:</p> <ul style="list-style-type: none"> <li>• A student offering to buy lunch to a subject teacher in exchange for a higher grade on a summative</li> <li>• A subject teacher giving a student a higher grade for the student walking the teacher's dog.</li> </ul>
Misrepresentation	<p>Definition:</p> <p>Misrepresentation is any act or omission that is intended to deceive an instructor for academic advantage. Misrepresentation includes lying to an instructor in an attempt to increase your grade, or lying to an instructor when confronted with allegations of academic dishonesty.<sup>3</sup></p> <p>Example:</p> <ul style="list-style-type: none"> <li>• Telling a MYP staff member you are sick and cannot turn in assignment on time to improve your grade when you are not sick.</li> </ul>
Fabrication	<p>Definition:</p> <p>Fabrication is the use of invented or misrepresentative information. Fabrication most often occurs in the sciences, when students create or alter experimental data. Listing a source in your works cited that you did not actually use in your research is also fabrication.<sup>3</sup></p>

	<p>Example:</p> <ul style="list-style-type: none"> <li>• Changing or making up data on a science experiment to earn a better grade.</li> </ul>
Academic Misconduct	Description
Ghostwriting	<p>Definition:</p> <p>A ghostwriter as "somebody who writes something for or with somebody else, the other person receiving sole credit as the author"<sup>4</sup></p> <p>Example:</p> <ul style="list-style-type: none"> <li>• A student writes a paper for another student without taking any credit for the written work.</li> </ul>
Duplicate Submission	<p>Definition:</p> <p>The presentation of the same work for different assessment components<sup>2</sup> AND/OR A duplicate submission means a student submits the same paper for two different classes.<sup>3</sup></p> <p>Example:</p> <ul style="list-style-type: none"> <li>• A student submits an essay for Language and Literature and submits the same essay (or part of) for an assignment in Individuals and Societies without asking for permission from both subject teachers.</li> </ul>
Collusion	<p>Definition:</p> <p>Supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another<sup>2</sup> AND/OR Collusion is the act of two or more students working together on an individual assignment.<sup>3</sup></p> <p>Example</p> <ul style="list-style-type: none"> <li>• A group of students work together to complete a summative that was intended as individual work.</li> </ul>

	<p>Additionally,</p> <p>“When students working in groups are required to submit individual pieces of work they may find the difference between collaboration and collusion confusing. It's important, therefore, that you make the distinction clear. This means supporting them to collaborate effectively while explaining that submitting a piece of work done jointly as if it has been done individually (whether unintentionally or otherwise) is considered collusion and as such is subject to academic misconduct procedures.”<sup>5</sup></p>
Academic Misconduct	Description
Other Academic Misconduct	<p>Definition:</p> <p>Academic misconduct is the violation of policies by tampering with grades or by obtaining and/or distributing any part of a test or assignment.<sup>3</sup></p> <p>Example:</p> <p>An older sibling gives a younger sibling a copy of a summative in Mathematics.</p>

**We Respond to Possible Academic Dishonesty by:**

- Any MJCS staff member or student that suspects academic dishonesty has taken place immediately reports the incident to the MYP Dean of Students. The incident can be reported verbally, but a written account of the incident must be given to the MYP Dean of Students within 24 hours of the verbal account.
- The MYP Dean of Students must begin an investigation of the incident including notifying the accused student’s family. The investigation must be completed within 3 school days of the notification from the MJCS staff member or student.
- The MYP Dean of Students determines whether academic dishonesty has taken place based on the investigation.
- The MYP Dean of Students notifies the accused student, accused student’s family, and the staff member whether or not academic dishonesty has taken place.
- The MYP Dean of Students determines consequences for academic dishonesty.

<ul style="list-style-type: none"> <li>• Suspicion of breach of Academic Honesty Policy</li> </ul>	<ul style="list-style-type: none"> <li>a. Referral to Dean of Students</li> </ul>	<ul style="list-style-type: none"> <li>b. Contact family of student</li> <li>c. Contact staff member referring to Dean of Students</li> <li>d. Restorative conference (if needed)</li> <li>e. Student redoes the entire or portion of the assignment/assessment/paper at a time and place set by the Dean of Students</li> </ul>

Our Academic Honesty Policy was developed by a team of dedicated Morris Jeff Community School administrators, teachers, and teaching assistants. This document was reviewed by students' families and our Board of Directors. This document will be reviewed yearly by MYP staff led by the Middle Years Programme Coordinator and School Librarian. This policy will be updated on the school website at [www.morrisjeffschool.org](http://www.morrisjeffschool.org)

For any questions or suggestions about MJC Academic Honesty Policy contact any of the MJCS staff below:

Ruth Ann Nadeau, Librarian, [rnadeau@morrisjeffschool.org](mailto:rnadeau@morrisjeffschool.org)

Margaret Leaf, High School Principal, [mleaf@morrisjeffschool.org](mailto:mleaf@morrisjeffschool.org)

Patricia Perkins, Head of School, [pperkins@morrisjeffschool.org](mailto:pperkins@morrisjeffschool.org)

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- "Morris Jeff Community School - Vision." Morris Jeff Community School. N.p., n.d. Web. 02 June 2016
- MYP: From Principles to Practice. International Baccalaureate Organization, May 2015. Web.
- "Plagiarism & Academic Integrity: Types of Academic Dishonesty." Types of Academic Dishonesty. St. Petersburg College Libraries, n.d. Web. 07 June 2016

- "Plagiarism & Academic Honesty at Bow Valley College: Forms of Plagiarism: Cyber-Plagiarism, Ghostwriting & Paper Mills." Forms of Plagiarism: Cyber-Plagiarism, Ghostwriting & Paper Mills. Bow Valley College, n.d. Web. 07 June 2016.
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## **Middle Years Programme (Grades 6-10) Assessment Policy**

### **Our Vision: Transforming Public Education, From the Grassroots Up**

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**

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.

"We are obligated to consider the assessment evidence implied by the outcomes sought, rather than thinking about assessment primarily as a means for generating grades."

-Wiggins and McTighe

### **Our Assessment Philosophy**

We understand that in order for students to maximize their potential, they must be provided with challenges and opportunities that ensure their growth and push their thinking. We understand that assessing student learning is complex and that rigorous, authentic and aligned assessments are essential to the learning process. The intent of assessment is to reveal what a student understands, knows and is able to do and is integral to the learning process. We understand that we all deserve various ways to show what we know and honor evidence of student understanding that is varied, constructivist and holistic. Our assessment practices will enhance and improve the teaching process, encourage student learning and honor and reward growth.

Throughout the MYP units of study, students are taught the Approaches to Learning (ATL) skills of communication, social, self-management, research, and thinking. These skills give students the skills and habits which will help them to be successful on summatives as well as enhance skills needed to excel in high school, college and career. We feel that students should be involved in the assessment process and should be aware of the expectations so that they can take ownership of their learning. By sharing MYP objectives and assessment criteria, offering targeted feedback, and providing our students with time for reflection and goal setting, we can ensure that students are meeting with success and achieving at high levels.

Students must to be able to apply their learning, independently and thoughtfully, to varied complex situations, inside and outside of school. Lacking this ability to transfer their learning, a student will be neither college nor workplace ready. Therefore, assessment practices will be guided by this larger goal: ***all students becoming independent, critical and creative thinkers who take ownership of their learning and success.***

### **Our Guiding Principles**

*Assessment accurately reveals what students understand, know and are able to do.*

- Driven by learning outcomes which are authentic, rigorous and aligned with subject group objectives of the MYP as well a Louisiana State Standards
- Promotes deep understanding of subject content and IB concepts
  1. Designed to ensure students' development of the Approaches to Learning skills in order to promote independence and transfer and build strong academic habits

*Assessment provides meaningful feedback and promotes reflection.*

1. Gives students a clear picture of their progress and feedback on how to improve
2. Promotes reflection among teachers and students
3. Provides students with opportunities to own their own learning and challenge themselves to improve their skills and grow their knowledge in response to feedback
4. Provides students with opportunities for reflection, as well as peer assessment and self-assessment

*Assessment drives instructional practice.*

- Provides data that informs instructional decisions
- Ensures teacher reflection and growth

*Assessment promotes positive attitudes towards learning.*

- Encourages intrinsic motivation and builds confidence and the positive feelings that result from success
- Encourages a mindset that values failure and sees it as a way to grow
- Encourages students to seek out challenges and be risk takers as learners

*Assessment is differentiated.*

- Identifies areas of growth
- Recognizes and takes into account students with diverse learning needs by modifying and accommodating expectations in relation to individualized needs
- Honors the whole child
- Is varied in type and purpose

## **Our Primary Assessment Methods Are:**

### *Formative (Assessment FOR learning)*

Formative assessment is all of the activities used by the teacher to gather information that allows for feedback to modify and guide teaching and learning. This occurs while knowledge is being learned. Its purpose is to provide specific, timely feedback for improvement. It is used frequently, thoughtfully and strategically, throughout a unit of study, to promote success on summative assessments. Some examples of formative assessments are exit tickets, quizzes, homework, checklists, etc.

### *Summative (Assessment OF learning)*

Summative assessment occurs at the end of a learning cycle and provides information to be used in determining a student's achievement. MYP summative assessments usually occur at the end of each unit to provide evidence for evaluating student achievement using subject rubrics provided by the IB.

### *Diagnostic*

Diagnostic testing takes place prior to instruction to determine student needs as well as make decisions for remediation and support. Progress monitoring is skill specific benchmark testing along the way to determine if students are progressing and to be used to modify or adjust RTI programming. Some examples of diagnostic/are STAR Reading and Math, , LEAP and EOC practice tests, etc.

### *External Mandated Assessments*

Several external assessments are required by the State of Louisiana. Louisiana students are assessed annually in grades 3 through 8 and in the high school grades. High school students take LEAP 2025 tests in 6 subjects: Algebra I, Geometry, English I, English II, Biology and U.S. History. These assessments measure proficiency in each subject area.

## **Our Assessment Strategies**

A variety of strategies will be used in order to provide a balanced and evidence based conclusion about a student's achievement through the development of rigorous, aligned assignments. The first three could be a formal end of unit summative or part of the traditional grade.

### *Performance Tasks/Projects*

Complex challenges that mirror real world problems and can range in length from short term tasks to long-term, multistage projects. They are authentic and usually address a real or simulated audience and allow students greater opportunity to personalize the task.

### *Academic Prompts/Tasks*

Open-ended questions or problems that require the student to think critically and use analysis, synthesis and evaluation. They require a constructed response and are open with no single best answer. They require evidence for the answer given and a possible explanation of methods used to solve the problem or task. This includes writing assignments (essays and creative writing).

### *Quizzes and Tests*

Traditional assessment formats consisting of content-focused items that assess for factual information and often use selected response (multiple choice, true/false, matching) or short answer/extended response formats.

### *Portfolio Assessment*

Portfolios provide a means for students and teachers to compile evidence of learning over time, as well as offer a place to spotlight one’s identity and personal accomplishments. Portfolios involve students in reflection of their learning, as they choose pieces of work that demonstrate their level of knowledge and understanding, as well as their skills. They are also useful ways to involve students in their own learning.

### **Our MYP Summative Assessments**

MYP summative assessments are required by the IB in Years 1 – 5. MYP summative assessments are teacher/department created assessments aligned to the IB subject-specific criteria and are unique to each subject area as seen in the table below. IB requires each subject area to assess each criteria twice during the school year.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

Teachers/departments use professional determining achievement levels attained by

students on each summative. On each summative students are scored on a 0-8 scale based on descriptors from IB rubrics.

### **We Report Learning Progress and Grades By:**

#### *Formative and Summative Assessments*

Timeliness of feedback is paramount to improving student learning. All formative and summative assessments shall be returned to the student scored and/or with feedback within two weeks of the assessment being completed by the student.

#### *Report Cards*

Reporting of student achievement for MYP students will be two tiered. Students will receive a subject specific score based on MYP summatives. This will be a MYP grade that is based solely on content summatives that are scored using a criterion-based rubric that is shared with students in advance of summative work. The second will be a . Report cards are issued at the end of the quarter during a parent-teacher conference.

#### *Student Led Conferences*

Twice a year parents will be invited to attend their child's student led conference. This will occur at the beginning and end of the year, and the student will lead the conference, sharing goals, progress, best work and selected achievements.

#### *Report Card Conferences*

Parent/teacher conferences will be held at the end of every quarter in order to give parents and students feedback on their child's progress.

Our Assessment Policy was developed by a team of dedicated Morris Jeff Community School administrators, teachers, and teaching assistants. This document was reviewed by students' families and our Board of Directors. This document will be reviewed yearly by MYP staff led by the Middle Years Programme Coordinator. This policy will be updated on the school website at [www.morrisjeffschool.org](http://www.morrisjeffschool.org)

**For any questions or suggestions about MJCS Assessment Policy contact any of the MJCS staff below,**

Margaret Leaf, High School Principal, [mleaf@morrisjeffschool.org](mailto:mleaf@morrisjeffschool.org)

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- MYP: From Principles to Practice. International Baccalaureate Organization. May 2015.
- Marzano, Robert J. (2006). *Classroom assessment that works*. Alexandria, Va: Association for Supervision and Curriculum Development.
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- O'Connor, Ken. (2011). *A repair kit for grading*, Boston, MA: Pearson Education

## **Middle Years Programme (Grades 6-10) Language Policy**

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### **Our Mission**

Morris Jeff Community School will offer an education that is a source of freedom and possibility for children, permitting them to develop their talents fully, become effective citizens in our democracy, and attain the foundation they need to excel at high school, college,<sup>1</sup> and beyond.

### **IB Learner Profile Attribute Focus**

- o Communicator
- o Thinkers
- o Open-Minded
- o Knowledgeable

### **Our Language Philosophy:**

“No matter what people tell you, words and ideas can change the world.”  
- Robin Williams

Language is fundamental to learning, thinking and communicating and therefore permeates all instructional practices hence all teachers are language teachers. We embrace the truth that literacy skills are utilized all of the time and therefore should be thoughtfully and strategically embedded into all MYP courses, projects, and extracurricular activities. Students need to be taught to be critical, creative and independent thinkers and comprehending, or meaning-making, is what learners must do all of the time in order to be effective communicators.

Developing advanced literacy skills during the adolescent years is paramount in propelling students into becoming independent, skilled, confident communicators. Strong language skills are essential to meeting the changing and challenging demands of college and career as well as developing the soft skills necessary to navigate life's challenges.

Running alongside our commitment to ensuring our students are highly literate in English is our commitment to our language acquisition program. Our students will grow to be lifelong language learners with a curiosity for and knowledge of the Spanish-speaking world. Students will be equipped with a variety of linguistic skills and cultural knowledge to communicate effectively in Spanish and in real-life situations.

### **Our Pedagogical and Literacy Learning Beliefs:**

We believe that our literacy approach should encourage our students to become action-oriented lifelong learners, readers and writers who understand that access to power and privilege are deeply connected to **one's ability to communicate**. With this access and understanding one can become an agent of change using acquired knowledge as well as critical, creative and independent thinking skills to be individuals who affect change and work to build a more peaceful world. Language is a vehicle for thought, creativity, self-expression and social interaction.

We Will Do this by:

- Embracing literacy instruction across all disciplines and committing to incorporating effective literacy instruction into our daily practice. It is evident that all aspects of literacy impact learning in all subject areas-**reading/comprehending, writing, speaking, listening and accessing information from media**.
- Our MYP units across all subjects will have literacy embedded into lessons and our instructional practice.
- Engaging in literacy development
- IB and Louisiana academic standards call for deep conceptual understanding which commands thinking, processing and synthesizing of complex and multifaceted information in a variety of ways –in all subject areas, and in more than one language
- Developing skills- listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- Applying linguistic and literary concepts and skills in a variety of authentic contexts and disciplines
- Aligning literacy practices and procedures across all disciplines.
- Writing in all classes and use shared, common rubrics
- Teach vocabulary across the curriculum
- Use aligned comprehension/close reading strategies
- Developing oral fluency through academic discussions and discourse
- Committing to having all students read authentic, interesting and challenging texts with a focus on international mindedness as well as socio-political consciousness.

- Thoughtful and communal text selection that contributes to the development of “opinion-forming, decision making and ethical-reasoning skills, and further develops the attributes of an IB learner” (Language and Literature)
- Differentiated anchor texts and supplementary readings and vice versa
- Independent reading expectations based on interest, choice and exposure
- Engaging with texts from different historical periods and a variety of cultures
- Working to develop a lifelong interest in reading
- Honoring growth, effort and self-awareness as well as sharing a sincere belief that every child can grow their language skills and become independent readers, writers and communicators.
- Incorporating growth mindset into our curriculum.
- Helping our students perceive themselves as capable of being successful in school and empower them to recognize that they are in charge of their academic success.
- Inspire lifelong readers, and learners, by deliberately and collectively working to improve students’ attitudes toward reading and learning.
- Motivating older children to read is deeply hindered when they arrive dysfunctional readers and writers and the research is grim in terms of their ability to ever catch up. An individual’s success will be hindered if unable to interface with lots of information from various sources with ease, efficiency and confidence. We must defy this and never stop believing that all students can become independent readers of complex text when appropriately supported. This begins with innovation, commitment and a collective and relentless effort by all of the teachers-across all subject areas-to support catching our students up.
- Motivating older children to read who come to us as functional or highly functional readers is equally important and challenging as many of the traditional practices in place in Middle Schools and High Schools kill any love, excitement or interest that our on and above level readers may bring. It also underestimates their ability by not offering them thoughtful, interesting challenges that push them to grow as readers and writers.
- Embracing differentiated instruction driven by our commitment to inclusion by being open minded to personalized learning and utilizing all of the tools that technology offers us to do this effectively, honoring individual needs (interest, readiness and approaches to learning) while embracing the beauty and power of collaboration. We must attempt to strike a balance between individual growth empowered by self-awareness and ownership and the power and importance of collaboration.
- Embracing computer literacy is essential to our students becoming career and college ready. Using technology and digital media strategically and capably will be supported and developed through a personalized learning focus
  - IB states, “Students are encouraged to use applications such as databases, presentation, software, online games, podcasts, social media, simulations, spreadsheets and search engines. One of the

*aims of language and literature is 'to engage with a variety of media and information and communication technology in order to explore language (Language and literature pilot guide 2012)*

- *This includes blogs, websites, emails, films, music videos, digital advertisements and other electronic media as examples of the texts students should be reading, producing, listening to and viewing as part of their education. Additionally, one of the aims of MYP design is also to use and apply information communication technology (ICT) tools effectively." (Connecting IB to the Core IB and the Common Core State Standards, page 21)*

### **Our Approach to Language Acquisition:**

*Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people. Savignon (1983)*

An integral part of the MYP students' academic experience is learning how to communicate in multiple modes and in more than one language. IB encourages not only multilingualism but also intercultural learning. *"The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world."* (Language Acquisition Guide, page 4).

Language acquisition classes are part of our core curriculum and students have the opportunity to study at least one language other than their mother tongue. Learning languages beyond their mother tongue develops students' international-mindedness by increasing students' understanding of others' perspectives and cultures. MJCS MYP students have a wide range of prior language learning experiences, which require different phased courses to meet student needs. At MJCS, we offer phased courses of Spanish Language Acquisition.

We determine MYP students' language acquisition phase by:

- Screening prior Spanish knowledge and skills
- Determining an appropriate Language Acquisition phase
- Monitoring progress through the phases
- Reviewing progress to determine speed students move through phases.

### **We are All Responsible for Language Acquisition:**

*All MJCS faculty, staff, students and students' families are responsible for modeling and exhibiting IB Learner Profile Attributes, particularly 'communicator' for all MJCS students.*

*The Principal, Director of Student Supports and Services, Director of Finances and Operations, and Development Director are responsible for raising funds,*

budgeting and allocating school resources to support all students' Language Acquisition development.

*The MYP Coordinator and Language Acquisition Department Chair are responsible for developing staff skills and delivering language acquisition instruction, including teaching and ensuring resources are efficiently and effectively used to support all students' Language Acquisition development.*

*The Language Acquisition Teachers, Special Education Teachers, and Teaching Assistants are responsible for collaborating with each other and delivering instruction effectively to support students' language acquisition development.*

### **The MJCS Language Acquisition Mission:**

*Our students will grow to be lifelong language learners with a curiosity for and knowledge about the Spanish-speaking world. Students will be equipped with a variety of linguistic skills and cultural knowledge to communicate effectively in Spanish in real-life situations, as well as strive to be conversational by the end of 10th grade.*

### **How We Teach Language Acquisition:**

- The MJCS MYP Language Acquisition Program is an extension of the MJCS PYP Spanish Program. In the PYP Spanish Program, students receive daily language classes, beginning in Pre-K. In the early PYP, emphasis is placed on developing listening skills and exposing them to the language in multiple modes. Similar to the PYP, in the MYP students learn to listen, speak, read, and write, but they also receive explicit grammar instruction with the intention of helping students understand how language works and to help them become independent language learners. Many of these concepts are transferable to Language and Literacy.
- The MYP program provides students with minutes of language instruction , exceeding the 50 hours of instruction in Spanish per the IB requirements for the MYP.
- MYP students study an adapted version of High School Spanish I and II. Students have the opportunity to earn high school credit, throughout their MYP studies.
- Students study IB units of inquiry and complete IB summatives using rubrics from the IB.
- All Spanish language learning is assessed according to ACTFL and MYP Objectives and Criteria.
- Language Acquisition classes are differentiated to meet individual student needs. This is done by grouping students by phases, per the IB norms. Class groupings and materials are also differentiated according to a student's phase and a student's prior experience with language and literacy.
- The Language Acquisition Department believes that student choice is another important element of personalized learning. Through the use of curriculum materials and technology, students are afforded choice in how they practice the Spanish language on a regular basis. In the later stages of

MYP Language Acquisition, student interest and student choice will be particularly important as students become more independent in their language studies. Students that complete High School Spanish I and II credits before 10th grade may be offered the opportunity to continue their Spanish language learning or to study a third language, using technology or other available resources.

### **Our Approach to Support for English Language Learners**

At Morris Jeff Community School our language of instruction is English. We recognize that language learning occurs in all settings, through the entire school, and that all teachers are responsible for teaching language. Per the IB, *“Language learning in school is not a separate discipline isolated from all other learning. As well as being part of social and personal development, language learning in school is crucial for academic cognitive growth and the construction of knowledge.”* (*Learning in a Language Other Than Mother Tongue in IB Programmes, page 4*).

At MJCS some of our students study in a language that is not their mother tongue. Our ESOL (English for Speakers of Other Languages) Program is responsible for identifying, supporting and monitoring the progress of ELLs (English Language Learners). The ESL teacher is responsible for supporting students and teachers both in the whole class setting and in small group settings, when appropriate. In working with ELLs, the four dimensions of teaching that are particularly important in ensuring learner participation and promoting engagement are:

- o to activate prior understanding and build background knowledge
- o to scaffold meaning
- o to extend language
- o to affirm identity

The student population of Morris Jeff mirrors the racial, economic and linguistic diversity of the city of New Orleans. The IB curriculum aims to help students develop into multilingual and multicultural members of the global community. We seek to support our ELLs in their development in the English language and in their understanding of our local cultures.

### **We are All Responsible for supporting students learning in a language other than their mother tongue (ELLs):**

*All MJCS faculty, staff, students and students' families* are responsible for modeling and exhibiting IB Learner Profile Attributes, particularly 'communicator' for all MJCS students.

*The Principal, Director of Student Supports and Services, Director of Finances and Operations, and Development Director* are responsible for raising funds, budgeting and allocating school resources to support our English Language

Learners.

*The MYP Coordinator and ESL Teacher (English as a Second Language Teacher)* are responsible for developing staff skills at supporting ELLs, both in and outside the classroom. They are also responsible for ensuring resources are efficiently and effectively used to support all ELLs.

*The ESL Teacher, MYP Teachers, Special Education Teachers, and Teaching Assistants* are responsible for collaborating with each other and delivering instruction effectively to support students' language development.

### **How English Language Learners are Supported, at MJCS**

MJCS will support students with Limited English Proficiency in English language and literacy in the following ways:

- Per the mandates of the Louisiana Department of Education, all ELLs will be identified as students whose home language surveys designate any language other than English on their home language survey.
- At the beginning of each year, incoming Kindergarten-8th grade ELLs are assessed using the Woodcock-Muñoz Diagnostics, to determine their levels in conversation, reading and writing.
- Learning accommodations for ELLs are written in collaboration with RTI, teachers and families, for each ELL.
- At the end of each year ELDA (English Language Development Assessment) is administered to ELLs, to monitor their growth.

### **Our Approach to Support Students' Mother Tongue**

The IB program requires that schools provide students with opportunities to continue developing in their mother tongue.

### **We are All Responsible for Supporting Students' development of Their Mother Tongue**

*All MJCS faculty, staff, students and students' families* are responsible for modeling and exhibiting IB Learner Profile Attributes, particularly 'communicator' for all MJCS students.

*The Principal, Director of Student Supports and Services, Director of Finances and Operations, and Development Director* are responsible for raising funds, budgeting and allocating school resources to support all students' language development. They are also responsible for providing communication with families, in the Spanish language.

*The MYP Coordinator, and Language Acquisition Department Chair* are responsible for helping support students in the development of their mother tongue through instruction and through the acquisition of language learning resources.

*The MYP Language and Literacy Teacher, Language Acquisition Teachers, Special Education Teachers, and Teaching Assistants* are responsible for collaborating with each other and delivering instruction effectively to support students' continued development of their mother tongue.

### **How Students are Supported in Their Mother Tongue**

- To support student and family communication, the school newsletter and other school notices are made available in Spanish, which is the second most widely spoken language in the school. Parent / teacher meetings and other phone or in-person communication are also available, in Spanish.
- The library includes materials that support the continued use of the mother tongues of our students.
- The literacy collections referenced in the Language and Literacy section of this document will include books related to the languages and / or cultures that represent the backgrounds of our student bodies, as well as other world languages and cultures.
- MYP students will be provided with the opportunity to learn additional languages, with the use of technology. The languages may include languages spoken by students, at home.
- Native Spanish speakers will attend Language Acquisition Spanish classes with the goal of supporting their mother tongue. Classes will offer these Native Heritage Speakers a more thorough understanding of the grammar and syntax of the Spanish language. The class will also offer them the opportunity to develop their writing skills and learn about a variety of Spanish-speaking cultures.

Our Language Policy was developed by a team of dedicated Morris Jeff Community School administrators, teachers, and teaching assistants. This document was reviewed by students' families and our Board of Directors. This document will be reviewed yearly by MYP staff led by the Middle Years Programme Coordinator, the Dean of Academics and Teacher Development, and Language Acquisition Department Chair. This policy will be updated on the school website at [www.morrisjeffschool.org](http://www.morrisjeffschool.org)

**For any questions or suggestions about CSs Language Policy contact any of the MJCS staff below,**

Aaron Forbes, Language Acquisition teacher, [forbes@morrisjeffschool.org](mailto:forbes@morrisjeffschool.org)

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Citations for Documents Used to Create the Morris Jeff Community School Language Policy

- International Baccalaureate Organization. Connecting IB to the Core. International Baccalaureate Organization (UK) Ltd Peterson House, Malthouse Avenue, Cardiff Gate, 2013
- International Baccalaureate Organization. MYP: From Principles into Practice. Cardiff: International Baccalaureate Organization, 2008.
- Middle Years Programme Language and literature pilot guide. Unpublished, June 2012.

## School - Parent - Student Contract

**Note** – *Please print this sheet, sign, and return to your child's advisor.*

### 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, and dress code policies.**
- **Attend my child's progress report 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 every day to do my best work.**
- **Follow the discipline 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 contract.**

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*Parent name (Please print)*

*Student name (Please print)*

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*Parent Signature & Date*

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*Student signature & Date*