



MORRIS JEFF COMMUNITY SCHOOL  
*established 2010*



# ELEMENTARY SCHOOL

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*Primary Years Programme (PYP): PK4 - Grade 5*

## STUDENT/PARENT HANDBOOK 2023-2024

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Morris Jeff Community School  
**Lopez Campus**  
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*Please find our PYP-specific policies on the [school website](#).*

# 2023-2024 ACADEMIC CALENDAR

## ACADEMIC CALENDAR 2023 - 2024

**JULY 2023**

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**AUGUST 2023**

S	M	T	W	Th	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**SEPTEMBER 2023**

S	M	T	W	Th	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**IMPORTANT DATES**

**7/27** – High School Parent Orientation #  
**7/28** – High School Student Orientation #  
**7/31** – High School Schedule Day #  
**8/1** – PK-5<sup>th</sup> Meet the Teacher Day #  
**8/1** – Middle School Schedule Day #  
**8/3** – PK-5<sup>th</sup> Last Names A-J First Day of School #  
**8/3** – Grade 6 First Day of School  
**8/3** – High School First Day of School  
**8/4** – PK-5<sup>th</sup> Last Names K-Z First Day of School #  
**8/4** – Grades 7 & 8 First Day of School  
**8/7** – All PK-5<sup>th</sup> Second Day of School  
**9/1-4** – Labor Day Holiday ^  
**9/15** – PK-8<sup>th</sup> Student-Led Conferences +  
**10/6** – End of Quarter 1  
**10/10** – Grade 11 PSAT Testing \*  
**10/13-17** – Fall Break ^  
**10/25** – Report Card Distribution  
**11/20-24** – Thanksgiving Holidays ^  
**12/15, 18-21** – High School Semester Exams \*  
**12/21** – End of Quarter 2  
**12/22-1/8** – Winter Holidays ^  
**1/9** – Classes resume from Winter Break  
**1/15** – Dr. Martin Luther King, Jr. Holiday ^  
**1/17** – Report Card Distribution  
**2/9-16** – Mardi Gras Holiday ^  
**3/12-14** – High School ACT/Pre-ACT Testing \*  
**3/14** – End of Quarter 3  
**3/15** – Records Day for Staff ^  
**3/27** – Report Card Distribution  
**3/28-4/2** – Spring Break ^  
**5/4-10** – LEAP Testing Window for Grades 3-12  
**TBA** – Diploma Programme Exam Window  
**5/16-20** – Senior Exams (Early Dismissal-Seniors only)  
**5/17** – Student-Led Conferences +  
**5/22-24, 28-29** – High School Final Exams \*  
**5/27** – Memorial Day Holiday ^  
**5/29** – End of Quarter 4 & Last Day of School  
**5/29** – Graduation Rehearsal  
**5/30** – Graduation Day  
**6/12** – Final Report Card Distribution

**OCTOBER 2023**

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
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22	23	24	25	26	27	28
29	30	31				

**NOVEMBER 2023**

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**DECEMBER 2023**

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**JANUARY 2024**

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**FEBRUARY 2024**

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**MARCH 2024**

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**APRIL 2024**

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28	29	30				

**MAY 2024**

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20	21	22	23	24	25	26
27	28	29	30	31		

**JUNE 2024**

S	M	T	W	Th	F	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Holidays/School Closed
◆ Faculty/Staff Work Days

First/Last Day of Semester
Report Card Distribution
PK-8<sup>th</sup> Student-Led Conference Days
◆ Hurricane Make-Up Days

**SCHOOL HOURS:** PK-5<sup>th</sup> 8:30am-3:30pm | 6<sup>th</sup>-8<sup>th</sup> 7:45am-3:26pm | 9<sup>th</sup>-12<sup>th</sup> 8:00am-3:15pm

Published July 21, 2023

For updates and more details, visit [MorrisJeffSchool.org/Calendar](https://MorrisJeffSchool.org/Calendar)

## OUR VISION

As an open-access school, Morris Jeff Community School embraces learners of all backgrounds and holds each student to high expectations. Our 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. As an IB World School, we aim to prepare students to become lifelong learners and global citizens.

We see ourselves as a model of transformative public education in our city and beyond. Our school continues to collectively imagine and build one of the most diverse public schools in the history of New Orleans where all students are able to thrive.

### *Our graduates are:*

- **Empowered Dreamers:** Understand self and community, and possess a strong sense of purpose, vision, and power.
- **Global Citizens:** Recognize their common humanity and shared guardianship of the planet.
- **Equity Champions:** Act courageously with empathy for all people, rooted in personal accountability, humility, collaboration, and a sense of justice.
- **Relentless Learners:** Demonstrate curiosity, academic excellence, and habits of lifelong learning.

**Morris Jeff Community School graduates affect positive change and help to create a better and more peaceful world.**

## OUR MISSION

Morris Jeff Community School (Morris Jeff) 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 in college, career, and beyond.

## OUR CAMPUS

Our elementary school campus is located at 211 South Lopez Street, New Orleans, LA 70119. To distinguish it from our middle and high school campuses, we refer to it as the Lopez campus. The building is the site of the former Fisk-Howard Elementary School and was renamed to Morris F.X. Jeff Sr. in 2020. The office entrance faces Cleveland Avenue.

## OUR CORE VALUES and CODE OF CONDUCT

The academic and behavioral expectations of the Morris Jeff 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 Morris Jeff are based upon these core values and attributes that support life-long behaviors and responsibilities.

<b>Caring</b>	We take care of ourselves, each other, and our school.
<b>Principled</b>	We take responsibility for our choices and are honest about our actions.
<b>Open-minded</b>	We respect both ourselves and others.
<b>Reflective</b>	We think carefully about our actions.
<b>Inquirers</b>	We ask questions when we don't know.
<b>Knowledgeable</b>	We search for information and find answers to our questions.
<b>Thinkers</b>	We work together to find solutions to our problems.
<b>Communicators</b>	We speak and act in kind and peaceful ways.
<b>Risk-takers</b>	We try new things with courage.
<b>Balanced</b>	We build our brains, our body and our spirit.

## **INTERNATIONAL BACCALAUREATE ORGANIZATION WORLD SCHOOL**

Morris Jeff Community School is a World School of the International Baccalaureate Organization (IBO) offering the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP).

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

## **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.

## IB LEARNER PROFILE (International Baccalaureate Organization 2013)



### IB learner profile

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

**As IB learners we strive to be:**

<p><b>INQUIRERS</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p><b>KNOWLEDGEABLE</b> 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.</p> <p><b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p><b>COMMUNICATORS</b> 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.</p> <p><b>PRINCIPLED</b> 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.</p>	<p><b>OPEN-MINDED</b> 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.</p> <p><b>CARING</b> 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.</p> <p><b>RISK-TAKERS</b> 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.</p> <p><b>BALANCED</b> 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.</p> <p><b>REFLECTIVE</b> 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.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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## UNIFORM & DRESS CODE - ELEMENTARY SCHOOL

Morris Jeff elementary students are required to wear a school uniform to school each day. Wearing the school uniform contributes to a learning environment that promotes unity and is free from distractions and divisions. The school uniform consists of the following options:

<b>Tops</b> <ul style="list-style-type: none"><li>• Navy polo shirts with an official brand monogram*</li><li>• White twill shirt or white blouse with an official brand monogram*</li><li>• Morris Jeff t-shirt or athletic shirt</li></ul>
<b>Bottoms</b> <ul style="list-style-type: none"><li>• <b>Khaki or navy:</b> shorts, pants, jeans, skorts, or skirts (no ripped jeans or sweatpants)</li><li>• May wear tights/leggings <b>under</b> skirts or shorts</li></ul>
<b>Dresses</b> <ul style="list-style-type: none"><li>• Navy polo dress with an official brand monogram*</li><li>• Khaki or navy jumper</li></ul>
<b>Footwear:</b> Closed-toe shoes including tennis shoes and saddle shoes (no boots, heels, sandals, crocs, light-up shoes, or shoes with wheels)
<b>Outerwear:</b> MJCS outerwear is optional. Hoods on jackets or sweatshirts are not allowed to be over the student's head while in school.
<b>Accessories:</b> May wear mask or face covering (must cover nose and mouth)

\* These items can only be purchased at Morris Jeff's official uniform stores.

1. [Poree's Embroidery](#), 3725 MacArthur Blvd, NOLA 70114, or 3401 Tulane Ave, NOLA 70119
2. [Young Fashion Uniforms](#), 5700 Crowder Blvd, NOLA 70127 (*offers MJ monogram patch to adhere to plain tops, dresses, or sweatshirts*)

Also, the [MJ Sideline Store](#) sells items that may fit the dress code. Shop at [bit.ly/PelicanShop](https://bit.ly/PelicanShop).

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

Clothing that promotes drugs, alcohol, violence, profanity, or hate, or that displays messages of a sexual nature is not allowed.

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

Parents will be contacted for dress code violations that cannot be corrected immediately. Repeated dress code violations will result in disciplinary action determined by the principal or designee.



## SCHOOL HOURS

**Arrival and Dismissal** – The elementary school hours are from 8:30 am to 3:30 pm. Students may arrive and depart from school by school bus, carpool, or walking (with a guardian or with signed permission form). Arrival begins at 8:15 am. Students who arrive after 8:30 am are considered tardy. Students in the Before Care Program (for a fee) are admitted on campus at 7:00. After 8:30 am, parents **MUST** escort their student(s) to the school office.

### Extended Day Programs

1. Before Care (PreK – Grade 5) – The school offers Before Care before school beginning at 7:00 am for students in PreK–5th grade at the elementary campus. The cost for Before Care is \$50.00 per week.
2. After Care (PreK and K) – We offer after-school childcare to PreK and Kindergarten families, staffed by Morris Jeff employees. The cost for After Care is \$50.00 per week, Monday through Thursday. There is no After Care on Fridays.
3. Explorers (Grades 1–5) – Morris Jeff participates in a grant with Young Audiences to provide for visual and performing arts programming after school at no charge to families. Explorers begins promptly after school and runs until 5:00 pm, Monday through Thursdays. There is no Explorers on Fridays

Information about these programs can be found on our website.

**Supervision** – Adult supervision is available at 8:15 am and until students are dismissed from school. ***The school does not assume responsibility for students who arrive before or after those times, unless they are enrolled in the Before Care or after school Explorers program.*** Upon dismissal, students who are not engaged in supervised activities and are not picked up in a timely manner (15 minutes after dismissal) will be escorted to the school office to contact family members for pick-up.

**Permission to Walk Home** – Elementary students who walk home without an adult guardian need a signed permission form on file in the office. Only students who are in 4th or 5th grade are eligible to walk home alone. Permission is granted or denied in online school registration each year. Additionally, forms can be obtained in the office or from our website and must be completed and approved by the Principal each school year.

## MORRIS JEFF ATTENDANCE POLICY

School begins each day at 8:30 am. Students must attend school daily and be on time. Students arriving after 8:30 am are considered tardy and this will be reflected on their attendance record.

- Excessive absences are one key factor considered in any retention decisions due to missed instructional time.
- Students must complete all class work and homework missed due to absences.
- Regular and punctual attendance is a key factor of academic achievement.
- In addition, PreK–4 attendance impacts school funding. Specifically, the funding Morris Jeff receives for PreK–4 is based on the number of students that attend at least 74% of the scheduled school days each month.

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

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

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

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

- Doctor’s note specifying the excused day(s) of student illness
- Note/form verifying religious holidays of the child’s own faith
- Parent note indicating there is a family funeral- the student will be excused up to (3) days unless extenuating circumstances apply
- Court documents mandating a court appearance-the student will be excused only for the day(s) indicated on the court documents.
- Parent note regarding personal illness of the student
- Natural catastrophe and/or disaster
- Participation in a school-approved activity which necessitates student being away from school (these activities will be reviewed by the Principal for educational appropriateness)
- Incidents of violence in the home

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

**Long-Term Absences** –If students are absent for any reason for 15 consecutive days without parent notification or 20 days with notification, the student will be automatically dropped from the roster and will be dismissed from Morris Jeff Community School, unless extenuating circumstances apply or special arrangements have been made with the Head of School or Principal prior to the 10<sup>th</sup> or 20<sup>th</sup> day of absence.

**Checkouts** – All early checkouts end at 2:45 pm. No student will be checked out of school after this time and before regular dismissal time except in an emergency.

Students who are checked out early are considered tardy unless there is verification of a doctor’s appointment or personal illness. If a student has a medical or dental appointment requiring a parent

or guardian to come to school requesting an early dismissal, families are asked to inform the teacher beforehand with a note.

Early checkouts can be made from the office. Students will not be allowed to leave campus without a responsible party present to sign them out. ***The person checking out the child must be designated on the child's emergency form in the office and must have a valid ID to show school personnel at time of checkout.*** Please arrange appointments after school hours whenever possible.

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

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

## **SCHOOL-HOME COMMUNICATION**

Because we believe that communication between home and school is crucial to students' academic well-being and to the life and culture of our school, we will communicate often via school and grade level newsletters, parent conferences, email, text, our school website, student work and projects, student grades, etc.

**School Website** – As a means of informing parents about our school life, the school website, [www.MorrisJeffSchool.org](http://www.MorrisJeffSchool.org), is maintained daily with news, events, policies, and information important to our students, families, and the community.

**School Newsletter** – As a means of informing parents about our school life, the school newsletter is electronically distributed each Friday via email. The Pelican Press keeps our school community informed of important dates and happenings available on the website, and is a key way of communicating between school and home.

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

**Parent-Teacher Conferences** – Parent-Teacher conferences are held on 5 specified days each year. However, parents may request a conference with their child's teacher 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 504-373-6258 to schedule an appointment with your child's teacher. **Teachers are unable to meet with parents or have conversations during class time.**

## GENERAL INFORMATION

**Community Morning Meeting** - The purpose of Community Morning Meeting is to strengthen the bonds of our school community by beginning our day together and celebrating our school culture. These meetings are held weekly in the gym by grade-level bands. Parents and families are invited to attend.

**Homework** – Homework may be assigned 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).

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

## FOOD SERVICE

Morris Jeff has a Breakfast and Lunch Program. All families must complete the USDA Free/Reduced Lunch Form available at the beginning of the school year. This form will be analyzed to determine whether a student qualifies for Free/Reduced meals OR needs to pay for their school meals. Students may bring a bag lunch if they choose not to eat the school lunch. Students are not allowed to bring soda or gum to school. If students bring a snack in their lunch, it should be a single-serving size only.

The office staff will not accept or deliver forgotten lunches or "outside" food (fast food, etc) to students. Morris Jeff does not allow food delivery to students from local restaurants, delivery services, etc. The cafeteria will serve all students lunch so no student will be without food.

Morris Jeff is committed to helping our students make healthy choices. We encourage families to send nutritious food to school for their student(s)' lunch or snack. Below is a table of healthy choices:

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

Classes that have a class snack will be provided specific instructions by the grade level about snack schedules and types of snacks that are appropriate for the class.

## STUDENT AND SCHOOL MATERIALS

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

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

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

## CELL PHONE POLICY

**Students in PreK–5th grade should not bring cellphones to school. Students are NOT allowed to use cell phones at school, on the bus, or at school-related events (sports, field trips, etc).** If a student must bring a cell phone to school, it must remain off, not on silent or vibrate. If a cell phone in a student's possession or in a student's backpack goes off, or a student takes out or uses the cell phone during school, on the bus, or at school-related events, observing staff members will confiscate the cell phone and give it to the Dean of Students. The Dean of Students will document the confiscation, and the parent or guardian of the student must pick up the phone from the Dean of Students. Repeated infractions may result in further disciplinary action.

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

## RESPONSIBLE TECHNOLOGY USE POLICY

Morris Jeff 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.

All students are provided with online access to digital learning tools and websites to help build independent and collaborative student-centered learning aligned to their IB units of inquiry. Starting in 2nd grade, students are issued accounts with Google Workspace for Education with a school-issued username and password. Students are responsible for the privacy of their login credentials.

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, less the cost of the student technology fee (if applicable).<sup>[c]</sup> Students and families must sign and adhere to the Responsible Use Policy. The use of devices and the Internet on the systems owned by and on the

premises of Morris Jeff Community School is a privilege, not a right, and as such, there should be no expectation of privacy on the part of the student to the contents of personal files. The school will maintain control over materials on the system or contained in files on the system.

**Student Responsibilities in Internet Usage and Email Accounts:** Students are expected to communicate, collaborate and utilize our digital resources with the same IB values as in offline behavior and actions.

#### 1. Caring Communication

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

#### 2. Knowledgeable Collaboration

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

#### 3. Principled Integrity

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

#### 4. Reflective Safety

- Students are responsible for **avoiding the inadvertent spread of computer viruses**. Deliberate attempts to disrupt the system's performance by spreading computer viruses are considered criminal activity under state and federal law. Additionally, students may not use any means to circumvent the school filtering systems.
- A student must accept **full responsibility for the usage of their account(s)**. Allowing another person to use your user ID /password to gain access to any school system is prohibited.

**Student Responsibilities regarding School-issued Devices:** All students are assigned Chromebooks for use on a class-by-class basis. School Chromebooks are not allowed for use off campus or at home. Students are responsible for the care and upkeep of the devices. The non-refundable technology fee covers minor accidental damage ONLY. Parents are responsible for the repair/replacement cost of lost, stolen, repeatedly, or extensively damaged devices. Repair and replacement costs typically range from \$15 to \$300 depending on the severity of the damage, but are subject to change.

#### Care and Handling of Devices

- When in transition, students must secure the device inside their backpacks.
- Students may not lean on or stack heavy items on top of devices.
- Students must wipe them with a clean, damp cloth as needed and wash hands regularly.

- Students must immediately report any damage to a device to their teacher.
- All devices must be returned to their designated slot in the classroom cart.
- Students may not share devices with other students without consent from their teacher.

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

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

## EMERGENCY PROCEDURES

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

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

## FAMILY AND COMMUNITY INVOLVEMENT

**Morris Jeff Community School Board of Directors** - Morris Jeff Community School is a Type 3B Charter School. The Board of Directors is the governing body for the school. An updated list of board members can be found on the school website. The board meeting schedule is listed on the school website. Board meetings are open to the public.

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

**Parent and Community Volunteers** - Morris Jeff encourages parents and guardians to commit to 10 hours of volunteer service to our school. 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. All volunteers must complete a background check onsite. Requirements include driver's license, student's name, email address, and \$5.00.

- All volunteers who will be assisting in the supervision of students in any capacity must also provide documentation of completion of Mandated Reporter Training as required by

Louisiana State Law. (This includes field trip chaperones, coaches, classroom and library volunteers, etc.)

- All volunteers will be searched on the Dru Sjodin National Sex Offender Public Website.
- Volunteers must sign in and out in the school office.
- A volunteer badge must be worn at all times.
- CONFIDENTIALITY must be kept.

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

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

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

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

**Fundraising** - The Head of School 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.

**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 school, the visitor must return to the office to sign out.

## **STUDENT PROGRESS AND REPORT CARDS**

**PowerSchool Portal** - Student Progress can be monitored on the [Powerschool](#) website or mobile app. Report Cards will be discussed and distributed quarterly.

**Promotion Policy** - The student promotion policy for K-8 students follows the Pupil Progression Plan of Morris Jeff Community School which can be accessed on the school's website. For promotion, students shall demonstrate proficiency on the required Louisiana State Standards as evidenced by work samples, anecdotal records, portfolios, and standardized assessments. Students in all grades must be in attendance at least 167 days a year to be eligible for promotion.

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



## STUDENT SUPPORT AND HEALTH SERVICES

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

**School Counselors** – The school employs two full-time Elementary Counselors. The counseling department serves students in classroom guidance lessons, short term individual and small group counseling, and crisis interventions. In addition to these services, the counseling team conducts a school-wide social-emotional screening. The screeners, just like academic screeners, help the counselors better support the school community. If families refuse counseling services for their student(s), an opt-out form is available on our website or can be requested in the front office.

**School Nurse** – The school nurse is available for students. The nurse is responsible for the health screening of students as needed and to address any emergency health concerns. Immunization records are monitored regularly. Any chronic health problems should be reported to the nurse.

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

**Medication** – The guidelines regarding students taking medications at school are as follows: All medication in the school setting must be ordered by a medical doctor or dentist licensed in Louisiana. Medication must be in a container acceptable by pharmacy standards. Clear instructions for the administration of medication must be provided. All medication to be administered routinely at school must be brought to the school office by a parent. Medication forms must be completed by the parent and the doctor annually and a medication plan must be developed with the school nurse. Students may not carry their own medication unless the doctor's orders specify that the student has been instructed in self-administration. Antibiotics, cough medicines, aspirin, etc., are not permitted, however, parents or designees may come to administer such medicines. Students will be called out of class to the office for a parent to administer the medicine. *Any questions regarding 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, counselor, 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. *Any questions regarding this mandate may be directed to a school counselor.*

**Anti-Discrimination Law** – Morris Jeff 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 Head of School.

**Student Assistance Team / Response to Intervention** – The Student Assistance Team (SAT) is a team of elementary school administrators, counselors and teachers who convene to determine the supports needed for individual students. Both families and Morris Jeff staff can refer students to the SAT for a determination of both support and extension opportunities for students. Families who wish to refer their child to the SAT for additional supports or extensions may email the student’s teacher or the Principal.

## **OVERVIEW OF ELEMENTARY SCHOOL 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 Morris Jeff (teachers, teaching assistants, administrators, secretaries, custodians, tutors, substitute teachers, bus drivers, etc.)

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

## **POSITIVE BEHAVIOR INTERVENTION AND SYSTEMS (PBIS)**

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

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

1. **Morning Meeting** – The purpose of the meeting is to start the day together as a community, reinforce school values, and build a positive elementary school culture.
2. **Student of the Week Award** – Each week a student from each class is acknowledged and honored as the Student of the Week for reflecting the Learner Profile attribute of the week.
3. **Class Dojo (2nd-5th grades)** – Each class period, students earn points for following school rules, participating and completing classwork and homework. Students can earn

additional points throughout the week by exhibiting IB Learner Profile Attributes.

4. **Weekly Celebration** – At the end of each week, students that earn 80% of the possible points will be rewarded with a list of options (ex. extra recess, games, snacks) the last day of the school week.
5. **End of Semester Celebrations** – At the end of each semester, students can earn the End of Semester Celebration by earning 80% of the possible points in the semester and have zero in-school or out-of-school suspensions. End of Semester Celebrations occur at the end of the semester. Students who do not earn the celebration will continue with their classwork in addition to IB Learner Profile training, restorative conferences, reflection and/or service actions.

## DISCIPLINE POLICY

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

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

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

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

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

**Class I behaviors** will be handled at the classroom and grade levels, with support from the Principal/Head of School, Directors, or Dean of Students. These offenses may result in a teacher-student conference, loss of class privileges, a phone call or conference with the parent or

guardian, time-out recess, student reflection and journaling (notes of apology, etc), school service, etc. Repeated Class 1 behaviors may result in a referral to the Student Assistance Team.

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

**Class II behaviors** will be handled by the 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 may result in a referral to the Student Assistance Team.

Level II Offenses	Possible Consequences
<ul style="list-style-type: none"> <li>• Cheating/plagiarism</li> <li>• Harassment, intimidation, or bullying</li> <li>• Leaving the 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)</li> <li>• Possession of stolen property</li> <li>• Using or possessing tobacco products, matches or lighters</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>• Any other offenses which are similar to Level II Offenses</li> <li>• Repeated class 1 behaviors</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>• Referral to Student Assistance Team, counselor or other supports</li> <li>• Immediate parent conference with Dean of Students, Director or Head of School</li> <li>• Functional Behavior Assessment</li> <li>• Behavior Intervention Plan</li> <li>• Crisis Management Plan</li> <li>• Behavior Tracker or Check-In, Check-out system</li> <li>• Making 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> </ul>

	<ul style="list-style-type: none"> <li>• Expulsion</li> <li>• Bus suspension</li> </ul>
<b>*Consequences given by the Principal/Head of School, or Dean of Students</b>	

**Class III behaviors** will be handled by the Principal/Head of School or Dean of Students. These serious offenses may result in suspension or expulsion. Severe and/or repeated behavioral issues may result in a referral to the Student Assistance Team.

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

### 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 them
- Principal or their designee(s) addresses the conduct and assigns an appropriate consequence
- Parent/guardian is notified by the Principal or Dean of Students
- Parent/guardian is required to meet with the Principal or Dean of Students regarding infractions prior to the student's return to school

### Procedures and Due Process for Recommendation for Expulsion

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

## **Confidentiality**

All information concerning a student's status as a victim or perpetrator of behaviors resulting in disciplinary action by the Principal or their designees or its employees shall be retained in the strictest confidence by Morris Jeff 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.

## **Bus Conduct**

Students who ride a bus to and from school are responsible for their actions boarding, riding, disembarking the bus, as well as waiting for and leaving the bus. The bus driver has the responsibility of maintaining orderly behavior of students on school buses and will report, in writing, all misconduct to the transportation services manager and the Dean of Students. The Dean of Students and their designees will have the authority to take appropriate disciplinary action for students engaging in misconduct on a school bus. To avoid discipline issues and to meet expectations for student behavior on the school bus, students should follow the guidelines listed below:

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

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

## **Harassment**

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

- Sexual harassment (verbal, nonverbal, and physical)
- Harassment based on any protected right (including race, sex, disability, religion)

This list is not all-inclusive.

A student who believes she or he is a victim can report it to the Head of School or counselor who will investigate and respond. All records will be kept confidential except as required by law.

## **School Security Cameras**

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

Students or staff identified on security cameras in violation of school policies will be subject to appropriate disciplinary action, in accordance with the disciplinary procedures set forth in this

Handbook. Violations of the law may be referred to law enforcement agencies, and video evidence may be provided to those agencies by the Head of School.

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 Head of School and their designees, and law enforcement officials. Access by others will be determined by the Head of School in consultation with legal counsel and in accordance with any applicable laws.

### **Property, Search, and Seizure**

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

### **Drug and Alcohol Policy**

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

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

## **DISCIPLINE POLICY AND PROCEDURES FOR STUDENTS WITH DISABILITIES**

### **I. Overview of Procedural Safeguards**

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

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

While all students may be disciplined, the placement of students with disabilities cannot be “changed” when the offense is directly related to their disability or when the IEP or Section 504 plan is not implemented, *except in the case of emergency circumstances (drugs, weapons, significant bodily injury)*. See Section II for more information about emergency circumstances.

- B. Determining Change in Placement.** A change in placement is a legal term that applies to the situations described below. A student’s school suspension that occurred in a LA local

education agency (LEA) during the same school year of transfer into another LA LEA “counts” and is added to any additional suspensions in the new school.

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

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

### More than 10 Total Days of Suspension in One School Year

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

## 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 the same type of behavior, same victim, same class, same day of the week or the same time of day, etc.) If the answer is **yes**, continue with the following analysis:

**Other Pattern Considerations.** Consider such factors as:

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

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

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

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

- ### 3. Additional Considerations.
- The following considerations apply to in-school suspension; a suspension or removal for a portion of the school day; and for suspensions from transportation.

<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.



- 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 are considered to have a full-day suspension. Students sent home in the afternoon are 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>2</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 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 their disability using the Manifestation Determination form. The procedures below are used to make this determination.

- a. **Making the Decision**

<sup>2</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."

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

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

- **Consistent Behavior.** Behavior that has been consistent across settings and across time may meet this standard.
  - **Attenuated Association.** Behavior that is not an attenuated association, such as low self-esteem, to the disability would not have a direct and substantial relationship to the student's disability.
- b) **IEP Implementation.** Was the conduct a direct result of the school's failure to follow the student's IEP? If so, the principal must ensure that immediate steps are taken so that the identified deficiencies are remedied.
- d. **Behavior Is a 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 their 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 a Manifestation of Disability**

- 1) **Same Consequences.** If the IEP team members agree that the student's conduct was not a manifestation of their disability, then the student may be subject to the same consequences as all students.<sup>3</sup>
- 2) **Required Services.** A student with a disability who is removed from their current placement must receive the following services beginning on the 11th day of *cumulative* suspensions during the school year. The IEP team:
  - a) **Identifies Services.** Identifies and documents educational services the students will receive to enable the student to continue to participate in the general education curriculum, although in another setting (e.g., an interim alternative educational setting (IAES), etc.) and to progress toward meeting the goals set out in the student's IEP; and
  - 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;

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<sup>3</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.

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

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

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

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<sup>4</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.

- 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 their 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 a 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 their disabilities. In this case, these students are entitled to those services normally available to nondisabled students who are suspended or removed pursuant to the school's *Code of Student Conduct*.

## **BULLYING POLICY**

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



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

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

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

- All staff, students, and their parents will receive this handbook 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 experiences bullying is encouraged to report the incident to a school official.

The following actions will be taken when bullying is reported:

1. **Investigation:** Upon receipt of any report of bullying, the school will direct an immediate investigation of the incident. The investigation will begin no later than the next business day in which the school is in session after the report is received by the school official. The investigation will be completed no later than ten school days after the date the written report of the incident is submitted to the school official. The investigation shall include interviewing the alleged perpetrator(s) and victim(s), identified witnesses, teacher(s), and staff members separately. Physical evidence of the bullying incident will be reviewed, if available.
2. **Notification:** Parents or legal guardians of the victim and accused student will be notified of the investigative procedure. If the incident involves an injury or similar situation, appropriate medical attention should be provided and the parent/guardian should be notified immediately.
3. **Discipline:** Upon confirming that bullying has occurred, the accused student will be charged with bullying and will receive age-appropriate consequences which shall include, at minimum, disciplinary action or counseling.
4. **Follow Up:** Complainants will be promptly notified of the findings of the investigation and confirm that remedial action was taken.
5. **Documentation:** Written documentation containing the findings of the investigation, including input from the students' parents or legal guardian, and the decision by the school official, will be prepared and placed in the school records of the victim and perpetrator.

## **PARENT/GUARDIAN GRIEVANCE POLICY**

A parent/guardian may bring a request to the Principal(s) of the Elementary School for any reason, including the request to appeal a disciplinary decision. The following process is established so that

student and parent/guardian concerns, appeals or complaints may be brought to the attention of the most appropriate party:

1. If an issue arises at school, a student or parent/guardian should first discuss it with the staff member most directly involved.
2. If the parent/guardian is not satisfied with the conclusion, or either party believes it to be necessary/helpful, they may request an appointment with the Dean of Students. If the parent/guardian does not believe the situation to be resolved, s/he may request an appointment with the Principal(s) of Elementary School who will ensure that step one and two have been followed, investigate (if necessary) or have her designee investigate, and address the matter.
3. If the situation still has not been resolved to the satisfaction of the student or parent/guardian, a written summary of the concern should be directed to the Executive Director of Finance and Operations (DFO) who may be reached by email at [dfo@morrisjeffschool.org](mailto:dfo@morrisjeffschool.org) (subject line should read “appeal”) and by US Mail at PO Box 19227, New Orleans, LA 70179. The DFO will direct the matter to the most appropriate person.

## Discipline

There is no formal process for requesting a review of lower level disciplinary consequences such as detention, or in school intervention. The parent should begin with step 1, above, and continue through step 3 if necessary. The Principal’s decision shall be final in the case of lower level disciplinary consequences such as detention, or in school intervention.

In the event of a suspension, the parent/guardian has a right to request written notice of the suspension and the reason the child is being suspended. The student has a right to be advised of the misconduct of which s/he is accused and the basis of that accusation. The student has a right to present their version of the facts and their perspective. If however, the student’s presence in school poses a continued danger to person or property or an ongoing threat of disruption to the academic process, s/he shall be immediately removed from the school without benefit of the procedure described above; the procedure shall follow as soon as it is practicable.

A parent/guardian has the right to appeal the suspension to the Head of School (HOS) or designee. Parents have 5 school days to appeal the suspension in writing. The HOS or designee will conduct a hearing on the merits of the case. The decision of the HOS or designee on the merit of the case and the terms of the suspension is final. Please note: While the HOS or designee will examine all evidence, school policy prohibits sharing names of other students, videos, statements, etc.

## STATE OF LOUISIANA ATTENDANCE POLICY (RS 17:233)

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

A. Any student who is a juvenile and who is habitually absent from school or is habitually tardy shall be reported by visiting teachers and supervisors of child welfare and attendance to the family or juvenile court of the parish or city as a truant child, pursuant to the provisions of Chapter 2 of Title VII of the Louisiana Children’s Code relative to families in need of services, there to be dealt

with in such a manner as the court may determine, either by placing the truant in a home or in a public or private institution where school may be provided for the child or otherwise.

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

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

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

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

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

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

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

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

C. If a student is less than eighteen years of age and is habitually absent or tardy as determined pursuant to this Section, the Department of Public Safety and Corrections may, upon notification from the school board, deny or suspend the driver's permit or license of the student in accordance with the provisions of R.S. 32:431.1

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

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

#### **SUBPART C. SCHOOL ATTENDANCE (RS 17:221)**

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

A.(1) Every parent, tutor, or other person residing within the state of Louisiana having control or charge of any child from that child's seventh birthday until his eighteenth birthday shall send such child to a public or private day school unless the child graduates from high school prior to his eighteenth birthday. Any child below the age of seven who legally enrolls in school shall also be subject to the provisions of this Subpart.

Every parent, tutor, or other person responsible for sending a child to a public or private day school under provision of this Subpart shall also assure the attendance of such child in regularly assigned classes during regular school hours established by the school board and shall assure that such child is not habitually tardy from school pursuant to the provisions of R.S. 17:233.

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

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

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

# School - Family - Student Contract

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## School personnel will:

- o Make decisions that align with our mission.
- o Provide a safe, orderly and caring environment creating the maximum amount of learning time.
- o Provide rigorous academic instruction for all students.
- o Demonstrate the IB Learner Profile Attributes in work and behavior.

## Families will:

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

## Students will:

- o Follow the directions of the staff who work at my school.
- o Work hard every day to do my best work.
- o Follow the discipline, cell phone, responsible use, and dress code policies.
- o Demonstrate the IB Learner Profile Attributes in work and behavior.

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

[Click HERE to sign digitally.](#)

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Parent/Guardian

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Date

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Student & Grade

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Date