



MORRIS JEFF COMMUNITY SCHOOL
established 2010



HIGH SCHOOL: GRADES 9-12

Middle Years Programme (MYP) Years 4-5: Grades 9-10

Diploma Years Programme (DP): Grades 11-12

STUDENT/PARENT HANDBOOK 2023-2024

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Policies specific to the Middle Years Programme and Diploma Programme can be found on the [school website](#).

2023-2024 ACADEMIC CALENDAR





ACADEMIC CALENDAR 2023 - 2024

JULY 2023

S	M	T	W	Th	F	S
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2	3	4	5	6	7	8
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30	31					

AUGUST 2023

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SEPTEMBER 2023

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OCTOBER 2023

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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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MAY 2024

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JUNE 2024

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IMPORTANT DATES

- 7/27 - High School Parent Orientation #
- 7/28 - High School Student Orientation #
- 7/31 - High School Schedule Day #
- 8/1 - PK-5th Meet the Teacher Day #
- 8/1 - Middle School Schedule Day #
- 8/3 - PK-5th 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-5th Last Names K-Z First Day of School #
- 8/4 - Grades 7 & 8 First Day of School
- 8/7 - All PK-5th Second Day of School
- 9/14 - Labor Day Holiday ^
- 9/15 - PK-8th 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

KEY:

- # Attendance Required
- * High School Early Dismissal
- ^ Student Holidays
- + Student-Led Conferences (Students & Parents meet with teachers at appointed times. No classes for students)

Holidays/School Closed
 ◆ Faculty/Staff Work Days
 First/Last Day of Semester
 Report Card Distribution
 PK-8th Student-Led Conference Days
 ◆ Hurricane Make-Up Days

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

Published July 21, 2023

For updates and more details, visit 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

The high school is located at 3811 North Galvez Street, New Orleans, LA 70117 in the historic William Frantz school building. On November 14, 1960, at the age of six, Ruby Bridges changed history and became the first African American child to integrate an all-white elementary school in the South. That school was Frantz Elementary School, now the high school campus of Morris Jeff Community School. We are proud and humbled to call Frantz Campus our home beginning with the 2023–24 school year. You can reach the high school office directly at hsoffice@morrisjeffschool.org.

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.

CARING - We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

PRINCIPLED - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED - We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

REFLECTIVE - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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

KNOWLEDGEABLE - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS - We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

RISK-TAKERS - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED - We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

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.

AUTHORIZED IB WORLD SCHOOL

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

MIDDLE YEARS PROGRAMME (MYP) – The MYP is a challenging, five-year program that encourages students to make connections between subjects and apply their knowledge to the real world. The MYP begins in 6th grade (Year 1) and ends in 10th grade (Year 5). In Years 4 and 5, MYP students take six subjects: , Individuals and Societies, Language Acquisition, Language and Literature, Mathematics, Physical and Health Education, and Science.

In Year 3, all MYP students complete the Community Project where students, individually or collaboratively, complete a service project that they design which addresses needs in our school or greater community.

In Year 5, all 10th-grade students complete the Personal Project, a rigorous research project. The MYP is meant to teach students academic independence and develop MYP students' personal, social, and emotional well-being. It offers students opportunities to:

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

DIPLOMA PROGRAMME (DP) – Morris Jeff offers the Diploma Programme (DP) to students in Grades 11–12. The International Baccalaureate (IB) Diploma Programme (DP) is an assessed programme for students aged 16 to 19 and is respected by leading universities across the globe. Students in the DP can acquire early college credit as a result of their scores on the final assessments of the programme.

Through the DP, schools are able to develop students who:

- have excellent breadth and depth of knowledge
- flourish physically, intellectually, emotionally, and ethically
- study at least two languages
- excel in traditional academic subjects
- explore the nature of knowledge through the programme's unique [theory of knowledge course](#). *Information about IB was obtained from IBO.org

IBO 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:

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

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 AND DRESS CODE - HIGH SCHOOL

The high school is responsible for ensuring that the dress code contributes to a learning environment that promotes unity and is free from distractions and divisions. We believe that our high school students are prepared to choose what they wear to school, within parent guidance and school guidelines, and we also welcome high school students to wear a Morris Jeff uniform if they choose to do so. The high school student dress code applies all year long when students are at school, on a school bus, or attending school events. This includes evenings/nights, weekends, and the summer.

The goals of this dress code are to:

- Maintain a safe and inclusive learning environment for all
- Allow students to express individuality
- Provide a visible representation of the culture of learning at Morris Jeff
- Ensure that all students are treated equitably regardless of race, ethnicity, gender/gender identification, sexual orientation, body type/size, religion, and personal style

School ID – For the safety of everyone, and in order to identify who is on our campus, a student's school ID must be worn on a lanyard around the neck while on campus. The student's ID must be in place when entering campus. IDs cannot be altered in any way. If the student's ID is altered the student will pay \$1.00 for a temporary ID. If the ID is destroyed or lost, the student must pay \$5.00 for a new ID.

Tops (ALLOWED)

- Twill shirt or blouse with official brand monogram* (white, stone, or burgundy)
- Polo with official brand monogram* (white, navy, or burgundy)
- Any Morris Jeff t-shirt or athletic shirt
- Any shirt that fits the description below

Note! All tops and dresses must cover the shoulders. All tops must have sleeves and must cover the midriff (while sitting and/or arms raised), back, sides, chest, and all undergarments.

Dresses (ALLOWED)

- Any dress that is not shorter than 5 inches from the top of the knee

Tops (NOT ALLOWED)

- Tops which are low cut, see-through and/or backless
- Halter tops, tube tops, crop tops, mesh tops, tops with spaghetti straps, tank tops, and/or muscle shirts
- Tops with crass or suggestive slogans or advertising that promotes gangs, violence, alcohol, tobacco, drugs, or any other illegal products
- Tops promoting another school (excluding college/university gear)

Dresses (NOT ALLOWED)

- Backless, strapless, and spaghetti strap dresses

Bottoms (ALLOWED)

- Khaki or navy uniform pants, jeans
- Khaki or navy shorts or skorts (no shorter than 5 inches from the top of knee)
- Khaki, navy, or official school plaid* skirts (no shorter than 5 inches from the top of knee)
- **Morris Jeff athletic shorts or any joggers**

Bottoms (NOT ALLOWED)

- Bottoms of any kind with holes or shreds
- Attire with crass or suggestive slogans or advertising that promotes gangs, violence, alcohol, tobacco, drugs, or any other illegal products
- Bottoms that promote another school (excluding college/university gear)

<ul style="list-style-type: none"> Any shorts, pants, or skirts that fit the description below <p><i>Note! Any shorts, skirts, or skorts may be no shorter than 5 inches from the top of the knee. All bottoms (including joggers) must be size appropriate, worn at the waist, and cover undergarments (including boxer shorts).</i></p>	<ul style="list-style-type: none"> Sweat pants, knit warm-up pants, athletic shorts, leggings, yoga pants, bathing suits, jeggings, and/or pajama attire of any kind No chains of any kind are allowed on bottoms
Footwear (ALLOWED) <ul style="list-style-type: none"> Tennis shoes or saddle shoes Shoes with a closed toe and a back 	Footwear (NOT ALLOWED) <ul style="list-style-type: none"> Sandals or slippers Crocs or slides
Outerwear (ALLOWED) <ul style="list-style-type: none"> Jackets without hoods Sweatshirts without hoods Sweaters without hoods 	Outerwear (NOT ALLOWED) <ul style="list-style-type: none"> Hooded outerwear of any kind Trench coats Blankets Any outerwear that promotes another school (excluding college/university gear)
Accessories (ALLOWED) <ul style="list-style-type: none"> Mask or face covering (must cover nose & mouth) Head covering (religious purposes only) Earrings Headband/hairband/scarf worn as a headband Analog watch 	Accessories (NOT ALLOWED) <ul style="list-style-type: none"> No accessories, clothing, or body art that distracts from learning Bandanas Sunglasses worn indoors Smartwatches with access to the internet or calling

* These items can only be purchased at our official uniform stores.

- Poree's Embroidery**, at 3630 MacArthur Blvd, 70116 or 3401 Tulane Ave, NOLA 70119
- Young Fashions Uniforms**, 5700 Crowder Blvd, NOLA 70127 (also offers MJ monogram patch to adhere to plain tops, dresses, or sweatshirts)

Additionally, Morris Jeff swag (school-appropriate tops) may be purchased at bit.ly/PelicanShop.

For Students Enrolled in Physical and Health Education Class
Top – Morris Jeff P.E. t-shirt**
Bottom – Morris Jeff navy mesh gym shorts**
Footwear & Outerwear according to the HS Dress Code described above.

**Information regarding the purchase of P.E. uniform items will be available from the P.E. teacher.

Other Dress Code Items

- Students (with permission from the coach or club leader) are allowed to wear their team attire on game/competition days. This includes cheerleaders.

- Students may be required to follow professional dress standards for certain school events, class presentations, field trips, etc. Students asked to participate as a school representative are required to follow this standard. Professional dress requires a collared shirt or blouse, pants, slacks (no jeans), and standard dress shoes.
- All apparel, accessories, and hairstyles worn to school must be deemed safe and appropriate by the administrator or designee. 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.
- Earbuds, headphones, hands-free Bluetooth devices, smartwatches, cell phones, electronics, and electronic accessories cannot be visible at school.

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

Students will not be allowed to attend class out of dress code and will be sent to the Dean of Students' office. Parents are 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.

BEGINNING HIGH SCHOOL IN THE MIDDLE YEARS PROGRAMME

CARNEGIE UNITS

Ninth grade students are identified as freshmen and officially earning Carnegie credits to receive the Louisiana High School diploma at the end of their senior year. Morris Jeff awards diplomas to seniors in good standing who have both fulfilled the requirements of the school and earned the 24 Carnegie units required by the State of Louisiana. There are two overarching pathways to graduation in Louisiana: TOPS University Diploma for college-bound students and Jumpstart TOPS Tech Diploma for technical/career training-bound students. Both avenues prepare students for advanced education, in four-year and two-year colleges.

Morris Jeff provides classes that take the pathway to the **TOPS University Diploma**. The courses offered in 2023 - 2024 are indicated below:

2023-2024 COURSE OFFERINGS

English I, English II, English III, IV, IB Language and Literature I & II
 Algebra I, Geometry, Algebra II, IB Math Applications I & II, IB Math Analysis I, Statistics
 Biology, Chemistry, Anatomy & Physiology, IB Biology I & II, Physics, Environmental Science
 World Geography, Civics, U.S. History, IB History of the Americas I & II, World History, IB Global Politics I
 IB Psychology I & II
 PSAT/ACT Test Prep
 Theory of Knowledge I & II
 Spanish I, Spanish II, Spanish III, Spanish IV, IB Spanish I & II
 French I & II, IB French I & II
 Physical Education I, Physical Education II

Health
 Art I, II and III
 Band I, II and III
 Graphic Arts I, Graphic Arts II
 Digital Media I, Digital Media II
 IB Film I & II
 Quest for Success
 Yearbook
 CTE Health Pathway offered in partnership through NOCC
 NCCER CORE offered in partnership with NOTEP

LEAP 2025 TESTING FOR SELECT HIGH SCHOOL COURSES

The LEAP 2025 in high school is similar to the LEAP testing in previous years, in that it assesses students' subject knowledge according to Louisiana state standards. The following courses are tested (LEAP 2025 test score is worth 20% of the final course grade):

- English I, English II
- Algebra I, Geometry
- Biology
- U.S. History

HIGH SCHOOL GRADING POLICY FOR CARNEGIE CREDITS

Morris Jeff Community School follows our Pupil Progression Plan (PPP). Among other policies, the PPP outlines percentage values used to determine letter grades, the required weight of exams in calculating course grades, guidelines for earning Carnegie units, and criteria for promotion between grades. The PPP can be found on the school's website.

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

Grading Scale		
Letter Grade	Number Grade	Quality Points
A Outstanding	100 - 93	4
B Good	92 - 85	3
C Satisfactory	84 - 75	2
D Below Average	74 - 67	1
F Unsatisfactory	66 - 0	0

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

- Summative assessments count as 80% of the overall course grade
- Formative assessments count as 20% of the overall course grade
- LEAP 2025 scores in English I, English II, Algebra I, Geometry, U.S. History, and Biology count as 20% of the final course grade.

COURSE CREDIT

In order to pass a half-year course, a student must earn at least one quality point (D or higher) for that semester. In order to pass a full-year course, the average of all four quarters must be at least one quality point (D or higher). Please note: Morris Jeff only offers 2 half-credit courses: Health and PE II. All other courses are full-year courses and must be completed to earn a credit.

STANDARDIZED TESTS

Students take the PSAT and ACT, two nationally normed standardized tests that assess students' readiness for performing at a college level. Students take the PSAT in the fall of their 11th-grade year. PSAT scores determine student qualification for National Merit Scholarships. In addition to the PSAT, 11th grade students take a school-administered ACT in the spring of their junior year. The ACT is one of the two main college entrance exams. On the designated date, indicated on the school calendar, students take the ACT at no cost within the school day. Students are also encouraged to seek additional opportunities to take the ACT and SAT outside of the school day. Please note that some students may be required to take a school-administered ACT in 12th grade if the student did not test in 11th grade.

Students in 9th grade and 10th grade take a school-administered Pre-ACT. Students, teachers, counselors, and administrators use data from these tests to track student progress and evaluate curricula and programs. Students use performance scores on these tests to apply for college, qualify for scholarships, and potentially earn advanced credit for college. The Louisiana Department of Education also uses ACT and IB performance data as part of their school accountability measures for determining school performance scores.

PLANNING FOR GRADUATION

ACADEMIC GUIDANCE COUNSELING: The main focus of the academic guidance counseling staff is to promote and improve student achievement. Morris Jeff's academic guidance counselors use student data and standards in academic, career, and personal/social development to promote and enhance the learning process for all students. Through collaboration with teachers, administrators, students, and parents, academic guidance counselors strive to ensure equitable access to a rigorous curriculum and the opportunities it affords its students.

POST-SECONDARY COUNSELING: The post-secondary/college/career counselor works with students and families in developing individualized plans for planning and pursuing post-secondary opportunities, which include 4-year college applications, 2-year college applications, and assistance with entering the workforce. In addition to facilitating the logistics of college and financial aid applications, the counseling staff helps students in planning their high school experience around their

post-high school goals. This process begins in the 9th and 10th grades through interest surveys, informal conferences, and sharing of general information. Formal counseling begins the junior year through group guidance in classrooms on the specifics of the college admissions process, including standardized testing, college representative school visits, Scoir college network, and college campus visits when possible. Look for our upcoming College Guidance link on the school's website, which will offer a wealth of information for students and parents on topics such as current standardized testing schedules, writing college essays, student and parent questionnaires, and scholarship and financial aid opportunities.

Post-secondary counseling efforts focus on identifying appropriate and realistic college choices, and counselors work to find school options that provide a “good fit and match” for each student based on their aspirations, academic successes, and extra-curricular engagement. Attendance at a good college preparatory school alone does not guarantee college admission; rather, admission is based on how successful students have used their secondary school experience. Major factors in candidate selection include whether a student has elected to take the most rigorous coursework offered by the high school, a student's overall secondary school record, SAT or ACT and SAT Subject Test scores, the school's recommendation, intellectual interests, artistic talent, extracurricular participation, evidence of leadership, personal interview, character, and personality.

Post-secondary assistance to enter the workforce includes conversations throughout the 9th-12th grade. In 9th grade, students have the opportunity to choose their elective pathway. Morris Jeff offers Graphic Design and Film Editing. We also offer opportunities with third-party providers (New Orleans Career Center, NOTEP, etc.) that allow students to take classes in Medical Assisting, Nursing, Water Management, Carpentry, Electrical, and HVAC. Morris Jeff believes that earning skills in high school allows students to be better prepared for whatever the student chooses for their post-secondary plan.

EARLY RELEASE: Part of the high school experience involves making plans for the future. Whether that future includes college, going straight into the workforce, or both, allowing for a smooth transition is key to any student's success. When we look at the skills needed for a successful transition, the skills of time management, personal responsibility, and self-care are essential. Providing students with opportunities to develop these skills while in high school helps to ensure that they are better prepared for what might be considered the biggest transition in their lives up to this point.

In order to create more opportunities for our students, Morris Jeff offers Early Release from school to those 12th-grade students who qualify. Early Release will allow students the chance to develop the aforementioned skills while participating in dual enrollment classes off-campus or work-related internships. The Early Release Option is an earned privilege available only to 12th-grade students and may be revoked at any time due to disciplinary actions.

To qualify for the Early Release Option, seniors must meet one of the following requirements and maintain their eligibility for the entire school year:

- To leave for work
- GPA of 3.0 or above
- ACT score of 21

- Taking a course at NOCC, NOTEP, Delgado, NOCCA, or other approved third-party provider
- Student and Parent/Guardian must complete Early Release permission form and form must be kept on file in the child's cumulative file and a list of allowed students are kept in the front office. They must sign out of school every day.

The administration will advise students when they have been approved to have an Early Release Option. No student should assume they will be granted Early Release Option until they have completed all necessary requirements and been advised by the administration of the school. The application for Early Release will be posted in the Academic Counseling Google Classroom.

DUAL ENROLLMENT

- For 11th or 12th Graders who seek to take courses at NOCC, NOTEP, Delgado, NOCCA, or other approved third-party providers
- Must be a course that Morris Jeff does not offer:
 - Examples: Sociology, Introduction to Communications, Arabic
- Courses at Delgado are paid for by families, not by Morris Jeff

IB DIPLOMA PROGRAMME TESTING: Students enrolled in Diploma Programme (DP) classes will be required to take DP exams during their senior year. These exams are scheduled by the International Baccalaureate Organization (IBO) during the month of May and are taken over the course of three weeks. Students receive exam results in early July.

COMMENCEMENT EXERCISES: Our commencement (graduation) ceremony takes place on the date indicated on the school calendar. Participation in graduation exercises is a privilege that must be earned by each student, and eligibility is subject to administrative review. In order to participate in the commencement ceremony and any activities related to graduation, students must successfully complete all coursework, maintain an acceptable discipline record, return all borrowed textbooks/Chromebooks/etc to the school, complete FAFSA form or waiver, and have no outstanding debts to the school.

Honors bestowed at graduation for superior scholastic achievement are:

- Summa Cum Laude: 4.0 cumulative GPA or higher
- Magna Cum Laude: 3.80 – 3.99 cumulative GPA
- Cum Laude: 3.50 – 3.79 cumulative GPA

Morris Jeff does not rank its students.

PREPARING FOR COLLEGE AND CAREER PATHWAYS

COLLEGE VISITS: Students are encouraged to visit colleges early in their high school years, using school holidays/breaks, and family trips as opportunities while also being mindful of Louisiana school attendance law. By the beginning of the junior year, students should be giving serious thought to college selection. Whenever possible, planning college visits for Mardi Gras, Spring Break, or the summer before senior year is encouraged. These visits are important components of the college admissions process.

Morris Jeff Community School grants 2 excused absence days each semester for college visits for second-semester juniors and seniors. A written note, signed by parents must be on file with the post-secondary counselor at least a week in advance of the scheduled visit in order for the absence to be excused. Notes submitted after the visit will not be excused.

COLLEGE ADMISSIONS REPRESENTATIVES ON CAMPUS: Each fall, colleges send admission representatives to high schools across the country to share information and recruit future students. Our high school welcomes dozens of school representatives each year. Juniors and seniors are encouraged to visit with these representatives by completing an excused absence form available in the Counseling Office at least one day ahead of the scheduled visit. Teachers have the right to refuse permission for a student to miss his/her class.

TRANSCRIPTS & SUPPORTING DOCUMENTS FOR COLLEGE/SCHOLARSHIP

APPLICATIONS: In accordance with the Student Privacy Act, transcripts and student records can only be released at the written request of a student or graduate, or to the parent or guardian of a student or graduate. Transcript Release Forms are available in the main office and must be completed before the school will send out any official records or transcripts. Requests for records are only accepted in writing (physical letter) and should be made at least two weeks in advance of a school or scholarship program's printed deadline. No requests will be granted via email, phone, fax, etc.

The Counseling Office will prepare up to 8 packets of transcripts, senior year mid-term grades, the Morris Jeff Community School profile, and letters of recommendation for submission to colleges, universities, scholarship programs, and other post-secondary institutions. All requests for additional packets beyond the limit of 8 will incur a \$25.00 processing fee. Graduates may request official transcripts to be sent for a fee of \$5.00 per transcript. At no time are official records or transcripts given directly to students, graduates, parents, or guardians. Unofficial transcripts may be requested at no charge through the Counseling Office

SUBMITTING STANDARDIZED TEST SCORES TO COLLEGES: It is the student's responsibility to submit all official SAT and ACT scores to the colleges, universities, and scholarship programs to which they have submitted applications. Students are also encouraged to share results with school guidance and college counselors in order to be eligible for recognition within the school or to enable planning for academic support. When taking these tests throughout the school year, students have the option to have their scores sent to 4 schools and/or scholarship programs as part of the test registration fee. If this option is not chosen, students may request additional score reports by visiting www.collegeboard.com or www.act.org, and clicking "additional scores". Students should be prepared to pay an additional fee when choosing this option for the submission of score reports. Morris Jeff Community School code is 190033.

DISCLOSURE OF CONDUCT RECORDS: Morris Jeff Community School will, when requested on an institution's application, report student conduct/disciplinary records – including but not limited to – serious disciplinary violations, probation, off-campus suspensions, and dismissals, both before and after the student submits an application for admission.

GENERAL INFORMATION

ATTENDANCE POLICY FOR HIGH SCHOOL

Classes begin each morning at 8:00 a.m. Breakfast is served between 7:45 and 8:00. Any student arriving after 8:05 a.m. is considered tardy. Dismissal is at 3:15 p.m. Our student information system PowerSchool will deliver automated attendance messages to families when students are not present.

ATTENDANCE REQUIREMENTS

Louisiana requires students to attend school for a certain number of days to be promoted to the next grade and earn credit for a course. Under the law, students must attend school from age 7 to 18 or until they graduate from high school. Students are required to attend school regularly and must attend at least 167 days to earn credit and be eligible for promotion to the next grade.

When a student misses school, their absence falls under four categories:

- **Exempt and Excused:** The student is allowed to make up the missed work and the absence is not counted against the attendance requirement. Examples are extended illnesses documented by a doctor or to celebrate religious holidays.
- **Non-Exempt:** The student is allowed to make up the missed work but the absence is counted against the attendance requirement. An example is personal or family illness documented by a parent's note. The number of non-exempt and excused absences is based on the number of school days offered. Schools are required to offer 177 days of school, which means a student can be absent 10 days. If more school days are offered, then the number of absences also increases.
- **Unexcused:** The student is not allowed to make up the missed work and the absence is counted against the attendance requirement. An example is skipping school.
- **Suspensions:** The student is allowed to make up the missed work but the absence is counted against the attendance requirement.

Tardiness is not counted against the attendance requirement. School districts may have their own policy on tardiness.

Students must be in attendance for at least 167 days in order to pass the course or grade and earn credit. Some school districts offer makeup classes that allow students to make up missed instructional time.

If a student has an excessive number of non-exempt absences, parents and legal guardians may make a formal appeal in accordance with the due process procedures established by the local school district or independent charter school. If a school district grants a waiver of the attendance requirement because of extenuating circumstances, students are eligible to make up missed work, receive grades, and earn credit as long as they complete the missed work and pass the course.

Morris Jeff is committed to supporting the unique and diverse needs of our students and their families. We are committed to providing evidence-based academic, social, and emotional interventions. Students who accrue excessive non-exempt absences will be referred to our Student Support Team in order to identify additional supports.

Under the Child Performer Trust Act, employers must provide tutors to students who are working for them in an artistic setting, such as an actor in a play or movie. If a student will be absent for more than one day within a month, the law requires the employer to provide a certified teacher on the second day of employment to provide three hours of instruction daily. If multiple students are hired, employers must provide one certified teacher for every ten students.

Attendance Letters

After a student reaches **3 days of unexcused absences**, a letter will be sent home. The attendance clerk may meet with the student, and a phone call will be made to the family to inform them.

After a student reaches **5 days of unexcused absences**, a letter signed by a school administrator will be sent home. A member of the school Attendance Committee will meet with the student as a follow-up to the letter. In addition, a phone call will be made to the parent/guardian as a follow-up to the letter.

At the **8-day unexcused absence** threshold, a letter will be sent home with information outlining the date and time for an administrative parent conference to be held on behalf of the student. In addition, a phone call will be made to the parent/guardian as a follow-up to the letter.

At the **10-day unexcused absence** threshold, a letter will be sent to the parent/guardian reporting that the school has requested a truancy summons with the Office of Student Support and Attendance with NOLA Public Schools.

Instructional Minutes

In order to be eligible to receive course credit, high school students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis.

In Louisiana: When awarding credit based on instructional time, LEAs (schools) shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs (schools) shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

Morris Jeff may provide opportunities for recovering seat time. Contact the Dean of Academic Affairs for support. Summer school will be offered for a limited number of courses, and students who fail courses due to excessive absences are encouraged to participate.

Truancy

In accordance with Louisiana attendance statutes, Morris Jeff will complete a truancy summons request when a student accrues 10 unexcused absences.

Morris Jeff Community School will adhere to state law regarding the excusal of absences.

RS 17:221

§221. A.(1) Every parent, tutor, or other person residing within the state of Louisiana having control or charge of any child from that child's seventh birthday until his eighteenth birthday shall send such

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

CLOSED CAMPUS

Morris Jeff is a closed campus. During the lunch periods, students are to remain in the cafeteria, courtyard, or green space area. In the event of severe weather, students are permitted to remain in the cafeteria or courtyard area during the lunch period. Students are not permitted off-campus at any time unless a parent/guardian checks the student out. Any student leaving campus must be signed out at the front office and must be met by a parent/guardian/authorized person upon leaving the front office.

STUDENT FEES

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

In an effort to meet its mission, at times Morris Jeff will request families to pay certain fees and costs related to the academic program. Co-curricular and Extracurricular fees and costs are also issued to families during the school year. This is a necessary step in Morris Jeff's ability to provide academic organization, enriching academic experiences, as well as extra-curricular experiences that are traditionally valued in public education.

Payment is accepted via cash, check, or credit card through the [MySchoolBucks website](#) or front office. Fees are typically issued with a due date that varies based on the specific nature of the fee. Some fees are also eligible for partial installment payments.

Morris Jeff recognizes that families may face circumstances that cause them either hardship or inability to pay said fees and charges. No student will ever be denied participation in a field trip because of a lack of ability to pay a fee. Nor will students be denied any other academic opportunity because of a lack of ability to pay a fee. Failure to pay any required fee shall not result in the withholding of a student's educational record. In order to obtain a waiver of a particular fee, parents should complete a [Waiver Request Form](#) that is directed to the Director of Finance & Operations. Free/Reduced Lunch, Direct Cert, SNAP, and Homeless Data will be reviewed to make a waiver determination. Waiver determinations will be communicated to the family via email. For waivers granted; a full waiver may be issued for students meeting the requirements to be recognized as receiving free lunch. A partial waiver may be issued to a student who has requested assistance that meets the requirements to be recognized as receiving reduced lunch.

Specific costs and fees may vary slightly from year to year. Please refer to the [Student Fees Index](#) for specific costs and ranges of fees.

Extracurricular fees associated with athletics, clubs, performance groups, or after-school groups are separate from student fees and collected on an individual basis once a student joins a team, club, or group.

COURSEWORK INFORMATION

HOMEWORK GUIDELINES

Homework is defined as the preparation for class carried out independently by the student. It is important for all students to do regular homework as well as special projects. The ability to work successfully without supervision is valuable for intellectual development. Student, teacher, parent, and administrative responsibilities regarding homework follow.

Student Responsibilities – Students will be aware that keeping up with assignments is often crucial for success in their courses. Reflection, practice, and synthesis of classroom material are essential for growth. Students must take it upon themselves to fully understand each teacher’s expectations, with respect to assignments, at the beginning of a course and proceed to use assignments as a tool to increase understanding and progress.

Students should:

- familiarize themselves with each course syllabus.
- check Google Classroom for homework assignments.
- expect homework each night.
- plan homework time.
- use a planner to organize assignments.
- turn homework and assignments in on time.
- not let field trips excuse not doing homework.
- thoughtfully do their own work and not copy assignments.
- reassess returned assignments and note all feedback.
- make up all assignments missed.

Teacher Responsibilities – Teachers will be thoughtful about both the quantity and quality of homework assigned. If something is deemed worthy enough to be assigned, the end result should, consequently, be valued. This may take the form of questions addressed in class the following day, class discussion, or collected homework for which the teacher provides written feedback.

Teachers should:

- delineate homework policy and grading weights in the course syllabus.
- post homework assignments regularly to Google Classroom. This includes accommodated assignments and modified assignments (SPED teachers).

- give specific oral or written feedback and return collected homework in a timely fashion.
- use homework as a tool to assess student understanding.
- post assignments in classrooms to encourage student planning.
- allow adequate time for all assignments.

Family Responsibilities – Families have a special responsibility to ensure that students prioritize schoolwork and complete homework and other assignments. Additionally, families maintain a vital connection between home and school by contacting teachers, counselors, and administrators when their student is experiencing difficulty with assignments.

Families should:

- read course syllabi to learn about course requirements, individual teacher's grading of homework, and frequency of assignments.
- check Google Classroom regularly for homework assignments.
- provide appropriate time, materials, and space.
- contact teachers with questions and concerns.
- contact the school when the student has been absent for three days or more to get homework assignments.
- ensure a balance between schoolwork and other activities.

Administrative Responsibilities – The high school administration, including the principal, MYP/DP Coordinators, and department chairperson, are responsible for ensuring that all school work, assignments, and homework reflect and are consistent with the educational goals of the high school's mission and expectations for student learning.

The administration should:

- encourage teachers to use homework as a tool to reinforce learning.
- ensure that homework assignments are posted to Google Classroom and updated regularly.
- oversee the assignment of major projects with regard to the impact on the total curriculum.
- emphasize that learning extends beyond the school day and that thoughtful homework is an integral part of learning.
- encourage teachers to use technology, i.e., the high school's web page, email, and voice mail system, to promote homework help and information.

Academic Work Missed

Students are responsible for contacting individual teachers to make up missed work. This work should take approximately the same time as the time missed from class. Make-ups or unfinished work for excused absences should be completed within a 2-week time period, or within guidelines determined by the teacher, whichever is greater. If the student has an IEP or IAP, those documents will be reviewed as needed.

An absence does not excuse a student from responsibility for all requirements on the day of his/her return. If a student will be out of school for an extended period, a parent should contact the student's school counselor to get homework assignments.

Extra Help for Students – Teachers are available for extra help and assistance if a student does not

understand an assignment, if the work is difficult, or if a student has been absent and missed class discussions and assignments. Be sure to review the course syllabus for the teacher's availability.

Semester Exams – Students must take semester exams during the scheduled exam period only. In extenuating circumstances, other arrangements for semester exams may be made.

Senior Exams Waiver – Seniors who maintained an A average in a high school class taken for credit shall be exempt from taking the final exam with the teacher's approval. Eligibility depends upon having no attendance violation in the class, or an attendance waiver granted in the class in which the student exceeded 10 absences.

Repeating Courses – Students may repeat courses for the following reasons:

- Failures
 - Both grades (the failing grade as well as the new grade) will appear on the transcript and will be counted towards GPA.
- Poor Grades
 - Both grades (the lower grade as well as the new grade) will appear on the transcript, and the higher grade will count towards GPA.

SCHOOL ARRIVAL

Arrival By Bus/By Car To School:

Any student who rides the school bus to school will be dropped off at the start of the day in the bus lane at the Frantz campus.

Carpool will line up on Alvar Street to drop off students in the carpool lane.

To ensure the safety of our students and that they are on time daily, the following additional rules apply to any student who takes the school bus to school:

- Students are expected to depart the bus or carpool area and head to the arrival area.
- Any student in view of high school staff will be presumed to be sent by his/her parent to promptly enter and attend school. Students must follow the same guidelines as bus/carpool students unless contact is made with the parent who expresses a different choice for the student.
- Students should depart the school bus and immediately enter the school building. The purpose of these guidelines is student safety.
 - Examples of prohibited behavior:
 - Loitering of any kind
 - Eating, smoking, etc.
 - Walking away from the arrival area to go to the store, etc.

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

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

2. Second Offense:
 - a. Bus Riders: 5-day suspension from riding the bus to school;
 - b. Car Riders: 5 days lunch detention
3. Third Offense: Parent conference with the Principal or Assistant Principal:
 - a. Bus Riders: 5-day suspension from riding the bus, In-School Suspension.
 - b. Carpool or Walker: 5 days of a parent walking student into the building, In-School Suspension.
4. Fourth Offense – Out of School Suspension to be TBD by case

Students who arrive by 7:55 but who do not make it to class by the tardy bell will receive a “Tardy but Excused” pass from the Dean prior to exiting the cafeteria.

Tardy – Students who arrive after 8:00 a.m. are considered tardy.

- Students who are tardy must check in at the front office.
- The front office issues a tardy pass for the student to go directly to class.
- When a student is issued a tardy pass, the front office informs the 3rd and 2nd-floor deans that that student is headed up to class.

MANEUVERING THE CAMPUS

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

Transitions

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

Lunch – There are 2 lunch periods for high school students.

Dismissal From School – All students are dismissed from school at 3:15 p.m.

Restrooms

- Students are encouraged to use the restroom during transition time.
- Students are expected to be respectful of the restroom space, cleaning up behind themselves.
- Students are NEVER to use the restroom during class time without a pass from the classroom from which they are coming.

High school students know how to be responsible during restroom breaks and are entrusted to always do so. If school property is vandalized by a student, the following actions will occur: 1) Disciplinary consequences; 2) To be assessed the repair, replacement, or resurfacing cost

SCHOOL-HOME COMMUNICATION

School Website – Our school website is updated regularly with information pertinent to participating fully in our school community. It can be found at MorrisJeffSchool.org.

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 abreast of important dates and happenings and is the key way of communicating between school and home.

PowerSchool Portal – This is our student information system for attendance and grades. We offer logins for students and parents are encouraged to set up an account in the PowerSchool portal to view their student's attendance and academic information. We use PowerSchool to email and text families. Check your email regularly for important school-to-home communication. The front office can assist students and families with login information.

Telephone Procedure – Parents are asked to leave messages for students only in cases of emergency and to make after-school arrangements in advance whenever possible. If a student needs to phone a parent, the student should secure a phone pass from his/her teacher and report directly to the front office.

Parent-Teacher Conferences – Parent-Teacher conferences are composed of three report card conference nights. Parents may request a conference with their student's teacher during his/her teacher's planning period by calling the office and leaving a message along with a return phone number. All conferences with teachers should be pre-arranged for a convenient time for both the parent(s) and the teacher; an appointment is required. Call (504) 355-0210 to schedule an appointment with your student's teacher. Teachers are unable to meet with parents or have conversations during class time.

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 bagged 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. 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.

STUDENT AND SCHOOL MATERIALS

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

Textbooks and Instructional Supplies Usage – Students are responsible for taking care of their textbooks, library books, instructional supplies, and 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 or expensive items, such as jewelry, cameras, watches, electronics, etc., to school. Students--not the school-- are responsible for their personal items. Inappropriate items will be collected by school personnel.

EMERGENCY PROCEDURES

Fire and/or Emergency Drills – The school holds regular announced and unannounced fire and emergency drills. Students and adults should follow the directions posted in each classroom concerning the proper method of exiting the buildings. Students must always follow the directions 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.

STUDENT PROGRESS AND REPORT CARDS

PowerSchool Portal – Student academic progress can be monitored on the PowerSchool portal via the web at morrisjeffschool.powerschool.com or the PowerSchool app. Report Cards will be discussed and distributed at quarterly report card conferences. Parent and student login information is provided by the office.

Release of Grades, Reports, and Records – Parents may inspect their student’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.

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

FIELD TRIP/EXCURSION POLICIES

Field trips can be an important part of instructional and enrichment programs. Teachers schedule these activities to enhance the learning that takes place in the classroom. Sponsors of clubs and organizations schedule these field experiences.

When these opportunities are available, we encourage the students to attend. Students should inform classroom teachers in advance of his/her absence from class because of the field trip. While on a field trip, all of the school rules apply. Students who break the school rules on field trips will have consequences upon their return to school.

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

SCHOOL DANCE POLICIES

Student behavior at dances must be consistent with the standards of decency, maturity, and respect expected of all members of the school community. All students and guests are expected to observe the following guidelines:

- No inappropriate contact, gestures, or dancing.
- All students must present their IDs to attend school dances or be able to prove that they are a Morris Jeff student.
- Morris Jeff students may be permitted to have guests from outside Morris Jeff only for events deemed by the school as semi-formal or formal.
- The Dean must approve non-Morris Jeff guests. A completed Guest Request Form is required along with a photo ID.
- Students must be in attendance at school on the day of the dance.
- If a student leaves the dance, he/she will not be permitted to return.
- Students are required to report to the dance within one hour of the start of the dance. The earliest a student may leave a dance is one hour prior to the end of the dance (unless picked up by a parent/guardian).

The administration reserves the right to exclude from any dance current or former students who are not in good standing.

RESPONSIBLE TECHNOLOGY USE POLICY

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

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

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

Students are held accountable for their actions with all digital technology in accordance with school rules and expectations. In the event that a student causes vandalism or damage to school property, the family will be financially responsible for the repair or replacement of school property, less the cost of the student technology fee (if applicable).^[c] Students and families must sign and adhere to the

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

Student Responsibilities in Internet Usage 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 \$350 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.

FAMILY AND COMMUNITY INVOLVEMENT

Morris Jeff Community School Board of Directors – Morris Jeff Community School is a Type 3B Charter School. The Morris Jeff 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 a 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 expectations for adults in the building, including volunteers. When you are volunteering, please remember that you are a role model to our students.

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

If volunteers sign up for a regular time with a specific teacher, we look forward to you being consistent with your attendance. Students look forward to volunteers in the classroom and teachers plan visiting time into their schedules. We hope volunteers will 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 the school, the visitor must return to the office to sign out.

STUDENT SUPPORT SERVICES 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 high school employs two full-time Licensed Professional Counselors. The counseling department serves students in short-term individual and small-group counseling, and crisis interventions. In addition to these services, the counseling department conducts a school-wide social-emotional screening. The screeners, just like academic screeners, help the counseling department better support the school community. If you DO NOT want your student to receive counseling services, an opt-out form is available on our website and can be requested in the front office. Additionally, the school provides academic counseling for high school students in preparation for graduation, and college and career counseling to assist students with plans after high school graduation.

School Nurse – The school nurse is available for students. The nurse is responsible for the health screening of students as needed and for addressing any emergency health concerns. Immunization records are monitored regularly. Any chronic health problems should be reported to the school nurse. The school nurse serves students on both the middle and high school campuses of our school.

Immunization and Health Requirements – At the time of student registration, parents must submit immunization records and completed health forms for each child. All forms must be completed before the child's first day of school at Morris Jeff. A student will not be allowed to attend school if these records are not on file. If you have questions, please see the school 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 to pharmacy standards. Clear instructions for the administration of medication must be provided. All medication to be administered routinely at school must be brought to the school office by a parent. Medication forms must be completed by both the parent and the doctor annually and a medication plan must be developed with the school nurse.

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

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

Student Assistance Team (SAT) – The Student Assistance Team (SAT) is a team of high school administrators, counselors, and teachers that convene to determine the supports needed for individual students. Both families and Morris Jeff staff can refer students to the Student Assistance Team 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 should email the student's teacher or the high school principal.

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

OVERVIEW OF HIGH 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, etc.). Kind words, kind actions, and following directions the first time are extremely important. Using kind words and kind

actions creates a positive, safe environment for all students which is necessary for learning to take place. Following directions the first time allows for the maximum amount of learning for all students.

POSITIVE BEHAVIOR INTERVENTION & SUPPORT (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. The school uses the International Baccalaureate (IB) Learner Profile as its school values. Our values are Balanced, Caring, Communicator, Inquirer, Knowledgeable, Open-minded, Principled, Reflective, Risk-Taker, and Thinker.

Systems used to encourage school values:

1. **Assemblies** – The purpose of assemblies is to build community around our school values, create a positive high school culture around unity and respect, and announce or review any important upcoming events.
2. **IB Student of the Month Award** – Each month, one student from each advisory will be recognized as our IB Student of the Month. Students are nominated based on their embodiment of the IB Learner Profile.
3. **Advisory** – The purpose of advisory is for students to build knowledge and application of the IB Learner Profile Attributes and Approaches to Learning skills that will lead to independent students. Students will develop their organizational, communication, collaboration, affective, and reflective skills.

SCHOOL DISCIPLINE

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

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

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

Disciplinary offenses result in consequences subject to the discretion of the Principal and the Dean of Students and may include detention, school service, loss of school privileges, in-school suspension, out-of-school suspension, and/ or expulsion. In addition, behavior contracts will be created to ensure

clear communication of expected and targeted behaviors and consequences for failure to comply, as well as to encourage students as they learn to make better choices. The list of offenses in the table below and consequences are not exhaustive but provide examples of prohibited conduct and possible consequences. The school's rules and regulations may be supplemented by the teacher's rules for their classes and other school events. Repeated offenses resulting in repeated suspensions may lead to expulsion. Suspended students are not entitled to participate in school events (e.g. athletics, dances, ceremonies, etc.) on suspension days or on weekends or holidays between suspension days. Please note that students may not participate in school events (e.g. athletics, dances, ceremonies, etc.) on days when in-school suspension is assigned, or on weekends or holidays between in-school suspension days. The school reserves the right to restrict participation in school-related events, ceremonies, dances, commencement, etc. to students who have demonstrated good character and conduct. Please also note that any breach of state or federal law may be handled in cooperation with the police department or other authorities.

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

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

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

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

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

Procedures and Due Process for Short-Term suspension (less than 10 days) the student is afforded due process rights and is subject to the following:

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

Confidentiality

All information concerning a student's status as a victim or perpetrator of behaviors resulting in disciplinary action by the Principal or his/her designee or its employees shall be retained in the

strictest confidence of 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.

CELL PHONE* AND ELECTRONICS POLICY

Maintaining the integrity of the learning environment is the top priority.

- Students are permitted to have cell phones in their possession throughout the school day. However, cell phone use is only permitted during lunch and after the last bell of the day.
- Students **MUST** have their cell phones turned off during the school day; cell phone use shall cause no distraction or disruption.
- Students may only text, check social media, and listen to music on cell phone devices during lunch hours **ONLY**.
- No phone calls may be made or received on the cell phone during lunch hours or school hours.
- Cell phones must be out of sight during instructional time (inside and outside of classrooms).
- Cell phone use is not allowed during transitions to and from classes & cafeteria.
- Cell phone charging is not allowed on campus.
- The only exception to the above policies is as follows: cell phones and tablets used for instructional purposes are allowed with the teacher's explicit permission and supervision.
- Fire drills, assemblies, or other school evacuations are considered cell phone blackouts.
- Students requesting a pass for the restroom, nurse, or any other out-of-class pass must leave their cell phone to obtain a pass of any kind.

If a student is caught using a cell phone during class, in the halls, restroom, etc., the following consequences will apply:

- First Infraction – Confiscation of cell phone by teacher or administration team member. Cell phone(s) is sent to the Dean of Students' office. Administrator reviews the MJCS high school cell phone contract, the student pays the fine of \$25.00, and the cell phone is returned to the student at the end of the school day.
- Second Infraction – Confiscation of cell phone by teacher or administration team member. Cell phone(s) is sent to the Dean of Students' office. Parents are notified by the Dean of Students. An administrator returns the cell phone to a parent at the end of the school day, the student pays the fine of \$35.00, and the MJCS high school cell phone contract is reviewed and signed by the student.
- Third Infraction – Confiscation of cell phone by teacher or administration team member. Cell phone(s) is sent to the Dean of Students' office. Parents are notified by the Dean of Students. An administrator returns the cell phone to a parent. At the end of the school day, student pays

a fine of \$45.00 and review MJCS cell phone contracts. Cell phone privilege is revoked for the remainder of the school year.

Certain infractions result in the immediate loss of a student's privilege to use the cell phone during lunch hours. This penalty is decided by school administrators and includes, but is not limited to, infractions such as:

- Posting harmful material against students and/or any members of the school community
- Refusing to give the device to a school official who requests it
- Making threats against the school community
- Refusal to remove cell phone(s) from their possession, reducing the possibility of compromised test security, during times of testing and other student evaluations.

****Please note earbuds, headphones, hands-free Bluetooth devices, smartwatches, cell phones, electronics, and electronic accessories are all part of this policy.***

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

Student Searches & Confiscations

It is important to note that the school will not assume responsibility if valuables, electronics, or other items are lost or stolen. Parents who inquire about a lost or stolen item will be directed to contact the Dean of Students. If an adult suspects a student is in possession of something gravely inappropriate, the adult will contact one of the school administrators immediately. If there are reasonable grounds to suspect that a search will reveal evidence that a student has violated the law or a school rule, the administrator or team member may search the student or his or her personal effects. This means only a "moderate chance" of finding the expected evidence or material is necessary to perform an authorized search.

Only the Head of School, Principal, Assistant Principal, Dean of Students or Assistants to the Dean, or Security Guard will perform searches. No excessively intrusive searches will ever be performed. Disciplinary consequences are typically assigned/monitored by the Dean of Students. If parents or staff raise concerns, consequences will be reviewed by the School Principal.

IF A RECOMMENDATION OF EXPULSION IS DETERMINED

- Parent/legal guardian contact
- School-level conference with mandatory parent participation
- Referral to school social worker and/or professional school counselor at the current school
- Recommendation for expulsion and interim placement

Note: Determination of whether to expel a student is made by the hearing office.

Possible Corrective Strategies (if expulsion is not recommended)

- Contact parent/legal guardian
- Implement a Home-to-School and School-to-Home Communication System
- Post, teach, and reteach school behavior expectations
- Utilize check-in/check-out

- Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior, and consequences for infractions
- Intensive academic support
- Intensive social skills teaching
- Self-management program
- Firm, fair, and corrective discipline
- After school detentions

In-School Suspension (ISS)

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

When a student is issued an in-school suspension:

- The school will notify the parent/guardian
- Students will be expected to serve ISS during the entire academic day on the day ISS is assigned
- On the day of ISS, a student will arrive at school as if they are going to serve a regular day and enter campus through our regular intake process.

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

- Students are expected to sit in their assigned seats and to work silently during the entire day while serving this consequence.
- Students who are serving ISS for the day will attend lunch at the regularly scheduled time the school has allotted for lunchtime.
- Any student who is non-compliant with the rules and procedures of the ISS room will either be issued another ISS for the next day or for egregious behavior will be issued an out-of-school suspension.

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

First Offense:

- Phone call home to parent.
- If student still does not comply = 1 day Out of School Suspension (OSS)

Second offense

- Phone call home to parent and parent conference requested
- 2 days OSS

Third offense

- Parent conference requested and student is placed on a behavior contract
- 3 days OSS

Out-of-School Suspension (OSS) – Out of School suspensions are reserved for instances when it is necessary to exclude a student from school for disciplinary reasons. It is usually for a fixed amount of time with the student automatically returning to class after the suspension and re-entry meeting with

the parent, student, and an administrator have been completed.

Absences Due To Out-of-School Suspensions – Absences due to suspension are unexcused and are counted against the attendance requirement. It is the responsibility of the student and/or parent to request the work missed during the suspension, from the teacher.

Procedures and Due Process for Short-Term Suspension – If a student commits an offense that results in short-term suspension (less than 10 days) the student is afforded due process rights and is subject to the following:

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

Expulsion

Recommendation Of Expulsion – The following may or may not occur:

- Parent/legal guardian contact
- School-level conference with mandatory parent participation
- Referral to the Student Assistance Team (SAT) team
- Referral to school social worker and/or professional school counselor
- Disciplinary hearing
- Recommendation for expulsion and interim placement

Note: Determination of whether to expel a student is made by the NOLA Schools Hearing Office.

Possible Corrective Strategies (if expulsion is not recommended)

- Contact parent/legal guardian
- Implement a Home-to-School and School-to-Home Communication System
- Post, teach, and reteach school behavior expectations
- Utilize check-in/check-out
- Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior, and consequences for infractions
- Intensive academic support
- Intensive social skills teaching
- Self-management program
- Firm, fair, and corrective discipline
- After school detentions

Procedures and Due Process for Recommendation for Expulsion – Procedures for due process for recommendation for expulsion are administered by NOLA Public Schools.

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 the orderly behavior of students on the school buses and will report, in writing, all misconduct to the transportation services manager and the Assistant Principal or Principal. The Principal and his/her designee will have the authority to take appropriate disciplinary action for students engaging in misconduct on a school bus. To avoid discipline issues and to meet expectations

for student behavior on the school bus, students should follow the guidelines listed below:

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

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

After School Dean's Quarters Meeting – Students report to the after-school meeting after the dismissal bell.

In-School Intervention (Dean's Quarters)– A student may be sent out of class if he/she demonstrates behavior that represents a major breach of Morris Jeff values. The student is sent from the classroom to the Dean's Quarters. There, students spend at least 15 minutes completing a student reflection. Send Outs to the Dean's Quarters allow the student time to reflect on his/her behavior and how that behavior is misaligned with the values of the school. In addition, students have the opportunity to develop a plan to restore that alignment through a variety of proposed measures. A parent is notified each time a student is sent to the Dean's Quarters.

Visitor Policy – All visitors to the high school, including parents, are required to ring the doorbell, identify himself/herself and the destination, and wait to speak to the office staff and hear the buzzer before entering the building. High school staff members have been advised not to hold doors open for visitors but to advise them of our policy and to close the door behind them. All visitors to the high school, including parents, are required to enter the building via the front entrance located on Alvar. Visitors who attempt to enter via any other doors will be turned away and redirected.

School Security Cameras – Our campus is equipped with security cameras to ensure the safety of students, staff, and visitors as well as to protect school property. Security cameras are used in locations both inside and outside the building where there is no reasonable expectation of privacy. Students or staff identified on security cameras in violation of school policies will be subject to appropriate disciplinary action, in accordance with the disciplinary procedures set forth in this Student/Parent Handbook. Violations of the law may be referred to law enforcement agencies, and video evidence may be provided to those agencies by the Head of School and/or Principal.

The school shall follow proper procedures regarding the 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, Principal, Dean of Students, and his/her designees, and if warranted, law enforcement officials. Access by others will be determined by the Head of School and/or Principal in consultation with legal counsel and in accordance with any applicable laws.

Property, Search, and Seizure – A student and his or her possessions can be searched if there is reasonable suspicion that that specific student violated the law or school rules. A school administrator or designee may seize any contraband that is illegal or violates school rules, including weapons and drugs. Students’ desks and personal property can be searched at any time and for any reason, with or without notice.

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

DISCIPLINE POLICY/PROCEDURES FOR STUDENTS WITH DISABILITIES

Overview of Procedural Safeguards

- A. General.** Disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement. If a student violates the Student Code of Conduct, before consequences or punishment are imposed, the principal/designee must consider whether the student:
1. Has an IDEA or Section 504 disability; or
 2. Is a student who is “thought to have a disability.”

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

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

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

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

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

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

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

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

A series of suspensions with days that total more than 10 total school days in a school year may be a change in placement.² 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 same type of behavior, same victim, same class, same day of the week or same time of day, etc.) If the answer is **yes**, continue with the following analysis:

Other Pattern Considerations. Consider such factors as:

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

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

Consistent Decision-Making. Determining whether a pattern exists is very subjective. Thus, school staff should consult with their central administrator to ensure that factors are considered consistently across schools.

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

² 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.

3. **Additional Considerations.** The following considerations apply to in-school suspension; a suspension or removal for a portion of the school day; and for suspensions from transportation.
- a. **In-school Suspension.** An in-school suspension will not be considered as a suspension for the above purposes as long as a student is given the opportunity to continue to: appropriately participate in the general curriculum; receive IEP specified services; and participate with nondisabled children to the extent (s)he would have in the current placement. Any in-school suspension that does not meet this standard must be considered as a suspension for purposes of these procedures.
 - b. **Suspension/Removal for Portion of School Day.** Students sent home from school in the morning because of misconduct 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.³
 - 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 has the same obligations for the student to get to and from school as any nondisabled peers suspended from the bus. However, school officials should consider whether the bus behavior is similar to classroom behavior that IS addressed in an IEP and whether the bus behavior should be addressed in the IEP or through a BIP.

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

C. Determining Manifestation Determination & Services.

1. **Manifestation Determination.** Within 10 days of any decision resulting in a change of placement the LEA representative, parent, and relevant members of the child's IEP Team

³ 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."

(as determined by the parent and the LEA representative) must meet and determine whether the student's behavior is a manifestation of his/her disability using the Manifestation Determination form. The procedures below are used to make this determination.

a. Making the Decision

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

- a) **Relationship of Behavior to Misconduct.** Was the conduct caused by or directly and substantially related to the student's disability?

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

1. **Consistent Behavior.** Behavior that has been consistent across settings and across time may meet this standard.
2. **Attenuated Association.** Behavior that is not an attenuated association, such as low self-esteem, to the disability would not have a direct and substantial relationship to the student's disability.

- b) **IEP Implementation.** Was the conduct a direct result of the school's failure to follow the student's IEP? If so, the principal must ensure that immediate steps are taken so that the identified deficiencies are remedied.

- d. **Behavior Is Manifestation of Disability.** If the relevant members of the IEP team answers yes to either question, then the student's behavior is a manifestation of his/her disability. In this case:

- 1) **Return to Placement.** Unless the IEP team agrees to a change of placement as part of the modification of the BIP, the school must return the student to the placement from which (s)he was removed. Note: this provision does not apply to students involved with weapons, drugs or serious bodily injury. (See Section II.)
- 2) **FBA & BIP.** The IEP team must conduct or review a functional behavioral assessment (FBA) and create a behavior intervention plan (BIP) addressing ways that the school can help the student with the conduct at issue. If the student already has a BIP, it must be reviewed and modified to address how the school can better assist the student with the conduct at issue. **Note:** If the FBA requires a new assessment of student behavior, parental consent is required.

e. **Behavior is NOT Manifestation of Disability**

- 1) **Same Consequences.** If the IEP team members agree that the student's conduct was not a manifestation of his/her disability, then the student may be subject to the same consequences as all students.⁴
- 2) **Required Services.** A student with a disability who is removed from his/her current placement must receive the following services beginning on the 11th day of *cumulative* suspensions during the school year. The IEP team:
 - a) **Identifies Services.** Identifies and documents educational services the students will receive to enable the student to continue to participate in the general education curriculum, although in another setting (e.g., an interim alternative educational setting (IAES), etc.) and to progress toward meeting the goals set out in the student's IEP; and
 - 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;

⁴ 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.

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

3. **Serious Bodily Injury.** A student inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or an LEA.⁵

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 his/her disability. (See Section I.C. above for more information about the manifestation determination process.)

1. Behavior IS Manifestation of Disability

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

2. Behavior is NOT Manifestation of Disability

- a. **Disciplinary Hearing.** If all team members determine that the conduct was not a manifestation of the student’s disability, then the 45 school day emergency placement may proceed to a disciplinary proceeding afforded to all students.

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

- b. **FBA/BIP.** The student must receive, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior related to the disciplinary violation so that it does not recur.

III. Appeals

A. Reasons for Requesting an Expedited Due process Hearing

1. **Parent Disagreement.** Parents who disagree with the appropriateness of the alternative placement or remedial disciplinary setting or services may request an expedited due process hearing.
2. **School Considers Student to be Dangerous.** If a school has documented reasons to believe that keeping the student in his/her current school is **substantially likely to result in injury to the student or to others**, the school should request an emergency hearing for the purpose of transferring the student to an IAES for up to 45 school days. *Note: this standard is not as high as serious bodily injury; it does **not** allow for an immediate 45 school day removal.*

B. Authority of Hearing Officer

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

C. Expedited Due Process Hearing Procedures.

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

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

D. Placement during Appeal of Discipline Decision

1. **Weapons, Drugs or Serious Bodily Injury.** The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation

time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.

2. **Behavior Not Manifested by the Student's Disability.** The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.
3. **Behavior Is Manifested by Student's Disability but Belief Behavior is Substantially Likely to Cause Injury.** The student remains in the placement (s)he was in at the time of the behavior in question unless the parent and school personnel agree otherwise.

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

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

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

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

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

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

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

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

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

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

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

If the parent requests an evaluation for a suspected disability after the student is sent to an IAES, the school must conduct an expedited evaluation at parental request. However, the student remains in placement, including an IAES, during the evaluation. If the student is found to have a disability, an IEP must be developed. The IEP team must then conduct a **manifestation determination**. If the behavior is manifested by the student's disability, the team reconsiders the student's placement in light of the new information

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

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

VI. Application of Section 504 and ADA

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

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

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

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

DISCIPLINARY REPORTING TO COLLEGES AND UNIVERSITIES

1. Academic Dishonesty is determined by the Academic Integrity Committee.
2. Academic Integrity Committee consists of:
 - a. one counselor (either)
 - b. one administrator (any member of the leadership team, Principal, if available)
 - c. one teacher who does not teach the student before the committee

The teacher who discovered the concern will present evidence of Academic Dishonesty. Committee will review the evidence and make a determination of:

- Academic Dishonesty, or
- No Academic Dishonesty/insufficient evidence.

3. In the event that the committee determines that Academic Dishonesty occurred, Morris Jeff will report Academic Dishonesty to any college, university, scholarship program, etc. for any twelfth-grade student.

DISCIPLINARY REPORTING FOR DP STUDENTS

1. In the event that the committee determines that Academic Dishonesty occurred, Morris Jeff will report any resultant changes in a student's DP status for any twelfth-grade student.
2. In all cases of status change for any reason, Morris Jeff will report any resultant changes in a student's DP status for any twelfth-grade student.

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 another 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.

SOCIAL NETWORKING POLICY

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

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

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

Our school expectation is this:

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

DATING VIOLENCE POLICY

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

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

Warning Signs Include, But Are Not Limited To:

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

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

All information concerning a student's status as a victim or perpetrator of dating violence or sexual violence or as the petitioner or respondent of a protection order provided to Morris Jeff or its employees shall be retained in the strictest confidence by the District 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. The right to confidentiality extends to disclosures to a minor student's parent(s), unless disclosure is otherwise required by law or school policy.

Duty of Morris Jeff

Under this policy, guided by the Head of School/Principal, shall:

- Educate school employees about teen dating violence, its effect on students, and its relationship to school safety
- Respond quickly and effectively to incidents of dating violence among students
- Assist in the enforcement of students' civil protection orders
- Notify students and parents of this policy
- Comply with state and federal laws regarding school response to dating violence, particularly Title IX
- Provide dating violence prevention education to students in 8th grade
- Hold all students and school employees accountable for participating in any form of violence, as perpetrators or bystanders

Responding to Incidents of Abuse

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

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

With high school students, the school will, in addition to the above activities:

- Provide the student with age/developmentally appropriate material explaining dating violence and sexual violence, including the school's policy on teen dating violence and sexual violence.
- Promptly involve parent(s) and assist in facilitating communication with student and parent(s), including providing educational materials and resources on dating violence and sexual violence.
- Involve parent(s) in the creation of a safety plan for the student.

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

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

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

Accommodations

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

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

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

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

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

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

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

Tier One Accommodations

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

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

Requests for Tier One accommodations shall be granted absent exigent circumstances and shall be granted without notice to a minor student's parent(s), unless the student is in high school, consented

to by the student, or otherwise required by law or school policy. If parental notification is requested by the student or required by law or school policy, the Title IX Coordinator/Principal or his/her designee shall assist the student in developing a plan for safely involving the student's parent(s), including meeting with the student and parent(s), as necessary or as required by law.

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

- Change of class seat assignment
- Change of locker assignment
- Change of student's class schedule
- Permission to leave class to see a counselor or social worker
- Private space for meeting with counselors and school employees regarding dating violence and sexual violence issues
- Excused absence for classes missed due to dating or sexual violence
- Makeup classwork, including homework, quizzes, tests, and any other graded work, for classes missed due to dating violence or sexual violence or threat thereof

Tier Two Accommodations

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

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

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

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

Student Complaints

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

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

A minor student may file a complaint on his/her own, without parental involvement. A parent may file a complaint on behalf of a minor student with the student's written consent unless the student is enrolled in high school. A complaint requesting disciplinary action against an alleged perpetrator may be based on either one incident of dating violence or a course of conduct that may comprise more than one incident. In either case, the school official handling the complaint shall consider the entire

history of the relationship between the complaining student and the alleged perpetrator, regardless of length, when considering an appropriate resolution.

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

The complaining student must file a written grievance with the appropriate Head of School/Principal or his/her designee. The Head of School/Principal shall attempt to resolve the complaint by holding individual meetings with the complaining student and relevant school employees. The Head of school/Principal may choose to designate another school employee to resolve the complaint. If the complaint is requesting disciplinary action against an alleged perpetrator, the Head of School/Principal shall also meet individually with the alleged perpetrator and any relevant witnesses. At no time will the Head of School/Principal meet with both the complaining student and the alleged perpetrator together.

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

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

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

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

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

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

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

- The right to express his/her wishes regarding resolution to the hearing officer
- The right to have his/her safety considered and respected at all stages of the process
- The right to be notified of time, location, status, and outcome of the hearing in a timely manner
- The right to be present during the hearing
- The right to have an advocate present during the hearing process, including the Advocate, parent, or community-based advocate
- The right to present a victim impact statement which will become part of the record
- The right to have accommodations addressed in any resolution
- The right to meet with the school employees representing the school in the hearing process

Enforcement of Protection Orders

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

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

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

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

Training for School Employees

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

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

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

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

PARENT/GUARDIAN GRIEVANCE POLICY

A parent/guardian may bring a request to the Principal (HS) 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.
3. If the parent/guardian does not believe the situation to be resolved, s/he may request an appointment with the Principal. The Principal will ensure that steps one and two have been followed, investigate (if necessary), or have her designee investigate, and address the matter.
4. 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 Director of Finance and Operations who may be reached by email at 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 his/her version of the facts and his/her 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 the benefit of the procedure described above; the procedure shall follow as soon as it is practicable.

A parent or 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.

School - Family - Student Contract

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.

Parents will:

- o Take responsibility for my student's academic success and behavior.
- o Ensure my child abides by school attendance, discipline, cell phone, responsible use, and dress code policies.
- o Attend my child's report card 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 adults 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-parent-student contract. [Click HERE to sign digitally.](#)

Parent/Guardian

Date

Student & Grade

Date