



MORRIS JEFF COMMUNITY SCHOOL
established 2010



MIDDLE SCHOOL: GRADES 6-8

Middle Years Programme (MYP): Years 1-3

STUDENT/PARENT HANDBOOK 2023-2024

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The IB Middle Years Programme (MYP) policies can be found on the [school website](#).

2023-2024 ACADEMIC CALENDAR

MORRIS JEFF
COMMUNITY SCHOOL



ACADEMIC CALENDAR 2023 - 2024

JULY 2023

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AUGUST 2023

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SEPTEMBER 2023

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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
9/1-4 – 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

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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 Holidays/School Closed
 ◆ Faculty/Staff Work Days

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

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

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 middle school is located at 3819 Saint Claude Avenue, New Orleans, LA 70117. To distinguish it from the elementary and high school campuses, we refer to it as the Drew campus because the building name is Charles Drew School. The office entrance is on Saint Claude, while the Marais gate is used for entrance to school events for families.

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.

INTERNATIONAL BACCALAUREATE ORGANIZATION WORLD SCHOOL

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

Morris Jeff Community School was authorized in 2017 as an IB World School by IBO offering the Middle Years Programme (MYP) to our middle school students. 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 1 through 3, MYP students take eight subjects:

- Arts (Performing or Visual)
- Design
- Individuals and Societies
- Language Acquisition
- Language and Literature
- Mathematics
- Physical and Health Education
- Science

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

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

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

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

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.

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 - MIDDLE SCHOOL

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

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 at all times. The student's ID must be in place when entering the 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

- Twill shirt or blouse with official brand monogram* (white, stone, or burgundy)
- Polo with official brand monogram* (white, navy, or burgundy)
- Morris Jeff t-shirt or athletic shirt

Bottoms

- Khaki or navy uniform shorts, pants,
- Blue jeans pants or shorts (no other colors allowed)
- Khaki or navy skorts (no shorter than the top of knee)
- Khaki, navy, or official Morris Jeff plaid* skirts (no shorter than the top of knee)

Note: No leggings or tights unless under one of the approved bottoms above.

Footwear: Tennis shoes or saddle shoes (*no boots, heels, sandals, crocs, light-up shoes, or shoes with wheels*)

Outerwear: MJCS outerwear is optional. Hoods on jackets or sweatshirts are not allowed to be over the student's head while in school. Students must wear one of the tops listed above underneath outerwear.

Accessories

- May wear mask or face covering (must cover nose and mouth)
- May wear earrings or headband/hairband
- May wear an analog watch (no smartwatches with access to the internet or calling)
See the Cell Phone Policy on page 18 regarding cell phones and smartwatches.
- No accessories, clothing, or body art that distracts from learning

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

1. **Poree's Embroidery**, 3630 MacArthur Blvd, 70114 or 3401 Tulane Ave, NOLA 70119
2. **Young Fashions Uniforms**, 5700 Crowder Blvd, NOLA 70127 (*offers MJ monogram patch to adhere to plain tops, dresses, or sweatshirts*)

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

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

**Information regarding 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 jersey or shirt on game/competition days:
- Students are not allowed to wear each other's clothes at school (ex. wear jackets and sweatshirts labeled with another student's name).
- All apparel and accessories worn to school must be deemed safe and appropriate by the principal or designee. Other items that are not allowed at school 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.
- Clothing that promotes drugs, alcohol, weapons, violence, profanity, or hate, or that displays messages of a sexual nature is not allowed.

Students will not be allowed to attend class out of dress code and will be sent to the dean's office. Parents will be contacted for dress code violations that cannot be corrected immediately. Repeated dress code violations will result in disciplinary action determined by the principal or designee.

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

SCHOOL HOURS

Arrival and Dismissal – The middle school hours are from 7:45 am to 3:26 p.m. Students who arrive to class after 7:45 am are considered tardy, and the tardy will be reflected on their attendance record. Students are allowed to enter the school building at 7:40 am. Breakfast is available from 7:40 – 7:45 am. After 7:45 am, parents MUST escort their student(s) to the school office and sign in their student(s). Dismissal begins at 3:26 pm every school day. Buses leave the school at 3:30 pm.

Supervision – Adult supervision is available at 7:40 am and until students are dismissed from school. The school does not assume responsibility for students who arrive before or after those times unless they are participating in a school activity. Upon dismissal, middle school students who are not engaged in supervised activities and are not picked up in a timely manner (15 minutes after dismissal) will be sent to the carpool lane to wait for their ride.

Permission to Walk Home – Middle school students who walk home without an adult guardian need a signed permission form on file in the office. Permission is granted or denied in online school registration each year. Additionally, forms can be obtained in the office or [on our website](#); they must be completed and approved by the Principal each school year.

MORRIS JEFF ATTENDANCE POLICY

School begins each day at 7:45 a.m. Students must attend school daily and be on time. Middle School students not in class by 7:45 am are considered tardy and this will be reflected on their attendance record.

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

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

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

	Absent 1 day	Absent 3 days	Absent 5 days	Absent 7 days	Absent 10 days	Absent 20 days
Minutes of instruction missed	395	1,185	1,975	2,674	3,950	7,900
Hours of instruction missed	6.6	19.8	33	46.2	66	132

Specifics about Morris Jeff Community School Attendance Policy

Any student arriving after 7:45 am is considered tardy. Dismissal is at 3:26 pm each day. A child checked out of school unexcused before dismissal is considered an unexcused absence without documentation from a doctor.

2 nd Unexcused Absence:	Phone call from the office manager
5 th Unexcused Absence:	Letter sent home including attendance documentation
7 th Unexcused Absence:	Plan is drafted WITH parent(s) and school personnel to address attendance
10 th Unexcused Absence:	Issue summons to court

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

- Doctor's note specifying the excused day(s) of student illness
- Note/form verifying religious holidays of the child's own faith

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

Note: *All notes and documentation regarding student absences and/or tardy occurrences must be received on the day the student returns to school.*

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

Tardy - School begins at 7:45 am. Any student who arrives to class after that time is considered tardy and will be reflected on their attendance record. Students must be in attendance by 7:45 am to receive breakfast. Any student arriving at school after 7:45 am **MUST** be accompanied by an adult. **DO NOT DROP OFF YOUR CHILD WITHOUT AN ADULT ACCOMPANYING HIM OR HER TO THE OFFICE AND SIGNING HIM/HER IN. THIS IS FOR YOUR STUDENT'S SAFETY.**

In addition, middle school students will earn a "late to class" for individual classes in which they are not in their designated seat before the beginning of class. Any students that arrive more than five minutes late to class will be referred to the Dean of Students.

Checkouts - All early checkouts end at 2:30 p.m. each day. No student will be checked out of school after this time and before regular dismissal time except in an emergency. Checking out a student early constitutes an unexcused absence unless there is verification of a doctor's appointment or personal illness. Documentation should be given to the teacher the following day or on the day the student returns to school.

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

Checkouts are made from the office. Please do not text or call your child ahead of arrival. Parents are required to sign out students from the office. Students will not be allowed to leave campus without a responsible party present to sign them out. ***The person checking out the child must be designated on the child's emergency form in the office and must have a valid ID to show school personnel at the time of checkout.*** Please arrange appointments after school hours whenever possible.

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

1. Family notifies the office concerning where the student will transfer and obtains a withdrawal form.

2. Family returns all textbooks, library books, technology, etc., and pays fees for any school books or property that may be damaged or lost or any outstanding school fees.

STATE OF LOUISIANA ATTENDANCE POLICY

RS 17:233

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

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

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

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

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

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

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

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

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

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

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

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

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

SUBPART C. SCHOOL ATTENDANCE

RS 17:221

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

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

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

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

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

SCHOOL-HOME COMMUNICATION

Because we believe that communication between home and school is crucial to students' academic well-being and to the life and culture of our school, communication between the middle school staff and families occurs via the following methods:

- School Phone: (504) 503-0730
- Staff emails: teacher's first initial followed by the last name @morrisjeffschool.org (ex. John Smith - jsmith@morrisjeffschool.org)
- Grades are always available through [PowerSchool](#).
- Report cards are distributed by email at the end of each quarter. Conferences are offered at the end of the first, second, and third quarters.
- Google Classroom [Guardian Summaries](#)
- [Hero K 12](#)

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

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

Telephone Procedure – Families are asked to leave messages with the school office for students only in cases of emergency and to make after-school arrangements in advance whenever possible. Students can use the office telephones in cases of emergency. Students are not allowed to communicate using cell phones during the school day.

Parent-Teacher Conferences – Parent-Teacher conferences are composed of two student-led conferences (beginning and ending of the school year) and three report card conference nights. Families may request a conference with their child's teacher during their teacher's planning period by calling the office and leaving a message along with a return phone number or via the teacher's school email. All conferences with teachers should be pre-arranged for a convenient time for both the family and the teacher; an appointment is required. Call 504-503-0730 to schedule an appointment with your child's teacher. Teachers are unable to meet with parents or have conversations during class time.

Google Classroom and PowerSchool: To ensure that families are aware of their student's learning in Middle School, families may check their student's [Google Classroom](#) and [PowerSchool](#) each day after school for information related to assignments and homework. Families are required to attend both Student-Led Conferences (all students) and Report Card Conferences (if in danger of failing a subject area).

Questions related to specific classes or class issues (i.e. grades, discipline) can first be communicated directly to the student's teacher via the school phone number or the teacher's school email.

GENERAL INFORMATION

Homework – Homework assignments vary each night by subject. Students need to study nightly to be fully prepared for summative assessments and strengthen their knowledge and skills. The State Library of Louisiana offers an after-school online homework assistance service. Parents and students can access this resource at www.homeworkla.org.

Student Fees – As an open-access school, Morris Jeff 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 Extra-Curricular 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 Executive 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.

Celebration Field Trips and Class Field Experiences – Middle school students will have opportunities for two types of experiences outside of campus.

- Celebration Field Trips – earned quarterly through student's positive behavior
- Field Experiences – related to academics

Written parental permission, along with the necessary fees for transportation and admission are required for any student to take part in such activities. Students not earning Celebration Field Trips are required to attend school and Morris Jeff will plan activities for those students. Students not attending school during a celebration 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. Families and students must turn in permission slips by the due date communicated on the permission form to attend the field trip or experience.

Birthday Celebrations – Morris Jeff does not allow student birthday celebrations at school for middle school students. We value our learning time and unexpected celebrations cause interruptions to learning for middle school students. Please refrain from sending cupcakes, treats, etc to school.

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

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

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

STUDENT AND SCHOOL MATERIALS

Lost and Found Items – Lost items will be placed in the Lost and Found area at the front check-in desk. Students should have their names on all of their clothing, books, and personal items. Items not claimed will be donated or thrown out after 2 school days.

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 school items including but not limited to textbooks, library books, instructional supplies, or technology.

Valuable Items, Including Cell Phones – Students should not bring large amounts of money or expensive items, such as jewelry, cameras, watches, electronics, personal computers, games, and game systems, etc. to school. Students are allowed to bring cell phones (see the cell phone policy).

Classroom Supplies – Students and families should refer to class syllabi distributed at orientation for a list of items needed for specific classes.

CELL PHONE POLICY

Middle school is committed to a distraction-free and safe environment for students. Cell phones and smart watches at school can lead to distractions when learning. Additionally, cell phones regularly lead to issues of cyberbullying, unauthorized videos and pictures, and cheating. Middle school students are NOT allowed to use cell phones at school, or at school-related events (sports, field trips, etc.). To start the school year, **cell phones will be collected by the school and stored each school day.** Cell phones are to remain off and stored away until dismissal. Students should turn cell phones off – not silent or vibrate – before turning in cell phones to the school.

During the first quarter, a new cell phone system will be implemented that allows students to carry their cell phones and smart watches on them throughout the school day in a school-provided bag that blocks cellular, wifi and bluetooth transmissions. Students will be able to remove their devices from the bags at the end of the school day. Every family will be required to complete a form stating whether their student will be bringing a cell phone and/or smartwatch to school each day. This form can be updated and changed throughout the school year by families in the front office.

If a cell phone is seen or used during the school day, the following actions will be taken:

- **First Infraction:** The observing staff member notifies the Dean of Students who confiscates the cell phone. The Dean of Students documents the confiscation, and the parent or guardian of the student must pick up the phone from the Dean of Students in person.
- **Second Infraction:** The observing staff member notifies the Dean of Students who confiscates the cell phone. The Dean of Students documents the confiscation and a parent conference to develop a cell phone intervention plan is required for the phone to be returned.

In the event of an emergency or change in after-school arrangements, families are asked to leave messages for students by calling the school's phone number 504-503-0730. Students can use the office telephones with permission from school staff.

In the event a student refuses to turn in a cell phone that was being used or seen, a parent or guardian must come to the school to retrieve the cell phone from the student. The student will also serve at minimum an after-school detention.

Families should complete the following [Google form](#) to let the school know if their student will be bringing a cell phone or smartwatch to school.

RESPONSIBLE TECHNOLOGY USE POLICY

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

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

Students are held accountable for their actions with all digital technology in accordance with school rules and expectations. In the event that a student causes vandalism or damage to school property, the family will be financially responsible for the repair or replacement of school property, less the cost of the student technology fee (if applicable).^[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 \$300 depending on the severity of the damage, but are subject to change.

Care and Handling of Devices

- When in transition, students must secure the device inside their backpacks.
- Students may not lean on or stack heavy items on top of devices.
- Students must wipe them with a clean, damp cloth as needed and wash hands regularly.
- Students must immediately report any damage to a device to their teacher.
- All devices must be returned to their designated slot in the classroom cart.
- Students may not share devices with other students without consent from their teacher.

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

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

EMERGENCY PROCEDURES

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

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

FAMILY AND COMMUNITY INVOLVEMENT

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

Volunteers should not repeat what is heard regarding students while volunteering at school. Students' grades, progress, or what goes on in the classroom should never be discussed with anyone but 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 would not be absent, but if it is necessary, the school office and teacher should be called.

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

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

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

STUDENT PROGRESS AND REPORT CARDS

Student Progress can be monitored on [PowerSchool](#). Report Cards will be discussed and distributed at quarterly report card conferences.

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

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

STUDENT SUPPORT 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 their child has a disability and wishes to learn more or request an evaluation should contact our Director of Student Support Services. In addition, children with special needs are provided with procedural safeguards in regard to discipline.

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

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

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 by pharmacy standards. Clear instructions for the administration of medication must be provided. All medication to be administered routinely at school must be brought to the school office by a parent. Medication forms must be completed by both the parent and the doctor annually and a medication plan must be developed with the school nurse. Students may not carry their own medication unless the doctor's orders specify that the student has been instructed in self-administration. Antibiotics, cough medicines, aspirin, etc., are not permitted, however, parents or designees may come to administer such medicines. Students will be called out of class to the office for a parent to administer the medicine. ***Any questions on these policies should be directed to the school nurse.***

Mandated Reporting – Based on Louisiana Children's Code Article 603, all "Teaching or child care providers" which are any persons who provide training and supervision of a child, including any public or private teacher, teacher's aide, instructional aide, school principal, school staff member, social worker, probation officer, foster home parent, group home or other child care institutional staff member, personnel of residential home facilities, a licensed or unlicensed 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 counselor or social worker.

Student Assistance Team (SAT) – The Student Assistance Team (SAT) is a team of middle school administrators, counselors, and teachers that convene to determine 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 director of the middle school. Families may contact the Middle School Dean of Students for any referrals to the SAT.

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

OVERVIEW OF MIDDLE SCHOOL DISCIPLINE

School Rules:

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

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

Positive Behavior Intervention and Systems (PBIS)

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

Systems used to encourage school values:

1. **Assemblies** – Each Monday during advisory, Middle School students, teachers, and administration hold a community assembly. The purpose of the meeting is to reinforce school values, build a positive middle school culture and announce or review any important upcoming events.
2. **Global Leader Award** – During the school week, students and staff can nominate a student in their grade for the Global Leader award for displaying the IB Learner Profile Attributes. Students who earn the Global Leader Award will be announced at Middle School assemblies and will receive recognition in the Pelican Press.
3. **Hero K12 System** – Each class period, students earn points for following school rules, completing classwork, and writing down their homework. If a student is absent, they can earn points by completing and turning in any missed work. Students can earn additional points throughout the week by exhibiting IB Learner Profile Attributes.
4. **Weekly Celebration** – At the end of each week, students that earn 80% of the possible points will be rewarded (ex. extra recess, games, snacks, events) on the last day of the school week.
5. **Advisories of the Quarter** – Three advisory classes receiving the most Hero points of the IB Learner profile Attributes of Caring, Communicator, & Reflective will be rewarded at the end of each quarter.
6. **End of Quarter Celebrations** – At the end of each quarter, students can earn the End of Quarter Celebration by earning 80% of the possible points in the quarter and have zero in-school or out-of-school suspensions. End of Quarter Celebrations occur at the end of the quarter and take place off the school campus. Students who do not earn the celebration will continue with their classwork in addition to IB Learner Profile training, restorative conferences, reflection, and/or service actions.

7. **Advisory** – Each Tuesday through Thursday advisory will be held. The purpose of the advisory is for students to build knowledge of the IB Learner Profile Attributes and build Approaches to Learning skills that will lead to independent MYP students. Students will develop their organizational, communication, collaboration, affective, and reflective skills.
8. **Field Experiences** – As part of the MYP, middle school students will often go on field experiences in the community. These field experiences should be seen as critical learning experiences, not rewards for positive behavior (as the Quarterly Celebrations are). Students will not be barred from a field experience except when a student is serving an in or out-of-school suspension during the field experience.

DISCIPLINE POLICY

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

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

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

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

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

Consequences for Infractions of Rules in the MYP Grades 6-8*

Recess Detentions (Held by teacher) – Students earn recess detentions for any violations in the table following.

After-School Detentions (Held by teacher) – Students earn after-school detentions for any violations in the table following that are repeated after a recess detention has been served during the week. After-school detentions are served from 3:30 pm – 4:30 pm. The student must report to the space the detention is held by 3:30 pm. Students will be escorted to the carpool lane for pick-up at 4:30 pm.

Recess Detentions (Held by Admin) – Students earn recess detentions held by admin. for repeated uniform violations and repeated incidences of being tardy in a school week. The recess detention is served for the entirety of recess.

After-School Detentions (Held by Admin) – Students earn Saturday detention for violations found in the table following. After-school detentions given by an administrator are held from 3:30 – 4:30 pm.

Saturday Detentions (Held by Admin) – Students earn Saturday detention for violations found in the table following. Saturday detentions are held once a month from 9:00 am – 12:00 pm at school. Once a Saturday detention is finished at 12:00 pm, students will be escorted to the front of the building to wait for pick up.

In-School Suspension (Held by Admin) – Students earn in-school suspension (ISS) for violations found in the table following.

Out-School Suspension (Held by Admin) – Students earn out-school suspension (OSS) for violations found in the table following.

**This list is not exhaustive of all consequences in middle school but gives an overview of common consequences.*

Suggested and Possible Responses for Classroom Misbehaviors

Purpose: The purpose of this chart is to clearly state possible responses from teachers and administrators to student misbehavior. With that stated, discipline is based on a careful assessment of the circumstances of each case. The following factors are considered:

- Seriousness of the offense
- Student's age
- Frequency of misconduct

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

Student Misbehavior	Suggested Teacher Response	Suggested Administrative Response
<ul style="list-style-type: none"> • Talking at inappropriate times • Avoidance of work • Not following teacher directions • Making noises (distracting students from learning) • Taking teachers or students things (minor) <p>Ex. Borrowing a pencil without asking</p> <ul style="list-style-type: none"> • Consuming food or drink without permission from the teacher • Coming to class unprepared <p>Ex. Forgot pencil, homework, etc.</p> <ul style="list-style-type: none"> • Throws object not liable to harm someone <p>Ex. Tossing paper into the wastebasket</p> <ul style="list-style-type: none"> • Passing notes 	<ul style="list-style-type: none"> • Cue from teacher • Empathetic conversation & Reflection space • Recess detention (no Hero point earned) • After-school detention and phone call to family 	<ul style="list-style-type: none"> • Only with a completed referral from a teacher to the Student Assistance Team (SAT).
<ul style="list-style-type: none"> • Cell phone ringing in class 	<ul style="list-style-type: none"> • Contact Dean of Students & the student gives Dean of Students the phone 	<ul style="list-style-type: none"> • See the Cell Phone Policy in Handbook
<ul style="list-style-type: none"> • Cell phone usage including texting, social media, games, etc. 	<ul style="list-style-type: none"> • Contact Dean of Students & the student gives Dean of Students the phone 	<ul style="list-style-type: none"> • See the Cell Phone Policy in Handbook
<ul style="list-style-type: none"> • Late to class, less than five minutes, without a pass (tardy) 	<ul style="list-style-type: none"> • Empathetic conversation & Reflection space • Recess detention (no Hero point earned) 	<ul style="list-style-type: none"> • Only with a completed referral from a teacher to the SAT.
<ul style="list-style-type: none"> • Missing a component of the uniform or out of uniform without a note from family <p>Ex. Tie or shoes</p>	<ul style="list-style-type: none"> • Empathetic conversation and fix uniform if possible • If a uniform fix is not possible, refer to Dean for after-school detention and phone call to family 	<ul style="list-style-type: none"> • Contact the family of the student, • Referral to counselor as needed

	to bring proper uniform to school	
<ul style="list-style-type: none"> Calling names or making fun of another student including “ribbing” 	<ul style="list-style-type: none"> Recess detention (no Hero point earned) Phone call to family Refer to Dean for after repeated offenses within one school week If there is a suspicion of bullying, a written account must be given to the Dean of Students. 	<ul style="list-style-type: none"> Only if a suspicion of bullying Bullying investigation if necessary If not bullying, restorative approach
<ul style="list-style-type: none"> Raising a voice towards a teacher or another student 	<ul style="list-style-type: none"> Recess detention (no Hero point earned) Phone call to family Refer to Dean for repeated offenses within one school week 	<ul style="list-style-type: none"> Only with repeated offenses in a week OR With a completed referral from a teacher to the SAT.
<ul style="list-style-type: none"> Inappropriate use or internet search using school internet or devices 	<ul style="list-style-type: none"> Referral to Dean of Students 	<ul style="list-style-type: none"> Contact family of student Loss or restricted use of internet and/or school device for repeated offenses Referral to counseling as needed
<ul style="list-style-type: none"> Late to class, more than 10 minutes, without a pass (tardy) 	<ul style="list-style-type: none"> Referral to Dean of Students 	<ul style="list-style-type: none"> Contact family of student Assign Saturday detention
<ul style="list-style-type: none"> Leaving the class or the teacher’s supervision without permission 	<ul style="list-style-type: none"> Referral to Dean of Students 	<ul style="list-style-type: none"> Contact family of student Restorative approach (if possible) Assign Saturday detention if out of class more than 10 minutes
<ul style="list-style-type: none"> Suspicion breach of Academic Honesty Policy Logging in or using another student's online accounts 	<ul style="list-style-type: none"> Referral to Dean of Students 	<ul style="list-style-type: none"> See MYP Middle School Academic Honesty Policy
<ul style="list-style-type: none"> Missed after school detention assigned by a teacher 	<ul style="list-style-type: none"> Referral to Dean of Students 	<ul style="list-style-type: none"> Contact families of student Assign Saturday detention

<ul style="list-style-type: none"> • Vandalism or damaged school property including school computers 	<ul style="list-style-type: none"> • Referral to Dean of Students 	<ul style="list-style-type: none"> • Contact the student's family • Assign Saturday Detention • Replacement or repair of school property • Disciplinary conference with OPSB depending on severity of vandalism
<ul style="list-style-type: none"> • Threats of violence or cursing towards staff or another student • Throws object, slams door, or knocks objects over liable to harm someone else or break objects <p>Ex. "I'm going..."; "Get out of my face before I..." etc.</p>	<ul style="list-style-type: none"> • Referral to Dean of Students 	<ul style="list-style-type: none"> • Assign after-school detention with contact to family • Restorative approach (if possible) • If a threat was made, counselor will complete a threat assessment and refer for outside services, if needed. • Referral to SAT for repeated offenses
<ul style="list-style-type: none"> • Threats that jeopardize the school community <ul style="list-style-type: none"> ◦ including social media, verbal, text, etc. <p>Ex. Bomb threat, arson threat, shooting threat, etc.</p>	<ul style="list-style-type: none"> • Referral to Dean of Students 	<ul style="list-style-type: none"> • OSS • Restorative approach (if possible) • Counselors will complete a threat assessment and refer for outside services if needed. • Referral to SAT • Referral to OPSB disciplinary conference
<ul style="list-style-type: none"> • Suspicion of bullying 	<ul style="list-style-type: none"> • Referral to Dean of Students 	<ul style="list-style-type: none"> • See Bullying Policy
<ul style="list-style-type: none"> • Physically pushes, punches, kicks another person and/or throws object that hits another person with bodily injury 	<ul style="list-style-type: none"> • Referral to Dean of Students 	<ul style="list-style-type: none"> • Restorative approach (if possible) • Likely 1 day of ISS • No bus transportation until meeting with family • Repeated incidents lead to disciplinary conference with OPSB
<ul style="list-style-type: none"> • Inappropriate touching with sexual overtones <p>Ex. Kissing, hugging, etc.</p> <ul style="list-style-type: none"> • Viewing pornographic material on school computers or personal items 	<ul style="list-style-type: none"> • Referral to Dean of Students 	<ul style="list-style-type: none"> • Obtain witness statements • Contact school resource officer when necessary • Contact families • Minimum 1 day of ISS • No bus transportation until meeting with family • Stay away contract and/or change of schedule as needed • Repeated incidents lead to disciplinary conference with OPSB
<ul style="list-style-type: none"> • Stealing (value of less than \$100) • In possession of stolen material (value of less than \$100) 	<ul style="list-style-type: none"> • Referral to Dean of Students 	<ul style="list-style-type: none"> • Restorative approach (if possible) unless repeated behavior • Minimum 1 day of In School Suspension

		<ul style="list-style-type: none"> • No bus transportation until meeting with family • Repeated incidents lead to disciplinary conference with OPSB
<ul style="list-style-type: none"> • Possession of tobacco products, matches, and/or lighter including vaping paraphernalia 	<ul style="list-style-type: none"> • Referral to Dean of Students 	<ul style="list-style-type: none"> • Minimum 1 day of ISS • No bus transportation until meeting with family • Refer to counseling • Referral to OPSB disciplinary conference
<ul style="list-style-type: none"> • Pulling a fire alarm 	<ul style="list-style-type: none"> • Referral to Dean of Students 	<ul style="list-style-type: none"> • Minimum 1 day of Out School Suspension (OSS) • Meeting with student's family before returning to school • Repeated incidents lead to disciplinary conference with OPSB
<ul style="list-style-type: none"> • Possession, use, concealment, or transmittal of illegal drugs or alcohol or drug/alcohol paraphernalia at school or school-related activities 	<ul style="list-style-type: none"> • Referral to Dean of Students 	<ul style="list-style-type: none"> • Minimum 1 day of Out School Suspension (OSS) • Meeting with student's family before returning to school • Referral to OPSB disciplinary conference
<ul style="list-style-type: none"> • Arson • Possession and or use of fireworks 	<ul style="list-style-type: none"> • Referral to Dean of Students 	<ul style="list-style-type: none"> • Minimum 1 day of Out School Suspension (OSS) • Meeting with student's family before returning to school • Referral to OPSB disciplinary conference
<ul style="list-style-type: none"> • Theft (Value greater than \$100) 	<ul style="list-style-type: none"> • Referral to Dean of Students 	<ul style="list-style-type: none"> • Minimum 1 day of Out School Suspension (OSS) • Meeting with student's family before returning to school • Referral to OPSB disciplinary conference
<ul style="list-style-type: none"> • Possession, use, transmittal, or concealment of a knife (or similar object) or the use of any object or substance to harm, frighten, or intimidate others 	<ul style="list-style-type: none"> • Referral to Dean of Students 	<ul style="list-style-type: none"> • Minimum 1 day of Out School Suspension (OSS) • Meeting with student's family before returning to school • Referral to OPSB disciplinary conference

Responses to Misbehaviors Outside the Classroom

Student Misbehaviors	Suggested Teacher Response	Suggested Administrative Response
<ul style="list-style-type: none">• Disruption in Hallway (loudness, running, turning off lights)• Leaving a mess in the cafeteria, bathroom, or other area• Leaving the designated area without permission	<ul style="list-style-type: none">• Empathetic conversation• Recess detention if repeated within a week• Refer Dean of Students if severe (entering construction, janitors areas; teachers classrooms / office)	<ul style="list-style-type: none">• Only with repeated offenses and a referral form completed by a teacher to SAT.
<ul style="list-style-type: none">• Disruption in the hallway – horse play, play fighting etc.	<ul style="list-style-type: none">• Refer to Dean of Students	<ul style="list-style-type: none">• Phone call to family.• Assign an after-school detention
<ul style="list-style-type: none">• Bus misbehavior	<ul style="list-style-type: none">• Referral to Dean of Students	<ul style="list-style-type: none">• Suspension from bus and/or school depending on severity of violation
<ul style="list-style-type: none">• Suspicion of students using technology to threaten or bully people	<ul style="list-style-type: none">• Referral to Dean of Students	<ul style="list-style-type: none">• Bullying witness statement• Determination of bullying• Family conference before returning to class• Stay away contract and/or change of schedule and/or ISS• Repeated incidents lead to disciplinary conference with OPSB

Confidentiality

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

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

Bus Conduct

Students who ride a bus to and from school are responsible for their actions boarding, riding, disembarking the bus, as well as waiting for and leaving the bus. The bus driver has the responsibility

of maintaining the orderly behavior of students on school buses and will report, in writing, all misconduct to the transportation services manager and the Principal. The Principal and their designees will have the authority to take appropriate disciplinary action for students engaging in misconduct on a school bus. To avoid discipline issues and to meet expectations for student behavior on the school bus, students should follow the guidelines listed below:

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

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

Harassment

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

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

This list is not all-inclusive.

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

School Security Cameras

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

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

The school shall follow proper procedures regarding 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 and their designees, and law enforcement officials. Access by others will be determined by the Head of School in consultation with legal counsel and in accordance with any applicable laws.

Property, Search, and Seizure

A student and their possessions can be searched if there is reasonable suspicion that that specific student violated the law or school rules. A school administrator or teacher may seize any contraband that is illegal or violates school rules, including weapons and drugs. Students' desks and other school 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 students a very serious threat to their well-being and to the well-being of the entire school community. Morris Jeff will seek a balance between non-disciplinary and disciplinary responses for the ultimate good of the entire student body.

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

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

Procedures and Due Process for Recommendation for Expulsion

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

DISCIPLINE POLICY AND PROCEDURES FOR STUDENTS WITH DISABILITIES

I. Overview of Procedural Safeguards

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

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

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

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

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

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

More than 10 Total Days of Suspension in One School Year

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

FACTORS FOR DETERMINING PATTERN OF SUSPENSIONS

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

Other Pattern Considerations. Consider such factors as:

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

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

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

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

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.

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.²
 - 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 suspensions for students with disabilities.

C. Determining Manifestation Determination & Services.

- 1. **Manifestation Determination.** Within 10 days of any decision resulting in a change of placement the LEA representative, parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA representative) must meet and determine whether the student's behavior is a manifestation of their disability using the

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

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

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

- **Consistent Behavior.** Behavior that has been consistent across settings and across time may meet this standard.
 - **Attenuated Association.** Behavior that is not an attenuated association, such as low self-esteem, to the disability would not have a direct and substantial relationship to the student's disability.
- b) **IEP Implementation.** Was the conduct a direct result of the school's failure to follow the student's IEP? If so, the principal must ensure that immediate steps are taken so that the identified deficiencies are remedied.
- d. Behavior Is a Manifestation of Disability.** If the relevant members of the IEP team answers yes to either question, then the student's behavior is a manifestation of their disability. In this case:
- 1) **Return to Placement.** Unless the IEP team agrees to a change of placement as part of the modification of the BIP, the school must return the student to the placement from which (s)he was removed. Note: this provision does not apply to students involved with weapons, drugs or serious bodily injury. (See Section II.)
 - 2) **FBA & BIP.** The IEP team must conduct or review a functional behavioral assessment (FBA) and create a behavior intervention plan (BIP) addressing ways that the school can help the student with the conduct at issue. If the student

already has a BIP, it must be reviewed and modified to address how the school can better assist the student with the conduct at issue. **Note:** If the FBA requires a new assessment of student behavior, parental consent is required.

e. Behavior is NOT a Manifestation of Disability

- 1) **Same Consequences.** If the IEP team members agree that the student's conduct was not a manifestation of their disability, then the student may be subject to the same consequences as all students.³
- 2) **Required Services.** A student with a disability who is removed from their current placement must receive the following services beginning on the 11th day of *cumulative* suspensions during the school year. The IEP team:
 - a) **Identifies Services.** Identifies and documents educational services the students will receive to enable the student to continue to participate in the general education curriculum, although in another setting (e.g., an interim alternative educational setting (IAES), etc.) and to progress toward meeting the goals set out in the student's IEP; and
 - b) **Develops/Reviews FBA/BIP.** Provides, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior violation so that it does not recur.
 - c) **Considers Need for More Restrictive Services.** May convene and modify the student's IEP. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.

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

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

A. Criteria for Emergency Removal.

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

A weapon is a device, instrument, material or substance animate or inanimate that is used for or is readily capable of causing death or serious bodily injury (excluding pocket knife with a blade of less than 2 ½ inches in length); firearms, including a starter gun; the frame or receiver of such a weapon; a muffler or silencer; any destructive device including any

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

explosive incendiary or poison gas bombs, grenades, rockets, missiles and mines; does not include antique firearms.

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

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

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

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

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

B. Removal

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

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

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

1. Behavior IS a 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.

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

- b. **Reevaluation.** The student may be referred for a reevaluation.
 - c. **More Intensive Services.** The IEP team may meet to consider more intensive special education services upon the expiration of the 45 day IAES or sooner.
2. **Behavior is NOT a Manifestation of Disability**
- a. **Disciplinary Hearing.** If all team members determine that the conduct was not a manifestation of the student's disability, then the 45 school-day emergency placement may proceed to a disciplinary proceeding afforded to all students.
 - b. **FBA/BIP.** The student must receive, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior related to the disciplinary violation so that it does not recur.

III. Appeals

A. Reasons for Requesting an Expedited Due Process Hearing

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

B. Authority of Hearing Officer

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

C. Expedited Due Process Hearing Procedures.

- 1. An expedited hearing must occur within 20 school days of the date the request is filed. The hearing officer must make a determination within 10 school days after the hearing.

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

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

D. Placement during Appeal of Discipline Decision

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VI. Application of Section 504 and ADA

Generally, students with disabilities eligible for services only under Section 504/ADA (i.e., need-related and supplementary aids and services only) are entitled to the procedural safeguards specified in this section. An exception to this general rule applies to students with behavior that is not a manifestation of their disabilities. In this case, these students are entitled to those services normally

available to nondisabled students who are suspended or removed pursuant to the school's *Code of Student Conduct*.

BULLYING POLICY

Morris Jeff believes that all students have a right to a safe and healthy school environment. Morris Jeff has an obligation to promote mutual respect, tolerance, and acceptance among students, staff, and volunteers. Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully or intimidate any student through words or actions. 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 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 their designee.
- The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

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

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

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

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

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

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

- All staff, students, and their parents will receive a copy of the policy prohibiting bullying at the beginning of the school year as part of the student code of conduct.
- The school will keep a report of bullying and the results of an investigation confidential.
- Staff are expected to immediately intervene when they see a bullying incident occur or upon receipt of any report of bullying.
- Anyone who witnesses or 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, schools will direct an immediate investigation of the incident. The investigation will begin no later than the next business day when school is in session after the report is received by the school official. The investigation will be completed no later than ten school days after the date the written report of the incident is submitted to the school official. The investigation shall include interviewing the alleged perpetrator(s) and victim(s), identified witnesses, teacher(s), and staff members separately. Physical evidence of the bullying incident will be reviewed, if available.
2. **Notification:** Parents or legal guardians of the victim and accused student will be notified of the investigative procedure. If the incident involves an injury or similar situation, appropriate medical attention should be provided and the parent/guardian should be notified immediately.
3. **Discipline:** Upon confirming that bullying has occurred, the accused student will be charged with bullying and will receive age-appropriate consequences which shall include, at minimum, disciplinary action or counseling.
4. **Follow-Up:** Complainants will be promptly notified of the findings of the investigation and the remedial action taken.
5. **Documentation:** Written documentation containing the findings of the investigation, including input from the student's 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.

DATING VIOLENCE POLICY

The purpose of this document is to establish Morris Jeff Community School'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 their 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 they 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 their designee who shall take the following actions as soon as possible:

- Inform the student of this policy and their 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 middle 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 their designee. After a school employee refers a non-offending student to the Head of School/Principal or their 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 their designee.

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

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

Accommodations

Any student who has been a victim of dating violence or sexual violence may request accommodation from the school in order to preserve their 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 their designee. School employees shall refer all requests for accommodation to the Title IX Coordinator/Principal or their designee. If the request is made orally, the Title IX Coordinator/Principal or their designee shall document the request in writing.

The Title IX Coordinator/Principal or their 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 their 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 their designee. The student shall not be subject to any retribution or disciplinary action for such decision and shall not lose the right to request and receive future accommodations.

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

Tier One Accommodations

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

Upon receiving a request for a Tier One accommodation, the Title IX Coordinator/Principal or their 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 their designee determines that parental notification will endanger the welfare of the student, the Title IX Coordinator/Principal or their 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 middle school, consented to by the student or otherwise required by law or school policy. If parental notification is requested by the student or required by law or school policy, the Title IX Coordinator/Principal or their designee shall assist the student in developing a plan for safely involving the student's parent(s), including meeting with the student and parent(s), as necessary or as required by law.

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

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

Tier Two Accommodations

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

Upon receiving a request for a Tier Two accommodation, the Title IX Coordinator/Principal or their designee must schedule a meeting with the student to discuss the request(s) and, if the student is a middle 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 their 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 their 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 middle school. A complaint requesting disciplinary action against an alleged perpetrator may be based on either one incident of dating violence or a course of conduct 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 middle school student files a complaint, upon the receipt of the grievance, the Principal or their designee will work with the student on how to involve their parent(s). However, if the Principal or their 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 their 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.

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, the 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 their wishes regarding resolution to the hearing officer
- The right to have their 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 their 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 their 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 their 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 their 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 they consent and which are necessary to ensure their safety.

The restrained student may file a complaint using the procedures set forth in this policy to challenge any changes made to their 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 6–12. 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 Middle School Principal for any reason, including the request to appeal a disciplinary decision. The following process is established so that student and parent/guardian/guardian concerns, appeals or complaints may be brought to the attention of the most appropriate party:

1. If an issue arises at school, a student or parent/guardian should first discuss it with the staff member most directly involved.
2. If the parent/guardian is not satisfied with the conclusion, or either party believes it to be necessary/helpful, they may request an appointment with the Dean of Students. If the parent/guardian does not believe the situation to be resolved, s/he may request an appointment with the Middle School Principal who will ensure that step one and two have been followed, investigate (if necessary) or have her designee investigate, and address the matter.

3. If the situation still has not been resolved to the satisfaction of the student or parent/guardian, a written summary of the concern should be directed to Executive 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 Director’s decision shall be final in the case of lower-level disciplinary consequences such as detention, or in-school intervention.

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

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

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.

Families will:

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

Students will:

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

By signing, I assure the school that I have read the student/parent handbook and its policies, and I agree to the school-family-student contract. [Click HERE to sign digitally.](#)

Parent/Guardian

Date

Student & Grade

Date