



MIDDLE YEARS PROGRAMME (MYP)
STUDENT/PARENT HANDBOOK
2016-2017

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2016 - 2017 School Year Calendar

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| August 1-12 | Professional Development (Faculty Only) |
| August 11 | MEET THE TEACHER DAY for all students, 9-11 am and 1-3 pm |
| August 15 | FIRST DAY OF SCHOOL for all students |
| September 5 | Labor Day (School closed) |
| September 6 | Professional Development (Faculty Only – No school for students) |
| September 16 | Student-led Conference Day – 11:00-6:30 pm (No school for students) Students attend Parent Conferences with parents at appointed times. |
| October 7 | Professional Development (Faculty Only – No school for students) |
| October 10-11 | Fall Break (Hurricane make up days if needed) |
| November 21-25 | Thanksgiving Holidays (School closed) |
| December 19 – January 2 | Winter Holidays (School closed) |
| January 3 | School resumes |
| January 16 | Dr. Martin Luther King, Jr. Holiday (School closed) |
| February 24 | Professional Development (Faculty Only – No school for students) |
| February 27–March 3 | Mardi Gras Holiday (School closed) |
| April 10-17 | Easter Holiday/Spring Break (School closed) |
| April 24 - May 5 | LEAP testing |
| May 25 | Student-led Conference Day – 11:00 – 6:30 pm (No school for students) Students attend Parent Conferences with parents at appointed times. |
| May 26 | Professional Development (Faculty Only – No school for students) |
| May 29 | Memorial Day Holiday (School closed) |
| June 16 | Last day of school for students - Report cards mailed week of June 21 |

June 21

Last day of school for faculty and staff

MORRIS JEFF COMMUNITY SCHOOL

OUR VISION

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

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

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

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

OUR MISSION

Morris Jeff Community School (MJCS) will offer an education that is a source of freedom and possibility for children, permitting them to develop their talents fully, become contributing citizens in our democracy, and attain the foundation they need to excel at high schools, college and beyond.

IB MISSION STATEMENT

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

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

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

OUR CAMPUS

We are located in a brand new, state of the art school facility at 211 South Lopez Street. We are thrilled to be in our permanent home, after 4 ½ years of temporary housing.

OUR CORE VALUES and CODE OF CONDUCT – Middle Years Programme (MYP)

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

Caring I make a positive difference in the world through my careful studies and actions.

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

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

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

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

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

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

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

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

Balanced

I show leadership by developing intellectually, physically, and emotionally.

INTERNATIONAL BACCALAUREATE ORGANIZATION (IBO)

CANDIDATE SCHOOL

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

Morris Jeff Community School is a Candidate School of the IBO offering the Middle Years Programme (MYP) to our 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) ending with 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 which addresses needs in our school or greater community.

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

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

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

IBO LEARNER PROFILE

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

IB learners strive to be:

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

GENERAL INFORMATION

School-Home Communication

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

Food Service

Morris Jeff has a Breakfast and Lunch Program. Breakfast is served in the cafeteria from 7:35-7:55 each morning. Applications for free or reduced-cost lunches are distributed to all parents at the beginning of the school year or may be obtained from the school office. All parents are required to complete this form each year, as it is the basis from which our federal funds are determined. Students may bring a bag lunch if they choose not to eat the school lunch.

Birthday Celebrations

Please refrain from sending students with or parents bringing snacks (cupcakes, candy, etc.) for birthday celebrations. If family members would like to eat lunch with their MYP students, please contact the MYP Coordinator to arrange a time.

School Newsletter

As a means of informing parents about our school life, the school newsletter is electronically distributed each Wednesday and posted on the MJCS website under the News link. The [Pelican Press](#) keeps our school community abreast of important dates and happenings, and is the key way of communicating between school and home. Parents, teachers, or students may contribute articles to the newsletter. All items must be submitted to the Principal by noon on Tuesday for Wednesday distribution.

Medication

The guidelines regarding students taking medications at school are as follows:

All medication in the school setting must be ordered by a medical doctor or dentist licensed in Louisiana. Medication must be in a container acceptable by pharmacy standards. Clear instructions for the administration of medication must be provided. All medication to be administered routinely at school must be brought to the school office by a parent. Medication forms must be completed by both the parent and the doctor annually and a medication plan must be developed with the school nurse. Students may not carry their own medication unless the doctor's orders specify that the student has

been instructed in self-administration. Antibiotics, cough medicines, aspirin, etc., are not permitted, however, parents or designees may come to administer such medicines. Students will be called out of class to the office for a parent to administer the medicine. ***Any questions on these policies should be directed to the school nurse.***

Mandated Reporting

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

Lost and Found Items

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

Textbooks and Instructional Supplies Usage

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

Valuable Items

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

Celebration Field Trips/ Class Field Experiences

MYP students will have opportunities for two types of experiences outside of MJCS’ campus.

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

Written parental permission, along with 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 MJCS 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 MJCS attendance policy.

Telephone Procedure

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

Fire and/or Emergency Drills

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

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 to whether Morris Jeff will be closed. In addition, please subscribe to the Remind texting service to receive text message updates on school closures.

Visitor Policy

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

Parent – Teacher Conferences

Parent-Teacher conferences are composed of two student-led conferences (beginning and ending of the school year) and two progress report conference nights. Parents may request a conference with their child's teacher during his/her teacher's planning period by calling the office and leaving a message along with a return phone number. All conferences with teachers should be pre-arranged for a convenient time for both the parent(s) and the teacher; an appointment is required. Call 373-6258 to schedule an appointment with your child's teacher. Teachers are unable to meet with parents or have conversations during class time.

Release of Grades, Reports, and Records

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

Fundraising

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

Parent and Community Volunteers

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

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

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

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

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

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

Immunization and Health Requirements

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

Computer and Technology Policy

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

Homework

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

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.

Morris Jeff Community School Board of Directors

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

Morris Jeff Family Partnership

The MJFP is a parent-led organization that provides community building, staff support, volunteer, and fundraising opportunities for Morris Jeff families and the larger community. There are regularly scheduled meetings and various events throughout the year. All meetings and events are open to the entire Morris Jeff Community. All parents of Morris Jeff students are members of the MJFP. There are no dues required for membership.

STUDENT PROGRESS REPORTS AND REPORT CARDS

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

Promotion Policy

The student promotion policy from or K-8 students follows the Pupil Progression Plan of Morris Jeff Community School:

- Students in all grades must be in attendance at least 170 days a year to be eligible for promotion.

Promotion: Grades 6-8

For promotion from grades 1 – 8, the student shall:

- Attain at least a 70% average in each of the promotional subjects of Reading, English Language Arts (oral and written communication, handwriting, and spelling), and Mathematics based on the required Grade Level Expectations (GLEs).

SUPPORT SERVICES

Social Worker

Morris Jeff Community School partners with Communities in Schools for the services of our school counselor and for other resources that are available to us through this partnership. Our school counselor is a full-time employee and is available for students and families every school day.

School Nurse

The school nurse is a full-time employee who is available for students. The nurse is responsible for the health screening of students as needed and to address any emergency health concerns. Immunization records are monitored regularly. Any chronic health problems should be reported to the school nurse.

OVERVIEW OF MYP DISCIPLINE

School Rules Grades:

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

- a. From all adults working at MJCS (teachers, teaching assistants, administrators, secretaries, custodians, tutors, substitute teachers, etc.)

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

MYP POSITIVE BEHAVIOR SYSTEM

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

Systems used to encourage school values:

1. **Morning Meeting** – Each Monday and Friday morning at 8:00am, MYP students, teachers, administration and families hold a community meeting. 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 Leaders Award** – Each advisory class nominates one peer from their advisory class for the Global Leader award at the end of the advisory unit. The MYP team will select the Global Leader from the nominations. The student(s) names will be published in the school newsletter. At the end of the advisory unit, Global Leader Award recipients will be honored.
3. **Monthly Celebration** - At the end of each month, students can earn entry to the Monthly Celebration by having less than two lunch detentions*. Students who do not earn the monthly celebration will complete a restorative process.
4. **Quarterly Celebration** – At the end of each quarter, students can earn entry to the Quarterly Celebration by having less than four detentions*. Students who do not earn the quarterly celebration will complete a restorative process.
5. **Advisory** – Each Tuesday, Wednesday and Thursday advisory will be held. The purpose of 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.

*Students may be barred entrance to the celebrations if the student has had a major infraction in the school code (ex. Fighting) at the discretion of the administration.

Field Experiences – As part of the MYP, students will often go on field experiences in the community. These field experiences should be seen as critical learning experiences and 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.

MYP DISCIPLINE POLICY

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

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

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

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

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

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

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

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

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

Class III behaviors will be handled by the Principal or Dean of Students. These serious offenses may result in suspension or expulsion. Severe and/or repeated behavioral issues may result in a referral to the Response to Intervention team.

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

Confidentiality

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

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

Procedures and Due Process for Short-Term Suspension

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

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

Procedures and Due Process for Recommendation for Expulsion

Procedures for due process for recommendation for expulsion are administered by the Recovery School District. These procedures and policies are on file at the school.

Bus Conduct

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

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

Any Morris Jeff student, 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 misbehaviors, it is the responsibility of parent/guardian to arrange for the students' transportation to school.

Harassment

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

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

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

After School Detentions

After school detentions will be served on the following Tuesday or Thursday of the transgression from 3:35 pm – 4:30 pm. One 6th/7th/8th grade teacher or administrator will monitor afterschool detention in a room on the third floor. Students report to afterschool detention after the final dismissal bell. The staff member who gave the detention will fill out the detention form online and contact families via email, phone or letter to let families know their student is serving and after school detention. The student and family will be notified what number detention it is for the current quarter.

Students can earn the monthly celebration by having less than 2 after school detentions in a month. Students can earn the quarterly celebration by having less than 4 after school detentions in a quarter. Students that have a major infraction which requires a referral to the administration may result in a loss of monthly and quarterly celebrations.

Study Hall

Study hall will be served the day of for morning transgressions and the following day for afternoon transgressions for student that do not complete class and/or homework. One 6th-8th grade teacher or administrator will monitor study hall. Students will report to study hall in a room on the third floor before the student goes to lunch. The teacher who gave the study hall will notify families via email, phone or letter to let the families know their student is in study hall.

School Security Cameras

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

Property, Search, and Seizure

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

Drug and Alcohol Policy

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

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

Discipline Policy and Procedures for Students with Disabilities

Overview of Procedural Safeguards

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

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

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

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

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

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

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

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

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

A series of suspensions with days that total more than 10 total school days in a school year may be a change in placement.² The special education chairperson, with assistance and documentation from the Administration/Disciplinarian, monitors the number of days each student has been suspended. Students with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all students.

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.

² In-school suspension and suspension from the bus may constitute a suspension to the extent they impact implementation of a student’s IEP. See additional information on the next page.

FACTORS FOR DETERMINING PATTERN OF SUSPENSIONS

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

Other Pattern Considerations. Consider such factors as:

- Length of each suspension, e.g., 1 day, 4 days, etc.
 - Total cumulative days of suspensions, e.g., 11 days, 20 days, etc.
 - Proximity of (time between) suspensions, e.g., 1 week apart, 2 months apart, etc.
- A pattern is more likely to exist when the facts in each factor are more extreme, e.g., longer suspension lengths, more cumulative days of suspension and fewer days between each suspension. Also, consider whether the suspensions are: from the same class on a regular basis; on the same day of the week; at the same time of day; for the same activity; involving same staff or other students.

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

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

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

³ Note: The Student Information System allows only the entry of suspension for a full day; half days are not permitted. Thus, there may be a difference between a student's actual total number of suspension days and the total recorded on the System. The student's "actual" full time equivalent days of suspension, however, are relevant to the application of these standards. Schools are strongly encouraged to enter suspension data in "real time."

provided in some other way. In this case, transportation has been determined to be necessary for the student to access educational services.

- 2) **Bus Transportation Is Not IEP Service.** When transportation is not an IEP service, the student's removal from the bus is NOT considered to be a suspension. In this case the student/parent have the same obligations for the student to get to and from school as any nondisabled peers suspended from the bus. However, school officials should consider whether the bus behavior is similar to classroom behavior that IS addressed in an IEP and whether the bus behavior should be addressed in the IEP or through a BIP.

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

C. Determining Manifestation Determination & Services.

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

a. Making the Decision

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

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

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

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

- b) **IEP Implementation.** Was the conduct a direct result of the school's failure to follow the student's IEP? If so, the principal must ensure that immediate steps are taken so that the identified deficiencies are remedied.
- d. **Behavior Is Manifestation of Disability.** If the relevant members of the IEP team answers yes to either question, then the student's behavior is a manifestation of his/her disability. In this case:
- 1) **Return to Placement.** Unless the IEP team agrees to a change of placement as part of the modification of the BIP, the school must return the student to the placement from which (s)he was removed. Note: this provision does not apply to students involved with weapons, drugs or serious bodily injury. (See Section II.)
 - 2) **FBA & BIP.** The IEP team must conduct or review a functional behavioral assessment (FBA) and create a behavior intervention plan (BIP) addressing ways that the school can help the student with the conduct at issue. If the student already has a BIP, it must be reviewed and modified to address how the school can better assist the student with the conduct at issue. **Note:** If the FBA requires a new assessment of student behavior, parental consent is required.
- e. **Behavior is NOT Manifestation of Disability**
- 1) **Same Consequences.** If the IEP team members agree that the student's conduct was not a manifestation of his/her disability, then the student may be subject to the same consequences as all students.⁴
 - 2) **Required Services.** A student with a disability who is removed from his/her current placement must receive the following services beginning on the 11th day of *cumulative* suspensions during the school year. The IEP team:
 - a) **Identifies Services.** Identifies and documents educational services the students will receive to enable the student to continue to participate in the general education curriculum, although in another setting (e.g., an interim alternative educational setting (IAES), etc.) and to progress toward meeting the goals set out in the student's IEP; and
 - b) **Develops/Reviews FBA/BIP.** Provides, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior violation so that it does not recur.
 - c) **Considers Need for More Restrictive Services.** May convene and modify the student's IEP. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.

⁴ If a parent disagrees with the team's decision that the behavior was not a manifestation of the student's disability or with the interim alternative educational services or location, the parent may request an expedited due process hearing to challenge this finding. If the Hearing Officer agrees with the parent, the student will remain in the school where the offense was committed unless the parent and the school agree otherwise.

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

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

A. Criteria for Emergency Removal.

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

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

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

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

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

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

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

B. Removal

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

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

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

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

1. Behavior IS Manifestation of Disability

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

2. Behavior is NOT Manifestation of Disability

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

III. Appeals

A. Reasons for Requesting an Expedited Due process Hearing

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

B. Authority of Hearing Officer

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

C. Expedited Due Process Hearing Procedures.

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

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

D. Placement during Appeal of Discipline Decision

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

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

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

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

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

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

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

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

1. Parent did not consent to an initial evaluation of the student

2. Parent refused special education and related services for the student **or**
3. The student was evaluated and was determined not to have disability.

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

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

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

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

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

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

VI. Application of Section 504 and ADA

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

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. MJCS is committed to providing its students with a positive learning environment that enhances student safety and promotes respect among all students and staff.

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

Warning Signs Include, But Are Not Limited To:

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

This policy applies in any situation where a student’s rights and responsibilities are implicated.

Student rights and responsibilities may be affected by the actions of other students at the school, including before and after school hours, while traveling in vehicles owned or funded by the MJCS, 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 MJCS 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 MJCS

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

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

Responding to Incidents of Abuse

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

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

With 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 involved 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 Principal or his/her designee. After a school employee refers a non-offending student to the Principal or his/her designee, the school employee shall take whatever steps are necessary to ensure the student's safety pending action by the Principal or his/her designee.

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

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

Accommodations

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

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

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

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

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

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

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

Tier One Accommodations

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

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

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

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

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

Tier Two Accommodations

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

Upon receiving a request for a Tier Two accommodation, the Principal or his/her designee must schedule a meeting with the student to discuss the request(s) and, if the 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 Principal or his/her designee shall assist the student in developing a plan for safely involving the student's parent(s), including meeting with the student and parent(s), as necessary.

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

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

Student Complaints

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

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

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

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

The complaining student must file a written grievance with the appropriate Principal or his/her designee. The Principal shall attempt to resolve the complaint by holding individual meetings with the complaining student and relevant school employees. The Principal may choose to designate another school employee to resolve the complaint. If the complaint is requesting disciplinary action against an alleged perpetrator, the Principal shall also meet individually with the alleged perpetrator and any

relevant witnesses. At no time will the Principal meet with both the complaining student and the alleged perpetrator together.

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

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

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

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

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

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

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

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

Enforcement of Protection Orders

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

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

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

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

Training for School Employees

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

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

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

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

BULLYING POLICY

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

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

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

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

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

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

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

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

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

The following actions will be taken when bullying is reported:

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

MYP CELL PHONE POLICY

MYP Students are not allowed to use cell phones at school, on the bus, or at school related events (sports, field trips, etc.). Cell phones that students bring to school must remain off, *not silent or vibrate*. If a cell phone in a student's possession or in a student's locker goes off, or a student uses the cell phone during school, on the bus, or at school related events, the following actions will be taken:

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

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

MYP DRESS CODE POLICY (GRADES 6th- 8th)

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

| School Dress Code (Except on Last Day of the School Week) | |
|---|--|
| Bottoms | <ul style="list-style-type: none">● Khaki shorts (no shorter than the top of knee) with a brown belt● Khaki pants with a brown belt● Khaki skorts or skirts (no shorter than the top of knee)● May wear solid black, white, gray or navy tights |
| Tops | <ul style="list-style-type: none">● White Oxford Shirt monogrammed with MJCS in maroon above the shirt pocket.● Undershirt (long or short sleeved) should be a solid white, gray or navy without any logos, designs or words.● Tucked in to pants or shorts |
| Neckwear (Optional except for formal dress days) | <ul style="list-style-type: none">● A solid maroon necktie, bowtie or cross tie. |
| Footwear | <ul style="list-style-type: none">● Solid black or white tennis shoes or closed toe shoes (no boots, heels or sandals)● Black, navy or white saddle shoes● Solid black, white, gray or navy socks |
| Outerwear | <ul style="list-style-type: none">● A navy blue cardigan sweater monogrammed with MJCS in white above the left pocket. Above the right pocket is a monogrammed first initial and last name of the student in white.● A navy blue jacket, fleece, or sweatshirt (no hoods) monogrammed with MJCS in white about the left pocket. Above the right pocket should be monogrammed the first initial and last name of the student in white.● No other jackets or sweatshirts should be worn inside school. |
| Accessories | <ul style="list-style-type: none">● May wear stud earrings● May wear a solid colored headband/hairband with no designs or logos● May wear an analog watch● No other accessories including, but not limited, to lanyards, keychains, scarves and jewelry |
| Makeup | <ul style="list-style-type: none">● No makeup should be worn |

Last Day of the School Week Dress Code

Bottoms

- Khaki shorts (no shorter than the top of knee) with a brown belt
- Khaki pants with a brown belt
- Khaki skorts or skirts (no shorter than the top of knee)
- May wear solid black, white, gray or navy tights

Tops

- Maroon polo monogrammed with MJCS in white above the left pocket
- Undershirt (long or short sleeved) should be a solid white, gray or navy without any logos, designs or words.
- Any shirt sold or given out by MJCS Family Partnership, MJCS Athletics, or purchased from MJCS (does not include P.E. uniform)

Neckwear (Optional except for formal dress days)

- A solid maroon necktie, bowtie or cross tie.

Footwear

- Solid black or white tennis shoes or closed toe shoes (no boots, heels or sandals)
- Black, navy or white saddle shoes
- Solid black, white, gray or navy socks

Outerwear

- A navy blue cardigan sweater monogrammed with MJCS in white above the left pocket. Above the right pocket is a monogrammed first initial and last name of the student in white.
- A navy blue jacket, fleece, or sweatshirt (no hoods) monogrammed with MJCS in white above the left pocket. Above the right pocket should be monogrammed the first initial and last name of the student in white.
- No other jackets or sweatshirts should be worn inside school.

Accessories

- May wear stud earrings
- May wear a solid colored headband/hairband with no designs or logos
- May wear an analog watch
- No other accessories including, but not limited, to lanyards, keychains, scarves and jewelry

Makeup

- No makeup should be worn

Physical and Health Education / Athletics' Practice

Bottoms

- MJCS navy mesh gym shorts

Tops

- MJCS gold athletic t-shirt.
- Undershirt (long or short sleeved) should be a solid white, gray or navy without any logos, designs or words.

Neck Wear

- None needed

Footwear

- Solid black or white tennis shoes
- Solid black, white, gray or navy socks

Outerwear

- A navy blue cardigan sweater monogrammed with MJCS in white above the left pocket. Above the right pocket is a monogrammed first initial and last name of the student in white.
 - A navy blue jacket, fleece, or sweatshirt (no hoods) monogrammed with MJCS in white about the left pocket. Above the right pocket should be monogrammed the first initial and last name of the student in white.
 - No other jackets or sweatshirts should be worn inside school.

Accessories

- May wear stud earrings
- May wear a solid colored headband/hairband with no designs or logos
- May wear an analog watch
- No other accessories including, but not limited, to lanyards, keychains, scarves and jewelry

Formal Dress Days

Periodically throughout the school year, MYP students will have the opportunity to have dress up for special school events days. On those school days, students wear:

- School Dress Code with their solid maroon neck, bow or cross tie (no shorts).

Dress Down Days

Periodically throughout the school year, MYP students will have the opportunity to have dress down days. On those school days, students are allowed to wear

- Jeans
- Shorts, skorts, or skirts (no shorter than top of the knee)
- T-shirts, dress shirts, polo shirts (as long as there is no inappropriate content)
- Tennis or dress shoes
- Dresses (no shorter than the top of the knee)
- No hats when inside the school building

Other Dress Code Items

Students that have earned the MJCS Global Leader award are allowed to wear his/her MJCS Global Leader sweatshirt at school as part of his/her uniform.

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).

Other items that are not allowed at MJCS are: weapons or fake weapons, illegal substances, matches, portable electronics, and any other items deemed potentially dangerous by school authorities.

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

MORRIS JEFF COMMUNITY SCHOOL ATTENDANCE POLICY

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

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

When students are absent from school they are missing instruction that is vital to their learning. They are also missing important practice and community building opportunities. Below is a table that demonstrates how much instructional time is missed when students are absent from school.

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

State of Louisiana School Attendance Policy

RS 17:233

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

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

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

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

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

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

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

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

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

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

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

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

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

Subpart C. School Attendance

RS 17:221

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

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

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

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

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

Specifics about Morris Jeff Community School Attendance Policy

School begins each morning at 8:00 am and any student arriving after that time is considered tardy. Dismissal is at 3:30 pm each day except Wednesday when students are dismissed at 2:30 pm.

| | |
|-------------------------------------|---|
| 2 nd Unexcused Absence: | Classroom teacher contacts parent/guardian |
| 3 rd Unexcused Absence: | Letter sent home, phone call from Social Worker |
| 4 th Unexcused Absence: | Mandatory school conference |
| 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 Absence

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

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

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

Long-Term Absences

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

Tardy

Doors open at 7:00 am for students enrolled in the before- school Explorers program. Only students enrolled in this before- school program can be dropped off at this time.

School begins at 8:00 a.m. morning meeting. Students must be in attendance by 7:50 to receive breakfast. At 8:01 students are considered tardy. Any student arriving at school after 8:00 a.m. 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.

In addition, MYP students will earn a tardy 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.

Check Outs

All early checkouts end at 2:15 p.m. on Monday, Tuesday, Thursday, and Friday. Early checkouts end at 1:15 on Wednesday. No student will be checked out of school after this time and before regular dismissal time except in an emergency. Students who are checked out early are considered tardy unless there is verification of a doctor's appointment or personal illness. Documentation should be given to the teacher the following day or on the day the student returns to school.

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

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

Please arrange appointments after school hours whenever possible.

Withdrawals and/or Transfers

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

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

MYP INCLUSION POLICY

Our Vision: Transforming Public Education, From the Grassroots Up

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

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

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

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

Our Mission:

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

The International Baccalaureate Organization's (IBO) definition of students with learning support requirements²:

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

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

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

- Have the aptitude to meet all curriculum and assessment requirements but require support to reach their full potential in learning and assessment.
- Require support to access teaching and learning including planned strategies to access curricular instruction and inclusive assessment arrangements to access assessment.

Our Philosophy of Inclusion

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

These students include, but are not limited to:

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

We Believe Inclusion Is:

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

Our Guiding Principles for Inclusion⁴:

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

The Relationship between IBO, MJCS and Inclusion:

The IBO aims⁵ to “encourage students across the world to become active, compassionate and lifelong learners who understand that other people with their differences, can also be right.” We believe for our students to understand *other people with their differences*, students must interact and learn from and alongside students from different backgrounds and perspectives. At MJCS, we practice intentional inclusion of students from our community.

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

Our Inclusion Goals Are:

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

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

- Communicator
- Risk-Taker
- Open-Minded

We are All responsible for Inclusion:

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

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

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

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

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

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

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

Common additional learning supports include but are not limited to:

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

Our Process for Identifying Students with Disabilities

At Morris Jeff Community School, we follow both the Federal Individuals with Disabilities Education Act (IDEA) ⁶ and guidelines along with Louisiana’s Bulletin 1508⁷ for identifying students with disabilities. Upon determination of a student’s disability, the IEP team will determine what special instruction is needed for a student to develop their talents fully. The Louisiana Department of Education⁸ explains an Individualized Education Program as the following:

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

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

Students with disabilities are supported by a team that includes:

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

Common special instruction includes but is not limited to:

- Accommodated supports and materials
- Modification of materials and standards
- Individualized scheduling
- Assistive technology
- Special instruction (within the general education classroom and in a resource setting)
- Special education consultation with subject area teachers
- Teaching assistant support or instruction
- Related services such as occupational, speech or physical therapy
- Adapted Physical Education instruction

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

For any questions or suggestions about MJCS's Inclusion Policy contact any of the MJCS staff below,

Rebecca Latham, Director of Student Support and Services at rhanson@morrisjeffschool.org

Ryan Ruyle, Middle Years Programme Coordinator at rruyle@morrisjeffschool.org

Patricia Perkins, School Principal at pperkins@morrisjeffschool.org

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

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MYP ACADEMIC HONESTY POLICY

Our Vision: Transforming Public Education, From the Grassroots Up

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

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

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

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

Our Mission:

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

In regards to Academic Honesty, The International Baccalaureate Organization's (IBO) states²:

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

Our Philosophy of Academic Honesty

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

The IB Learner Profile states Principled as:

*We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.*²

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

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

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

We are All responsible for Academic Honesty:

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

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

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

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

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

We Follow IB Definitions for Academic Misconduct:

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

Academic misconduct includes:

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

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

We Further Define Academic Misconduct as:

| Academic Misconduct | Description |
|---------------------|---|
| Cheating | <p>Definition:</p> <p>Cheating is taking or giving any information or material which will be used to determine academic credit³</p> <p>Examples:</p> <ul style="list-style-type: none">• Copying from another student's homework• Using a cell phone or a calculator on a quiz |
| Plagiarism | <p>Definition:</p> <p>The representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment²</p> <p>Examples:</p> <ul style="list-style-type: none">• Not citing someone else's work when writing a research paper |

| | |
|---------------------|---|
| | <ul style="list-style-type: none"> • Turning in another person’s essay you found online <p>Additionally,</p> <p>MYP subject teachers will determine and explicitly teach either APA or MLA citations relevant to their subject area so students properly cite the work of others. Students should cite the authors of ideas, words, images or code used in graded assignments.</p> |
| Academic Misconduct | Description |
| Bribery | <p>Definition: Bribery takes on two forms³:</p> <ol style="list-style-type: none"> 1. Bribing someone for an academic advantage, or accepting such a bribe (i.e. a student offers a teacher money, goods, or services in exchange for a passing grade, or a professor accepts this bribe). 2. Using an academic advantage as a bribe (i.e. a teacher offers a student a passing grade in exchange for money, goods, or services, or a student accepts this bribe). <p>Examples:</p> <ul style="list-style-type: none"> • A student offering to buy lunch to a subject teacher in exchange for a higher grade on a summative • A subject teacher giving a student a higher grade for the student walking the teacher’s dog. |
| Misrepresentation | <p>Definition:</p> <p>Misrepresentation is any act or omission that is intended to deceive an instructor for academic advantage. Misrepresentation includes lying to an instructor in an attempt to increase your grade, or lying to an instructor when confronted with allegations of academic dishonesty.³</p> <p>Example:</p> <ul style="list-style-type: none"> • Telling a MYP staff member you are sick and cannot turn in assignment on time to improve your grade when you are not sick. |
| Fabrication | <p>Definition:</p> <p>Fabrication is the use of invented or misrepresentative information. Fabrication most often occurs in the sciences, when students create or alter experimental data. Listing a source in your works cited that you did not actually use in your research is also</p> |

| | |
|----------------------|---|
| | <p>fabrication.³</p> <p>Example:</p> <ul style="list-style-type: none"> • Changing or making up data on a science experiment to earn a better grade. |
| Academic Misconduct | Description |
| Ghost Writing | <p>Definition:</p> <p>A ghostwriter as "somebody who writes something for or with somebody else, the other person receiving sole credit as the author"⁴</p> <p>Example:</p> <ul style="list-style-type: none"> • A student writes a paper for another student without taking any credit for the written work. |
| Duplicate Submission | <p>Definition:</p> <p>The presentation of the same work for different assessment components² AND/OR A duplicate submission means a student submits the same paper for two different classes.³</p> <p>Example:</p> <ul style="list-style-type: none"> • A student submits an essay for Language and Literature and submits the same essay (or part of) for an assignment in Individuals and Societies without asking for permission from both subject teachers. |
| Collusion | <p>Definition:</p> <p>Supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another² AND/OR Collusion is the act of two or more students working together on an individual assignment.³</p> <p>Example</p> <ul style="list-style-type: none"> • A group of students work together to complete a summative that was intended as individual work. <p>Additionally,</p> |

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

We Respond to Possible Academic Dishonesty by:

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

| Student misbehaviors that are not the result of ineffective directions | Suggested teacher response | Suggested administrative response if found to have been academically dishonest |
|--|--|--|
| <ul style="list-style-type: none"> Suspicion of breach of Academic Honesty Policy | <ul style="list-style-type: none"> Referral to Dean of Students | <ul style="list-style-type: none"> Contact family of student Contact staff member referring to Dean of Students Restorative conference (if needed) Student redoes the entire or portion of the assignment/assessment/paper at a time and place set by the Dean of Students |

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

For any questions or suggestions about MJCS’s Academic Honesty Policy contact any of the MJCS staff below,

Sarah Blaum, Librarian at sblaum@morrisjeffschool.org

Ryan Ruyle, Middle Years Programme Coordinator at rruyle@morrisjeffschool.org

Patricia Perkins, School Principal at pperkins@morrisjeffschool.org

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10. MYP: From Principles to Practice. International Baccalaureate Organization, May 2015. Web.
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Middle Years Programme Assessment Policy

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

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

-Wiggins and McTighe

Our Assessment Philosophy:

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

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

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

Our Guiding Principles:

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

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

Assessment provides meaningful feedback and promotes reflection.

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

Assessment drives instructional practice.

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

Assessment promotes positive attitudes towards learning.

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

Assessment is differentiated.

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

Our Primary Assessment Methods Are:

Formative (Assessment FOR learning)

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

Summative (Assessment OF learning)

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

Diagnostic/Progress Monitoring

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

External Mandated Assessments

Several external assessments are required by the State of Louisiana which are the iLEAP, LEAP and End of Course (EOC) tests. Louisiana students are assessed annually in grades 3 through 8 and in the high school grades. Students in grades 3 through 8 take assessments in English, math, science and social studies. In high school, students take EOC tests in 6 subjects: Algebra I, Geometry, English II, English III, Biology and U.S. History. These assessments measure proficiency in each subject area.

Our Assessment Strategies:

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

Performance Tasks/Projects

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

Academic Prompts/Tasks

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

Quizzes and Tests

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

Portfolio Assessment

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

Our MYP Summative Assessments:

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

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

Teachers/departments use professional judgement determining achievement levels attained by students on each summative. On each summative students are scored on a 0-8 scale based on descriptors from IB rubrics.

Our Grading Policies for 2016-2017:

MYP students at MJCS earn two types of grades, a traditional (i.e. A, B, C, D, F, I) and MYP summative grades.

Traditional Grade

- Based on formative assessments and participation in class
- Subject teachers/departments determine a percentage of the traditional grade
- Example – 40% quizzes/tests; 30% classwork; 20% participation; 10% homework
- A traditional grade is an A, B, C, D, F or I
- “I” means incomplete and is given to students that are missing assignments during that grading period including those assignments missed during an absence

MYP Summative Grades

- Based on summative assessments usually given at the end of a unit of inquiry
- Each assessment will assess one or more subject specific criteria
- Each assessment criteria will be assessed twice during the school year
- Summative achievement levels are determined by subject teachers using subject specific rubrics
- No other work, besides the work on the summative, can be used to determine MYP subject achievement levels
- Achievement levels can range from a 0 (lowest) to 8 (highest) on a summative assessment
- At the end of the school year, subject teachers add together the student’s final achievement levels in all criteria of the subject group to determine a MYP overall general score for the subject on a scale 1-7.

MYP Overall Subject Scoring

| Grade | Boundary guidelines | Descriptor |
|-------|---------------------|--|
| 1 | 1–5 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |
| 2 | 6–9 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| 3 | 10–14 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 4 | 15–18 | Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations. |
| 5 | 19–23 | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. |
| 6 | 24–27 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |
| 7 | 28–32 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |

We Report Learning Progress and Grades By:

Formative and Summative Assessments

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

Report Cards

Reporting of student achievement for MYP students will be two tiered. Students will receive a subject specific score based on MYP summatives. This will be a MYP grade that is based solely on content summatives that are scored using a criterion-based rubric that is shared with students in advance of summative work. The second will be a traditional letter grade that is based on completion of homework/classwork, traditional tests/quizzes as well as essays/projects and participation. Report cards are issued at the end of the quarter via www.morrisjeff.managebac.com

Student Led Conferences

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

Progress Report Conferences

Parent/teacher conferences will be held midway through the second and third quarter reporting period in order to give parents and students feedback on their child's progress.

Managebac

Subject teachers will enter formative and summative grades within two weeks of the student completing the assignment/assessment. Parents and students will have access to the feedback/scores via www.morrisjeff.managebac.com.

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

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Bibliography

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Middle Years Programme Language Policy

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

Our Mission:

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

IB Learner Profile Attribute Focus

- Communicator
- Thinkers
- Open-Minded
- Knowledgeable

Our Language Philosophy:

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

Language is fundamental to learning, thinking and communicating and therefore permeates all instructional practices hence all teachers are language teachers. We embrace the truth that literacy skills are utilized all of the time and therefore should be thoughtfully and strategically embedded into all MYP courses, projects, and extracurricular activities. Students need to be taught to be critical, creative and independent thinkers and comprehending, or meaning-making, is what learners must do all of the time in order to be effective communicators. Developing advanced literacy skills during the adolescent years is paramount in propelling students into becoming independent, skilled, confident communicators. Strong language skills are essential to meeting the changing and challenging demands of college and career as well as developing the soft skills necessary to navigate life’s challenges.

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

Our Pedagogical and Literacy Learning Beliefs:

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

We Will Do this by:

1. Embracing literacy instruction across all disciplines and committing to incorporating effective literacy instruction into our daily practice. It is evident that all aspects of literacy impact learning in all subject areas-**reading/comprehending, writing, speaking, listening and accessing information from media.**
 - Our MYP units across all subjects will have literacy embedded into lessons and our instructional practice.
 - Engaging in literacy development
 - IB and Louisiana academic standards call for deep conceptual understanding which commands thinking, processing and synthesizing of complex and multifaceted information in a variety of ways –in all subject areas, and in more than one language
 - Developing skills- listening, speaking, reading, writing, viewing and presenting in a variety of contexts
 - Applying linguistic and literary concepts and skills in a variety of authentic contexts and disciplines
2. Aligning literacy practices and procedures across all disciplines.
 - Writing in all classes and use shared, common rubrics
 - Teach vocabulary across the curriculum
 - Use aligned comprehension/close reading strategies
 - Developing oral fluency through academic discussions and discourse
3. Committing to having all students read authentic, interesting and challenging texts with a focus on international mindedness as well as socio-political consciousness.
 - Thoughtful and communal text selection that contributes to the development of “opinion-forming, decision making and ethical-reasoning skills, and further develops the attributes of an IB learner” (Language and Literature)
 - Differentiated anchor texts and supplementary readings and vice versa
 - Independent reading expectations based on interest, choice and exposure
 - Engaging with texts from different historical periods and a variety of cultures
 - Working to develop a lifelong interest in reading
4. Honoring growth, effort and self-awareness as well as sharing a sincere belief that every child can grow their language skills and become independent readers, writers and communicators.
 - Incorporating growth mindset into our curriculum.
 - Helping our students perceive themselves as capable of being successful in school and empower them to recognize that they are in charge of their academic success.
 - Inspire lifelong readers, and learners, by deliberately and collectively working to improve students’ attitudes toward reading and learning.
 - Motivating older children to read is deeply hindered when they arrive dysfunctional readers and writers and the research is grim in terms of their ability to ever catch up. An individual’s success will be hindered if unable to interface with lots of information from various sources with ease, efficiency and confidence. We must defy this and never stop believing that all students can become independent readers of complex

text when appropriately supported. This begins with innovation, commitment and a collective and relentless effort by all of the teachers-across all subject areas- to support catching our students up.

- Motivating older children to read who come to us as functional or highly functional readers is equally important and challenging as many of the traditional practices in place in Middle Schools and High Schools kill any love, excitement or interest that our on and above level readers may bring. It also underestimates their ability by not offering them thoughtful, interesting challenges that push them to grow as readers and writers.
5. Embracing differentiated instruction driven by our commitment to inclusion by being open minded to personalized learning and utilizing all of the tools that technology offers us to do this effectively, honoring individual needs (interest, readiness and approaches to learning) while embracing the beauty and power of collaboration. We must attempt to strike a balance between individual growth empowered by self-awareness and ownership and the power and importance of collaboration.
 6. Embracing computer literacy is essential to our students becoming career and college ready. Using technology and digital media strategically and capably will be supported and developed through a personalized learning focus
 - IB states, *“Students are encouraged to use applications such as databases, presentation, software, online games, podcasts, social media, simulations, spreadsheets and search engines. One of the aims of language and literature is ‘to engage with a variety of media and information and communication technology in order to explore language (Language and literature pilot guide 2012)*
 - *This includes blogs, websites, emails, films, music videos, digital advertisements and other electronic media as examples of the texts students should be reading, producing, listening to and viewing as part of their education. Additionally, one of the aims of MYP design is also to use and apply information communication technology (ICT) tools effectively.” (Connecting IB to the Core IB and the Common Core State Standards, page 21)*

Our Approach to Language Acquisition:

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

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

Language acquisition classes are part of our core curriculum and students have the opportunity to

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

We determine MYP students' language acquisition phase by

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

We are All Responsible for Language Acquisition:

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

The Principal, Director of Student Supports and Services, Director of Finances and Operations, and Development Director are responsible for raising funds, budgeting and allocating school resources to support all students' Language Acquisition development.

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

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

The MJCS Language Acquisition Mission:

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

How We Teach Language Acquisition:

1. The MJCS MYP Language Acquisition Program is an extension of the MJCS PYP Spanish Program. In the PYP Spanish Program, students receive daily language classes, beginning in Pre-K. In the early PYP, emphasis is placed on developing listening skills and exposing them to the language in multiple modes. Similar to the PYP, in the MYP students learn to listen, speak, read, and write, but they also receive explicit grammar instruction with the intention of helping students understand how language works and to help them become independent language learners. Many of these concepts are transferable to Language and Literacy.
2. The MYP program provides students with 40 minutes of language instruction 5 days per week,

exceeding the 50 hours of instruction in Spanish per the IB requirements for the MYP.

3. MYP students study an adapted version of High School Spanish I and II. Students have the opportunity to earn high school credit, throughout their MYP studies.
4. Students study IB units of inquiry and complete IB summatives using rubrics from the IB.
5. All Spanish language learning is assessed according to ACTFL and MYP Objectives and Criteria.
6. Language Acquisition classes are differentiated to meet individual student needs. This is done by grouping students by phases, per the IB norms. Class groupings and materials are also differentiated according to a student's phase and a student's prior experience with language and literacy.
7. The Language Acquisition Department believes that student choice is another important element of personalized learning. Through the use of curriculum materials and technology, students are afforded choice in how they practice the Spanish language on a regular basis. In the later stages of MYP Language Acquisition, student interest and student choice will be particularly important as students become more independent in their language studies. Students that complete High School Spanish I and II credits before 10th grade may be offered the opportunity to continue their Spanish language learning or to study a third language, using technology or other available resources.

Our Approach to Support for English Language Learners:

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

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

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

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

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

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

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

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

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

How English Language Learners are Supported, at MJCS:

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

1. Per the mandates of the Louisiana Department of Education, all ELLs will be identified as students whose home language surveys designate any language other than English on their home language survey.
2. At the beginning of each year, incoming Kindergarten-8th grade ELLs are assessed using the Woodcock-Muñoz Diagnostics, to determine their levels in conversation, reading and writing.
3. Learning accommodations for ELLs are written in collaboration with RTI, teachers and families, for each ELL.
4. Level 1 and 2 ELLs receive small group instruction with the English as a Second Language (ESL) teacher.
5. Sheltered instruction is given in all classes to scaffold acquisition of vocabulary and concepts central to learning by providing visual cues, collaborative learning experiences and consistent assessment of prior knowledge.
6. At the end of each year ELDA (English Language Development Assessment) is administered to ELLs, to monitor their growth.

Our Approach to Support Students' Mother Tongue:

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

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

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

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

support all students' language development. They are also responsible for providing communication with families, in the Spanish language.

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

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

How Students are Supported in Their Mother Tongue:

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

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

For any questions or suggestions about MJCS's Language Policy contact any of the MJCS staff below,

Aaron Forbes, Language Acquisition teacher at sblaum@morrisjeffschool.org

Gretchen Bohlke, Dean of Academics and Teacher Development gbohlke@morrisjeffschool.org

Ryan Ruyle, Middle Years Programme Coordinator at rruyle@morrisjeffschool.org

Patricia Perkins, School Principal at pperkins@morrisjeffschool.org

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

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

Acceptable Use Policy

Students will be held accountable for the responsible use of all electronic equipment in accordance with school rules and expectations. Students must sign and adhere to the Acceptable Use Policy. The use of the Internet on the systems owned by and on the premises of MORRIS JEFF COMMUNITY SCHOOL is a privilege, not a right, and inappropriate use will result in disciplinary action including possible cancellation of those privileges and other disciplinary consequences.

Student Responsibilities in Internet Usage:

Students have a responsibility to use appropriate language when using the Internet. The school will not tolerate a student's use of profanity or obscenity on the Internet. A student must take responsibility for his or her own messages, actions and words on the Internet. Students have the responsibility to display exemplary behavior when using the Internet, and must conduct themselves as representatives of both their respective school and the community as a whole. Failure to fulfill these responsibilities may result in school disciplinary action and/or loss of Internet privileges.

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

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

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

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

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

Student Responsibilities regarding E-mail Accounts:

Students must be aware that school-issued student email accounts can and may be monitored, if inappropriate activity is suspected. School-issued email accounts are intended to be used for academic communication between students and school personnel, and students are expected to use them regularly. A student who violates the use of their email account will be subject to school disciplinary action, loss of email account privileges, and referral to proper authorities if necessary.

School - Parent - Student Contract

School personnel will:

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

Parents will:

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

Students will:

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

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

(Parent/Guardian) (Date)