

Natchitoches Junior High-Frankie Ray Jackson School



Student Handbook 2026-2027

800 Koonce St.

Natchitoches, LA 71457

“NJH, Where Everybody is Somebody”

Principal's Message for 2026-2027 School Year

As we begin the 2026–2027 school year, we remain steadfast in our dedication to the motto, “Natchitoches Junior High, Where Everybody Is Somebody!” This is more than just a slogan; it reflects our commitment to making each student who walks through our doors feel valued and heard, enabling them to achieve their individual potential for success.

Our vision of creating a school where Everybody Is Somebody is not just a school motto. It is the environment we wish to create for students to grow and succeed. Everyone creates an excellent school. Students, teachers, parents, and community must all work to create a learning environment that prepares our students for success in life. This means we practice shared leadership through our various committees, feedback sessions, and school-wide initiatives, as well as community meetings and community engagement nights. As Coretta Scott King said, “The greatness of a community is most accurately measured by the compassionate actions of its members.” At NJH, we strive to validate our students’ identities and allow them to express their stories in a safe learning environment.

At NJH, we expect so much from every student. We have established schoolwide expectations that we ask our students to follow daily. These schoolwide expectations are to be **Respectful**, **Responsible**, and **Ready to learn**. This year we are adding a fourth “R” to our agenda: **Resilient**. We expect our students to understand that mistakes are where our growth comes from. Resilience means not letting those mistakes define who we are. We pick ourselves up, learn from the experience, and keep striving for greatness. We expect students to have the strength to bounce back from adversity and to grow from challenges. As the famous Frederick Douglass stated, “It is easier to build strong children than to repair broken men.”

We challenge our students to become the best version of themselves during their time at The Junior High. By providing a rigorous academic program with ample support, we expect students to be well prepared, develop critical thinking skills, and adapt to a growth mindset. By the time our students leave NJH, we want them to know that the only thing that can hold them back in life is themselves.

We are excited about the upcoming school year and to work alongside each member of our community to make NJH a place where every Indian belongs, believes, and achieves. Together, we will continue to push our students to strive for greatness, molding them into the men and women that our entire community will be proud of.

With gratitude and love,

Bobby Benjamin, Jr., Principal

Natchitoches Junior High

Mission Statement

At Natchitoches Junior High, our mission is to cultivate a vibrant and inclusive school culture where shared leadership and high expectations empower every student to achieve academic and personal success. We are dedicated to preparing our students for a seamless transition to high school by fostering a supportive environment where every voice is valued, and every individual is inspired to excel.

Belief Statement

By acknowledging diverse perspectives and the importance of collaborative leadership, we create a school community where every student feels included and is inspired to reach their fullest potential. We are committed to providing fair opportunities for success by fostering the growth of all students and ensuring they are well prepared for the academic and social challenges of high school.

Vision Statement

Further, Together

Motto

“NJH, Where Everybody is Somebody”

School Colors

Maroon and Gold

School Objectives for the 2026-2027 school year

1. Enhance Inclusivity & Belonging

Increase marginalized students' self-reported sense of belonging by 20% through culturally responsive practices and student-led affinity groups.

Measuring Tool(s): Pre- and post-year surveys (using a Likert scale) with questions aligned with monitoring inclusive practices.

Goal(s): Train 100% of staff in culturally responsive pedagogy by December 2026.

Relevance: Supports the creation of inclusive practices for NJH students and staff.

Timeframe: Implement teacher-led groups, clubs, and programs by September 2026; analyze survey results by May 2027.

2. Strengthen Shared Leadership

Establish five staff-led committees (e.g., climate, curriculum, equity) with representation from all departments.

Measuring Tool(s): Eighty percent (80%) of faculty/staff participate in at least one committee by September 2026.

Goal(s): Provide release time for committee work and recognize contributions in staff evaluations.

Relevance: Aligns with the mission's emphasis on collaboration and shared decision-making.

Timeframe: Committees formed and operational by August 2026.

3. Boost Academic Readiness for High School

Increase the percentage of 8th graders meeting grade-level standards in math and ELA by 15%.

Measuring Tool(s): Benchmark assessments (quarterly) and LEAP 2025 test results.

Goal(s): Implement targeted tutoring and peer mentoring programs for struggling students.

Relevance: Directly supports students' preparation for high school academic success.

Timeframe: Achieve target by May 2027.

4. Improve School Climate & Safety

Reduce classroom disruptions and student violence by 30%.

Measuring Tool(s): Track incident reports and student climate surveys.

Goal(s): Recognize students who present discipline issues. Target negative student actions and provide support through social-emotional learning with counselors and social workers. Train staff in restorative practices and launch a student-led “Inclusion Ambassadors” program through student council. Create a Student Life committee to increase activities and clubs that reflect what students really want.

Relevance: Supports the belief that safety and belonging are foundational to learning.

Timeframe: Launch of the Student Life Committee by September 2026; review disciplinary data monthly in LT and Faculty meetings. The Student Life Committee meets with students monthly to gather input and student voice in decisions for upcoming student events.

5. Expand Family & Community Partnerships

Increase family participation in school events by 40% (e.g., workshops, conferences, cultural celebrations, PTO meetings).

Measuring Tool(s): Attendance logs and post-event feedback surveys from parents. Parents' participation in PTO events and meetings.

Goal(s): Offer opportunities for parents to have a voice in our school community.

Relevance: Strengthens relationships central to the school's mission.

Timeframe: Host six family engagement events by May 2026. Advertise PTO participation to parents in September. Provide parents with opportunities to assist with school functions and programs throughout the school year.

6. Promote Extracurricular Engagement

Ensure 90% of students participate in at least one club, sport, or activity.

Measuring Tool(s): Enrollment data in athletics, arts, and academic clubs.

Goal: Create three new afterschool clubs that are low- or no-cost clubs that are not academically related.

Relevance: Builds a vibrant school culture and reinforces teamwork skills.

Timeframe: Launch after-school clubs by September 2026. Participation will be tracked monthly.

Administration and Staff

Principal	Bobby Benjamin
Assistant Principal	Kristie Irchirl
School Coordinator	Robert Carnline
Secretary	Emmon Goode
ELA/Math Master Teacher	Charlotte Turner
SCI/SST	Gabrielle Danos
Counselor	
Grade/Subject	Teacher
6th ELA	Addoree Stuckey
6th Math	Charlotte Santos
6th SCI	Britani Fields
6th SST	Josep Phanor
6th/7th ELA	Latoria Holden
6th/7th Math	Dynesha Bolton
6th/7th SCI	Sheri Tyler
6th/7th SST	Kelci Latchie
7th ELA	Jessica Theus

7th Math	Angel Johnson
7th SCI	Celeste Dykes
7th SST	Janice Lacaze
8th ELA 8-A	Linda Raymond
8th Math 8-B	Shantonesia Below
8th SCI 8-C	Jairus Lane
8th SST 8-D	Areyona Williams
8th ELA 8-E	Xavier Braxton-Johnson
8th Math 8-F	Lasonia Phanor
8th SCI 8-G	Deus Desire
8th SST 8-H	Jaquana Grayson
PE-1	Volverlon Holden
PE-2	Randol King
PE-3	Clifton Jones
Art	David Alford
Band	Piper Gilliam
Robotics	Jermaine Thomas
JAG	Jacquelyn Rainwater
SPED	Bianca Robinson
SPED	Betty Rachal

SPED	Kimberly Methvin
SPED	Tammy Wilkerson
SPED	Brandol King
SPED Para	Aretha McWright
SPED Para	Jairon Pitts
SPED Para	Donna Anderson

Principal Expectations and Responsibilities

Administrators at Natchitoches Junior High are expected to lead with a clear vision and set strategic, measurable goals aligned with student achievement. They must serve as strong instructional leaders by coaching teachers, using data to inform instruction, and maintaining high academic standards for all students. Building staff capacity through professional development, collaboration, and shared leadership is essential. Administrators are also responsible for fostering a safe, inclusive school environment, promoting trust and respect, and building strong relationships with families and the community. Upholding ethical practices, modeling integrity, and managing school operations efficiently are also critical. These responsibilities align with the NIET Principal Standards Rubric, emphasizing leadership that drives continuous school improvement and student success.

Teacher Expectations and Responsibilities

Teachers at Natchitoches Junior High are expected to design and deliver engaging, standards-based lessons that advance student learning. They use multiple forms of assessment and student data to inform, adjust, and differentiate instruction for all learners. Teachers maintain high classroom expectations, creating a positive, structured, and inclusive environment where students feel safe, valued, and supported. They build strong relationships with students, families, and colleagues, collaborating to share expertise and drive continuous improvement. Professional growth is ongoing; teachers participate in reflection, feedback, and targeted development to

enhance their practice. Upholding ethical standards, professionalism, and equitable practices, they serve as role models and contribute to a culture focused on academic success and holistic student development, fully aligned with the Louisiana Educator Rubric.

Student Dress Code

NJH students are required to wear school uniforms designated by grade level

Sixth Grade:

- School uniform and spirit shirts: Navy blue
- School uniform bottoms: khaki or navy

Seventh Grade:

- School uniform and spirit shirts: gold/yellow
- School uniform bottoms: khaki or navy

Eighth Grade:

- School uniform and spirit shirts: maroon
- School uniform bottoms: khaki or navy

Students are to follow the school dress code daily. Students will wear proper school attire, shirts tucked in, belts in pants, and appropriate shoes. Students may not wear Crocs, slides, sandals, or flip-flops to school unless as a PBIS reward or on designated days announced to parents. Students may not wear hoodies or hooded jackets. Students may wear black, brown, white, or gray jackets and sweatshirts. Students may carry only mesh or clear backpacks. No fanny packs or accessory bags allowed.

Building Hours

Official school hours are 7:00 a.m. to 3:15 p.m. Students participating in after-school programs, such as tutoring, sports, clubs, etc., are expected to be off campus by 6:00 pm. Faculty must always supervise students. Maintenance personnel will not assume this responsibility. Faculty and staff will have open access to the school if administration is notified by email, and access will be used only for school purposes.

Student Supervision

The teachers and staff at Natchitoches Junior High School are committed to creating and maintaining a learning atmosphere that promotes academic and social development. Students are subject to the authority of the principal, teachers, and staff whether on school premises or participating in school-sponsored activities. Students must always behave and dress appropriately and conduct themselves in a way the school community deems acceptable. This includes field trips, school social events, sports, and other school-sponsored educational activities.

Bell Schedule		
TIME	ACTIVITY	DURATION
7:00 AM – 7:30 AM	BREAKFAST	30 MINUTES
7:40 AM – 8:30 AM	WIN PERIOD	50 MINUTES
8:30 AM – 9:45 AM	1ST BLOCK	75 MINUTES
9:45 AM – 11:00 AM	2ND BLOCK	75 MINUTES
11:00 AM – 12:40 PM	LUNCH	25 MINUTES PER GRADE
11:00 AM – 12:15 PM	3RD BLOCK	75 MINUTES
1:37 PM – 3:07 PM	5TH BLOCK	90 MINUTES

• AFTER 7:40 AM, ALL STUDENTS MUST REPORT TO THE MAIN OFFICE BEFORE GOING TO CLASS. LATE STUDENTS ARE CONSIDERED TARDY AFTER 7:40 AM. AFTER 8:00 A.M., STUDENTS MUST BE ACCOMPANIED BY A PARENT OR GUARDIAN TO CHECK INTO SCHOOL. NO EARLY CHECKOUT AFTER 2:30 P.M. SCHOOL IS DISMISSED AT 3:15 P.M.

Arrival and Dismissal

Arrival Plan

To maintain a safe, orderly, and structured beginning to each school day, all staff and students are expected to follow the procedures outlined in this arrival plan. All duty personnel must be in

place promptly at their assigned posts no later than 6:55 AM, and all procedures must be followed consistently and professionally.

I. General Arrival Overview

Student Entry Time: Koonce St side (Car & Walker): 7:00 AM - 7:30 AM. After 7:30 AM, all cars and walkers must enter the school through the Main Entrance (Dean St side). Main Entrance (Bus): 7:00 AM – Last morning bus.

Tardy Bell: 7:40 AM

Duty Stations Active: 7:00 AM - 7:35 AM

Breakfast Served: 7:00 AM - 7:30 AM (until 8:10 AM for late buses)

II. Bus Riders Arrival Procedure

Location:

All bus riders will arrive and unload at the front of the building (Dean St. side), near the Main Office.

Process:

1. Entry & Screening:

Students will enter the building through the designated front doors and immediately proceed through metal detectors located in the front foyer.

2. Backpack Checkpoint:

After metal detection, students will hand their backpacks to a teacher on duty for inspection. Duty teachers will check backpacks for contraband and cell phones. Teachers will ensure that all cell phones are powered off and securely placed inside the student's backpack. Students who fail to comply with school policy will be held at the inspection table until an administrator arrives. Once cleared, students will proceed directly to the cafeteria to eat breakfast.

3. Cafeteria Transition:

In the cafeteria, students can purchase concession tickets after eating. After eating, students will leave the cafeteria and go to the holding area for their grade. Sixth grade students will go down the sixth-grade hallway and sit outside of their homeroom teacher's classroom. Seventh grade students will do the same down the seventh-grade hallway. Eighth grade students will enter the multipurpose gym and sit in front of tags with their homeroom teacher's names on them.

III. Car Riders & Walkers Arrival Procedure

Location:

All car riders and walkers must enter the school through the secondary entrance (Koonce St. side), near the upper gym.

Process:

1. Entry & Screening:

Students will enter through the Koonce Street doors and proceed through metal detectors. Students will follow the same process as bus-riding students entering the main hallway.

2. Backpack Checkpoint:

After metal detection, students will hand their backpacks to a teacher on duty for inspection. Duty teachers will check backpacks for contraband and cell phones. Teachers will confiscate contraband and turn it over to school administration at the end of duty. Teachers will ensure that all cell phones are powered off and securely placed inside the student's backpack. Students who fail to comply with school policy will be held at the inspection table until an administrator arrives.

3. Cafeteria Transition:

Once cleared at the screening tables, students will be directed to go to the cafeteria for breakfast. Duty teachers stationed in the hallway leading down the indoor ramp will ensure students head to the cafeteria safely and in an orderly fashion.

IV. Post-Breakfast Transitions

After eating breakfast, car and walking students will follow the same cafeteria transition as bus riders, using the same transition plan to their holding areas, separated by grade level. Sixth- and seventh-grade students will exit the cafeteria and walk directly to their designated grade-level hallways. Students are to be seated quietly in the hallway, directly in front of their first period (Homeroom) classroom door. Teachers will be positioned in the hallway to observe student behavior and ensure student safety. Eighth-grade students will proceed into the Multipurpose Gym. Students will locate the sign labeled with their first period teacher's name and sit in line in front of it. Students must remain seated and relatively quiet until their teacher picks them up.

V. Duty Dismissal

All teacher duty stations will end at 7:30 AM. The car and walker entryway (Koonce St. side) will be locked, and students must enter the school through the main entrance. Between 7:30 AM

and 7:35 AM, teachers are to report to their respective student holding areas to pick up their students. Between 7:35 and 7:40 AM, teachers are completing attendance in JCAMPUS. At 7:40 AM, students are ushered to their WIN classes.

VI. Late Students

Late-arriving students (car, bus, and walkers) must enter the school at the main entrance (Dean St. side) after 7:30 AM. Morning duty teachers will be relieved by a second duty crew responsible for searching for late-arriving students until 8:30 AM. The secretary will receive the names of late-arriving students for attendance purposes, and students will receive a tardy slip to enter class. Late bus arrivals will receive a gold slip, and late walkers and car riders will receive maroon slips. Late bus arrivals may eat breakfast in the mornings. At 7:40 AM. The school secretary will be responsible for inputting attendance into JCAMPUS.

VII. Duty Staff Expectations

All duty personnel must clock in by 6:55 AM daily. Teachers must be at their duty post and actively monitoring students by 7:00 AM.

Duty staff is responsible for:

- Operating the metal detectors effectively.
- Conducting thorough but respectful backpack checks.
- Enforcing the cell phone policy.
- Providing clear directions for students transitioning to breakfast or assigned areas.
- Any safety or behavioral concerns must be immediately reported to school administration.

VII. Administrator Responsibilities

All duty personnel must clock in by 6:50 AM daily. Administration will ensure all teachers are at their duty station by 7:00 AM. Administrators will rotate to monitor both entrances (Dean Street and Koonce Street) and the cafeteria. Administrators will support duty teachers, assist with conflicts, and intervene as necessary. A designated administrator will be assigned to the Multipurpose Gym to assist with 8th grade procedures.

VIII. Notes & Reminders

Students are not permitted to roam the hallways during arrival. Students arriving after 7:35 AM must report to the front office for a tardy pass. Teachers should not allow any student to enter the classroom prior to the first bell unless previously arranged.

This Arrival Plan is critical to ensuring safety, consistency, and structure at Natchitoches Junior High. All staff are expected to know and implement these procedures with fidelity each day.

Attendance Procedures

State law requires that students with excessive absences in a class should not receive credit for the class. According to our school district, students may have up to 10 absences in a school year.

There are two types of absences: excused and unexcused.

Excused absences: Two or more consecutive days incurred due to personal illness or serious illness in the family. Also includes absences that are related to extenuating circumstances (see extenuating circumstances section)

Unexcused absences: Any absence not meeting the requirements set forth in the excused absence and extenuating circumstances definitions but excluding in- and out-of-school suspensions.

The number of unexcused absences also excludes in- and out-of-school suspensions. After a student's absence exceeds 10 days for the school year, they have failed for the school year, and any changes must be made through a School Building Level Committee (SBLC) meeting with the principal and SBLC Chairperson or the Supervisor of Child Welfare and Attendance at Central Office.

Extenuating Circumstances

Extenuating circumstances refer to any situation that can cause a student to miss a day of school for any reason beyond their control. The following are examples of potential situations that meet the definition of an extenuating circumstance:

- Physical or emotional illness, as verified by a physician.
- Extended hospital stays, as verified by a physician.
- Extended recuperation from an injury as verified by a physician.
- Extended contagious disease within a family as verified by a physician.
- Prior school-system-approved travel for education.
- Death in the family (not to exceed three days).

- Natural catastrophe and/or disaster.

For any other extenuating circumstances, parents must make a formal appeal in accordance with the due process procedure established by the LEA.

Procedure to Follow when a student has Been Absent

When returning from an absence, students must have a medical excuse for the absence to be excused. Students must turn in medical excuses to their homeroom teacher. The homeroom teacher will email the teacher to confirm receipt of the medical excuse and any others turned in that morning. The teacher will contact their academic lead, who will then collect them and submit them to the secretary. Students may make up missed work, whether excused or unexcused. The teacher will have a designated area for students to collect missed assignments, and students are responsible for collecting what they missed and completing it within the given timeframe.

Check-in

Students may check in to school through the Koonce St or Dean St entrances, depending on their mode of transportation, between 7:00 AM and 7:30 AM. Car riders and students who walk to school will enter through the Koonce St entrance, while bus riders will enter through the main entrance, or Dean St side of the school. At 7:30 AM, the Koonce St entrance will be locked, and all students will need to enter the school through the main entrance

Early Check-out

Natchitoches Junior High School operates under a closed campus system for all students.

Students will not be allowed to check out except for the following reasons:

1. student illness, doctor/dental appointment, or at the request of a parent/guardian.

If a student is ill and requests to leave campus, the teacher will call the office and ask the secretary to call home.

Only a parent or guardian listed in JCAMPUS may check out the student (s). No one else may check out or give permission for the student to be checked out. When the parent or guardian arrives to pick up their student(s), they will come into the main office and officially sign them out of school by signing their name in the sign-out binder. At that time, the secretary will call the student to the office.

Tardiness

Students are expected to get to class on time. Students are considered tardy after 7:40 AM, except when delayed by a late bus. Breakfast ends at 7:30 AM unless the student(s) arrive on a late bus. Students have one minute between class periods. A student entering class after the bell is tardy. All tardies will be documented in your attendance book and JCAMPUS, and the following matrix indicates consequences that will be enforced.

Tardies	Consequence
1	Warning and documented in the attendance book and JCAMPUS.
2	Documented in the attendance book and JCAMPUS. Teachers will contact parents.
3	Documented in the attendance book and JCAMPUS. Make a referral to the SBLC Chairperson, who will set a date for SBLC meeting
4	Documented in the attendance book and JCAMPUS; teacher to complete a written referral

Dismissal Plan

The dismissal process at Natchitoches Junior High is designed to ensure a safe, efficient, and orderly release of all students at the end of each instructional day. This plan outlines the procedures for car riders, walkers, and bus riders by grade level, and defines the roles of duty teachers and school administrators.

I. General Dismissal Overview

Dismissal Time Begins: 3:15 PM

Official End of Duty for Teachers: 3:45 PM

Administrator Supervision Continues Until: Last student has exited campus

Announcements: All buses will be called using the intercom as they arrive.

II. Car Riders & Walkers

Location: Car and walking students will be escorted to the Koonce St side of the building for dismissal at 3:15 PM.

Process:

1. Transition:

At 3:15 PM, afternoon duty teachers will escort car riders and walkers from all grade levels to the Koonce St. side of the school. Students are expected to walk silently and in an orderly manner.

2. Seating & Supervision:

Walkers will exit the building and campus immediately. Car riders will sit in a designated hallway area and prepare to exit the building upon pick-up. Car riders will sit along the walls, supervised by assigned afternoon duty staff. A staff member will be at the door to announce last names as the vehicle approaches, based on car tags placed in the vehicles. Duty staff will monitor students as they walk to their vehicles as needed to ensure safety.

III. Bus Riders

Location: Sixth- and seventh-grade students who ride the bus will remain in their respective hallways, seated by bus number. Duty teachers will escort eighth graders to the cafeteria, where they will sit in their assigned area by bus number.

Process:

1. Seating by Bus Number:

Teachers will ensure that students sit quietly in clearly marked areas by bus number. Post bus numbers and keep them visible to maintain order and reduce confusion.

2. Bus Calls & Exit:

As each bus arrives, the duty person will call its number to the secretary over the radio. The secretary will then call the bus number(s) over the intercom. A designated duty teacher will walk that group to the front office exit (Dean Street side) for boarding.

IV. End of Afternoon Duty at 3:45 PM

1. Remaining Bus Riders:

At 3:45 PM, all remaining bus riders will be escorted to the front of the school to await their transportation.

2. Final Supervision Transition:

All afternoon duty teachers are currently relieved of their responsibilities. School administrators will remain on active duty in the bus loading zone. Administrators will oversee the release of any remaining bus riders and coordinate with transportation as needed.

V. Afternoon Duty Staff Roles & Responsibilities

Role Responsibility

Afternoon Duty Teachers: Supervise hallways, 8th grade hallway, cafeteria, escort bus lines, and monitor behavior. Koonce St duty teachers will escort walkers out of the building and monitor and manage car riders and walkers. Bus Line duty teachers will escort eighth-grade bus riders to the cafeteria, while Sixth- and seventh-grade duty teachers will monitor bus students in the hallway. All duty teachers will ensure that all students exit the school in an orderly fashion. Bus monitors will announce buses as they approach the school and ensure students board safely. School administrators will oversee dismissal transitions and remain on duty until the last student leaves

VI. Dismissal Expectations for Students

- Students must remain quiet, seated, and orderly during dismissal.
- No wandering in the hallways or between areas.
- Electronic devices must remain off and in backpacks until off campus.
- Students are to follow all instructions from duty teachers without delay.

Concession Ticket Purchase Plan

Purpose:

To streamline the sale of concession items during lunch by allowing students to purchase tickets during breakfast. This helps reduce lunch line congestion and ensures all students have equal access to concessions.

Ticket Sales Procedures

Morning Concession Ticket Sales (Main Timeframe):

Time: 7:00 AM – 7:30 AM

Location: Cafeteria

Who Can Buy: All students who arrive at school on time and are not under disciplinary action.

Process:

1. A designated concession ticket table will be set up in the cafeteria.
2. Staff will be assigned to collect money and issue tickets.
3. Students may purchase as many tickets as needed (up to a reasonable limit, e.g., 5 per student).
4. Students must keep their tickets for lunch—no replacements will be given if lost.
5. Money will be turned in to the secretary by 7:35 AM.

Late Arriving Students (After 7:30 AM):

Eligibility: Only students who arrive on a late bus after 7:30 AM

Location: Main Office

Process:

1. Upon arrival, students must check in at the office.
2. Office staff will verify their bus and allow ticket purchases.
3. These students must purchase their tickets before their lunch period.

Lunch Concession Sales

Concession Items Sold: Chips, candy, soft drinks, Powerade, etc.

Sales Method: Tickets Only (no cash accepted at lunch)

Ticket Collection: Staff at the concession table will collect the appropriate number of tickets per item.

Important Reminders for Students:

- No ticket sales will occur during lunch or after 7:30 AM (except for late bus arrivals).
- No refunds or replacement tickets if lost.
- Tickets must be presented to purchase items—no exceptions.
- Keep your ticket safe (e.g., in a binder, wallet, or pocket).

Club Day Norms

- Students report directly to their assigned club after 6th period.
- Attendance is required and taken by club sponsors.
- No movement during club time unless authorized with a pass.

Grading Policy for NJH

Objective

Our assessment practices should create an educational environment that measures student growth through authentic feedback to improve educational outcomes.

Expectations for Teachers

1. Consistency and Clarity

Grading standards must remain consistent across equivalent courses while providing students and parents with clear expectations and criteria for evaluating student work. Update grades weekly, preferably by Sunday evening.

2. Standards-Based Alignment

Every assessment must reflect state standards and learning goals, as student evaluations must be both relevant and rigorous to what students need to know.

3. Meaningful Academic Feedback

Students should receive detailed feedback from teachers on their work performance, enabling them to improve their learning and develop ownership of their academic progress (NIET Teacher Standards Rubric, 2025).

4. Varied Assessment Methods

Implement multiple assessment methods to provide a complete evaluation process that supports students by appealing to their various learning modalities and cognitive abilities.

5. Opportunities for Reflection and Improvement

Students should enhance their work through reflection and academic feedback. Students should have opportunities to use feedback through revisions and retakes to support mastery of content.

The Importance of Authentic Academic Feedback

The NIET Teacher Standards Rubric emphasizes authentic academic feedback as a key factor for student achievement. NIET suggests providing students with feedback that is specific, constructive, and directly linked to learning objectives so they understand their performance against State expectations. This approach supports academic development while creating a supportive classroom environment that motivates students to take responsibility for their educational advancement (NIET Teacher Standards Rubric, 2025).

Reference

National Institute for Excellence in Teaching (NIET). (2025). NIET Teacher Standards Rubric. Retrieved from [NIET Website] (<https://www.niet.org>)

NJH Positive Behavior Interventions and Supports

At Natchitoches Junior High-Frankie Ray Jackson, we know that “Educational success is not just about academic achievement; it is also about fostering an environment where all students feel valued and supported. Discipline and structure are keys to student success.”

At NJH, PBIS (Positive Behavioral Interventions and Support) will foster a positive school culture, promote social-emotional learning, and provide tailored support to meet the diverse needs of our student body.

At NJH-FRJ, we’re using PBIS to:

- Teach clear Expectations
- Promote positive choices
- Celebrate good behavior

- Develop character and confidence

Together, we're building a safe, respectful, and focused school Where Everybody is Somebody! A safe, respectful, and structured environment allows students to focus, grow, and thrive both inside and outside the classroom.

The NJH discipline guidelines are based on the Natchitoches Parish School Board Discipline guidelines, the Juvenile Act, and positive behavior initiatives mandated by the State Department of Education. The principal administers school discipline policies in collaboration with the Positive Behavior Interventions and Support Team.

The PBIS team has created two types of incentives: short-term and long-term. Short-term incentives provide immediate reinforcement to students who obey the school's PBIS expectations. This incentive is called the "Indian Bucks" system. All faculty and staff members will receive Indian Bucks to distribute to students. Students can redeem on PBIS Fridays for snacks, dress-down coupons, etc. Monthly themed events (Fun Fridays) where students can participate in activities like sports challenges, art/crafts workshops, or talent shows vs. teachers/staff. Short-term incentives are also earned within the classroom, such as extra computer time, school supplies, snacks, buddy lunch; these incentives are teacher-to-student.

Long-term incentives include Academic/Attendance/Behavior Awards Day every 9 weeks, a "No Referrals" party, a dance and movie party or field trip at the end of each semester, and a Tribe Pride student award each week. End of Year: A formal awards ceremony recognizing students for their positive contributions, including categories like "Most Improved," "Citizenship Award," and the "Bloom Award," etc.

School Motto: "Where Everybody is Somebody"

Tribe Pride School-Wide Behavior Expectations: Behavioral expectations for all students, faculty, and staff. (RESPECT, RESPONSIBLE, READY to LEARN, and RESILIENT)

Tribe Pride, School-Wide

School-Wide Behavior Expectations Matrix

Positive Choice Pledge	I am RESPECTFUL	I am RESPONSIBLE	I am READY TO LEARN	I am Resilient
Arrival	<p>Follow staff directions.</p> <p>Speak kindly in the hallways and cafeteria.</p>	<p>Arrive at school on time.</p> <p>Follow instructions of staff on duty at door/metal detector.</p> <p>Walk to breakfast quietly.</p> <p>Walk to designated areas after breakfast.</p>	<p>Have all materials you need for school.</p> <p>Turn in notes from home promptly.</p>	<p>Stay calm if there are delays or changes in routine.</p> <p>Make safe, positive choices even when others are not.</p> <p>Solve small problems appropriately or seek adult help when needed.</p> <p>Start each day with a positive attitude and a willingness to learn</p>
Hallways	<p>Use inside voice.</p> <p>Walk in a straight line.</p> <p>Keep hands and feet to yourself.</p>	<p>Walk on the right side of the hallway.</p> <p>Stay with your teacher.</p> <p>Be a good role model by following directions.</p>	<p>Face forward when walking.</p> <p>Listen for directions.</p>	<p>Stay calm during busy transition.</p> <p>Handle accidental bumps or mistakes respectfully.</p> <p>Adapt to schedule or route changes</p>

	Keep hallways neat and clean.			<p>with a positive attitude.</p> <p>Solve minor problems independently or seek help appropriately when needed.</p>
Classrooms	<p>Raise your hand to be called on.</p> <p>Speak kindly to others.</p> <p>Ask permission to use things or get out of your seat.</p> <p>Listen politely when others are speaking.</p>	<p>Follow directions the first time they are given.</p> <p>Positively participate in classroom activities.</p> <p>Take care of school and others' property.</p>	<p>Complete classwork and homework on time.</p> <p>Have materials organized.</p> <p>Keep desk clear and organized.</p> <p>Use good listening skills.</p> <p>Ask questions when you don't understand.</p>	<p>Try your best, even when work is challenging.</p> <p>Learn from mistakes and keep a positive attitude.</p> <p>Accept feedback respectfully and use it to improve.</p> <p>Solve problems appropriately or seek help from an adult when needed.</p> <p>Encourage yourself and others to keep learning and growing.</p>

Restrooms	<p>Respect privacy.</p> <p>Flush the toilet.</p> <p>Throw paper towels and other trash in the trash can.</p> <p>Do not draw or write on any surface.</p> <p>Do not break any items.</p>	<p>Walk quickly and quietly to the bathroom.</p> <p>Wash and dry your hands when you are finished.</p> <p>Only go to/ use the bathroom when necessary.</p>	<p>Ask permission to use the restroom.</p> <p>Use the restroom quickly and return straight to class.</p> <p>Continue working on your assignment.</p>	<p>Make positive choices even when others are not.</p> <p>Handle minor inconveniences calmly and respectfully.</p> <p>Seek adult assistance if there is a problem you cannot solve safely.</p> <p>Return to class ready to refocus and learn.</p>
Common Area (Recess)	<p>Keep hands and feet to yourself.</p> <p>Remain in approved areas only.</p> <p>Throw away all trash in trash cans.</p>	<p>Follow all staff directions.</p> <p>Report any incidents to the staff.</p> <p>Ask permission before leaving the commons area.</p>	<p>Stay where you can be seen.</p> <p>Line up promptly when your class is called.</p> <p>Listen to staff directions.</p> <p>Enter the building quietly.</p>	<p>Solve small conflicts using respectful problem-solving strategies.</p> <p>Accept winning and losing with a positive attitude.</p> <p>Keep trying when learning a new game or skill.</p>

		Get all belongings before coming into the building.		Stay calm, make positive choices, and ask an adult for help when needed.
Cafeteria	<p>Wait quietly in line.</p> <p>Use good table manners.</p> <p>Clean up eating area.</p> <p>Speak kindly.</p> <p>Use inside voices.</p>	<p>Know your student ID number.</p> <p>Get all items before sitting down.</p> <p>Sit in the next available seat.</p> <p>Raise your hand when ready to throw away your trash and be dismissed.</p>	<p>Get quiet when directions need to be given.</p> <p>Listen to staff directions.</p>	<p>Be patient while waiting in line or if the cafeteria is busy.</p> <p>Adapt positively to menu changes or seating adjustments.</p> <p>Resolve minor conflicts respectfully or seek adult assistance when needed.</p> <p>Make positive choices and return to class ready to learn.</p>
Dismissal	Walk with your class/teacher to your designated area to wait for	Take all your belongings home with you.	Give your note about bus changes to the office when you arrive.	Stay calm if there are delays or changes in dismissal procedures

	<p>your bus to be called.</p> <p>Listen to and follow directions from staff on bus duty.</p> <p>Sit quietly while waiting for your bus to be called.</p>	<p>Stay in your designated area.</p> <p>Be a good role model by following directions.</p>		<p>Make safe, positive choices even when others are not.</p> <p>Adapt to changes in transportation plans with adult guidance.</p> <p>Solve minor problems appropriately or ask an adult for help when needed.</p>
Bus	<p>Speak kindly and softly.</p> <p>Keep hands and feet to yourself.</p> <p>Follow the directions of the bus driver/ aid on the bus.</p> <p>Treat everyone fairly.</p>	<p>Follow directions the first time they are given.</p> <p>Know your bus stop.</p> <p>Report any bus problems to the bus driver/aid.</p> <p>Always keep your belongings in your backpack and with you.</p>	<p>Stay seated and always face forward.</p> <p>Keep hands, feet, and objects to yourself at all times.</p> <p>Exit the bus in one line.</p> <p>Safety first.</p>	<p>Stay calm if there are delays or changes in routine.</p> <p>Make safe, positive choices even when others are not.</p> <p>Solve small problems appropriately or seek adult help when needed.</p> <p>Start each day with a positive attitude and a willingness to learn.</p>

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****All students are expected to follow the NPSB Dress Code Policy at all times of the day.**

PBIS Benefits:

Students who demonstrate the 3 R'S (I am Respectful, I am Responsible, and I am Ready to Learn) expectations and obey Tribe Pride Rules will enjoy the following benefits.

Indian Bucks: All students are eligible every day to earn Indian Bucks for demonstrating positive behavior. Students can use Indian Bucks to redeem rewards weekly.

Raffle: All students who meet the criteria will be eligible for PBIS drawings each week. Students whose names are drawn will receive a reward.

Long-Term Benefits: All students meeting time-interval criteria for demonstrating behavior are eligible to participate in special events. Special events include dress-down days, specific dress-up days, movie day, PBIS games, field trips, lunch off campus, etc.

PBIS Isn't Just for STUDENTS- It starts with US

At NJH, we believe Positive Behavior starts with a positive culture among adults. We commit to...

- Show Appreciation-Celebrate one another's hard work
- Promote Participation-Be engaged in PBIS goals and efforts
- Encourage Buy-In-Believe in what we model for students
- Use Positive Reinforcement- Speak life, uplift, and support
- Motivate & Inspire- bring passion and purpose to our work

When we lead with love and positivity, we build a culture that lasts.

Together, we make NJH a place where everybody is somebody, including **YOU**.

Examples of Staff Rewards: Duty-free days, admin takes your duty post, Admin pays for your lunch, blue jean days, favorite snack/drink, etc....

Multi-Tiered System of Support

The NJH PBIS program consists of three tiers, each designed to meet students' varying needs through targeted interventions and supports.

Tier 1: Universal Supports

Target Audience: All students at NJH

Focus: Establishing a positive school culture by clearly defining, teaching, and reinforcing expected behaviors.

Actions

Behavior Expectations: Develop and display a clear set of behavioral expectations (Respect, Responsibility, and Readiness) across all school settings.

Staff Training: Conduct frequent professional development for staff on PBIS principles, emphasizing consistency in reinforcing positive behaviors and strategies for improving teacher-student relationships.

Social Skills Curriculum: Implement a curriculum that teaches social-emotional skills in homerooms, including lessons on empathy, conflict resolution, and effective communication.

Rewards

Daily: Positive Behavior Points awarded for demonstrating expected behaviors. Students can accumulate Indian Bucks and redeem them for small incentives (e.g., stickers, homework passes, dress downs, etc.).

Weekly: Raffle for larger prizes (e.g., school supplies, snack coupons) for students who earn the most points.

Monthly: Themed events (e.g., “Fun Fridays”) where students can participate in activities like sports challenges, art workshops, or talent shows.

Quarterly: School-wide celebrations (e.g., dance party, movie day) for students who consistently demonstrate positive behaviors, and out-of-school activities that are free of charge to students.

End of Year: A formal awards ceremony recognizing students for their positive contributions, including categories like “Most Improved” and “Best Helper,” and end-of-year trips.

Tier 2: Targeted Supports

Target Audience: Students who exhibit some challenging behaviors but do not require intensive interventions.

Focus: Providing additional support and interventions to help students improve their behavior.

Actions:

Data Monitoring: Track behavioral data to identify students needing additional support based on minor referrals or consistent patterns of behavior.

Small Group Interventions: Implement targeted interventions, such as social skills groups or behavior contracts, focusing on specific areas of need.

Mentoring Programs: Pair students with a mentor (staff member or older student) who can provide guidance, support, and accountability.

Rewards:

Daily: Check in/check out with mentors to reinforce positive behavior and discuss daily goals and Indian Buck rewards.

Weekly: Recognition in a “Students of the Week” program, with a bulletin board feature and short announcements celebrating their achievements.

Monthly: “Lunch on the Principal” for students who meet their behavioral goals and are ready to move back to Tier 1.

Quarterly: Participation in school events (e.g., game nights, movie screenings) exclusively for students in Tier 2 who have shown improvement.

End of Year: Recognition certificates highlighting their progress and growth throughout the year.

Tier 3: Intensive Supports

Target Audience: Students with chronic behavioral issues requiring individualized support plans.

Focus: Providing intensive, personalized interventions tailored to address significant behavioral challenges.

Actions:

SBLC Meetings: After the second major referral, convene a School Building Level Committee (SBLC) meeting with parents and involved staff to develop a detailed Behavior Intervention Plan (BIP).

Individualized Support Plans: Create specific, measurable goals for behavior improvement with defined interventions, including one-on-one counseling, behavioral therapy, or academic support.

Regular Monitoring: Schedule frequent check-ins (weekly or bi-weekly) to assess progress and adjust the BIP as necessary.

Rewards:

Daily: Intensive positive reinforcement from a designated staff member focusing on small successes and encouraging growth.

Weekly: Personalized incentives based on individual goals (e.g., gift cards, special privileges).

Monthly: Participation in exclusive outings or experiences (e.g., trips to local attractions) for students making progress.

Quarterly: Special recognition during SBLC meetings for students who have shown significant improvement.

End of Year: A tailored awards ceremony recognizing individual achievements and progress, celebrating their journey.

Processes for Moving Between Tiers

Moving from Tier 1 to Tier 2:

Criteria: A student will be identified for Tier 2 support after receiving 2 major referrals within a grading period, showing patterns of disruptive or challenging behavior.

Process:

Staff will document the behaviors and interventions attempted.

Staff will hold an SBLC meeting with the student, parents, and relevant staff to discuss the need for additional support and develop a targeted intervention plan.

Moving from Tier 2 to Tier 3:

Criteria: A student will transition to Tier 3 after accumulating three major referrals or demonstrating no significant improvement despite Tier 2 interventions.

Process:

Another SBLC meeting will be held, involving parents, teachers, and support staff to create a detailed BIP tailored to the student's needs.

Continuous data tracking will occur to monitor the effectiveness of the interventions.

Returning to Tier 1:

Criteria: A student can return from Tier 3 to Tier 2, and from Tier 2 to Tier 1, when they demonstrate consistent positive behavior over a designated period (e.g., two consecutive grading periods) and meet the goals outlined in their previous tier.

Process:

An SBLC meeting with the student, parents, and staff will take place to discuss the student's progress and celebrate their achievements.

Reinforcement of Tier 1 expectations and rewards will be emphasized to encourage the student to maintain positive behaviors moving forward.

NJH-FRJ SCHOOL DISCIPLINARY INFRACTION MATRIX

Offense	First	Second	Third
1. Alcohol (possession)	Ten days in SHORT, pending a forty-five-day expulsion recommendation.		
2. Alcohol (under the influence)	Ten days in SHORT, pending a forty-five-day expulsion recommendation.		
3. Assaulting Student (premeditated, intended to cause bodily harm)	Ten days in SHORT, pending a forty-five-day expulsion recommendation.		
4. Assaulting Faculty	Ten days in SHORT, pending a one-hundred-and-eighty-day expulsion recommendation.		
5. Cellphone (possession/use)	The student will receive a documented verbal warning. The	The device shall be seized and held for three (3)	The device shall be seized and held for five (5) school days,

	device is seized until the end of the school day. It must be picked up by the parent.	school days, and the student shall receive 1-day SHORT if they surrender the phone or 3 days OSS if they refuse to surrender the phone.	and the student shall be suspended out of school for three (3) days if they surrender the phone or five (5) days if they refuse to surrender the phone.
6.Changing Grade(s) on report card	Three days in SHORT.	Five days in SHORT	Ten days in SHORT, pending a forty-five-day expulsion recommendation
7. Classroom disruption (major)	Three days in SHORT.	Five-day suspension/SBLC meeting	Ten days in SHORT, pending a forty-five-day expulsion recommendation
8. Defacing or Destroying School Property	Three-day suspension and Restitution/repair	Five-day suspension and Restitution/repair/SBLC meeting	Ten days in SHORT, pending a forty-five-day expulsion recommendation
9. Disruption During Assembly	Five days in SHORT	Three-days Suspension/SBLC meeting	Five-day suspension, banned from assemblies for the remainder of the year
10. Drugs (possession or knowledge)	Under 16 years old: Expulsion for 12 months/ 16 years or older: Expulsion for 24 months		

11. Eating/Drinking in class	Three days in SHORT	Five days in SHORT/SBLC meeting	Five-day suspension
12. Electronic Smoking Device (Vape), Tobacco, Cigarettes, Lighter, Matches	Five-day suspension	Five-day suspension/SBLC meeting	Ten days in SHORT, pending a forty-five-day expulsion recommendation
13. Excessive Disturbance/Police Involvement	Ten days in SHORT, pending a forty-five-day expulsion recommendation		

14. Fighting (Aggressor)	Ten days in SHORT, pending a forty-five-day expulsion recommendation		
15. Fighting on the Bus	Ten days in SHORT, pending a forty-five-day expulsion recommendation		
16. Fireworks (possession or use)	Five-day suspension	Ten days in SHORT, pending a forty-five-day expulsion recommendation	
17. Forging signatures or notes	Three days in SHORT	Five-day suspension/SBLC meeting	Five-day suspension
18. Gambling	Three days in SHORT	Five-day suspension	Ten days in SHORT, pending a forty-five-day expulsion recommendation

19. Habitual Violation of Rules	Three-day suspension	Five-day suspension/SBLC meeting	Ten days in SHORT, pending a forty-five-day expulsion recommendation
20. Hall disruption (verbal)	Three days in SHORT	Five-day suspension/SBLC meeting	Ten days in SHORT, pending a forty-five-day expulsion recommendation
21. Inappropriate Touching (Student)	Five-day suspension/SBLC meeting	Ten days in SHORT, pending a forty-five-day expulsion recommendation	
22. Inappropriate Touching (Teacher)	Ten days in SHORT, pending a forty-five-day expulsion recommendation		
23. ID Violation (no ID)	Student purchases new ID/temporary or three days in SHORT	Student purchases new ID/temporary or five days of ISS/SBLC meeting	Five-day suspension
24. ID Violation (Defaced ID)	Student purchases new ID/temporary or three days of ISS	Student purchases new ID/temporary or five days of ISS/SBLC meeting	Five-day suspension
25. In off-limits area	Three days in SHORT	Five-day suspension/SBLC meeting	Ten days in SHORT, pending a forty-five-day expulsion recommendation

26. In Parking Lot without Permission	Three days in SHORT	Five-day suspension/SBLC meeting	Ten days in SHORT, pending a forty-five-day expulsion recommendation
27. Leaving Class without Permission	Three days in SHORT	Five-day suspension/SBLC meeting	Ten days in SHORT, pending a forty-five-day expulsion recommendation
28. Misuse of Hall Pass	Three days in SHORT	Five-day Suspension/SBLC meeting	Ten days in SHORT, pending a forty-five-day expulsion recommendation
29. No Admit Slip	Conference with Student	Five days of ISS	Five-day suspension
30. No Visible Hall Pass	Conference with sending teacher/ possible three days in SHORT	Five days of ISS/SBLC meeting	Five-day suspension
31. On School Grounds during Suspension	Three additional days of suspension	Five additional days of suspension	Ten days in SHORT, pending a forty-five-day expulsion recommendation
32. Profane/Obscene Language	Three days in SHORT	Five-day Suspension/SBLC meeting	Ten days in SHORT, pending a forty-five-day

			expulsion recommendation
33. Refusing to be Removed from a Classroom	Ten days in SHORT, pending a forty-five-day expulsion recommendation		
34. Running in the Hall	Three days in SHORT	Five Days of ISS/SBLC meeting	Five-day suspension
35. School Bus Disruption	Five-day bus suspension	10-day bus suspension	Loss of bus riding privileges
36. Skipping Class/Leaving Campus	Three-day suspension	Five-day suspension/SBLC meeting	Ten days in SHORT, pending a forty-five-day expulsion recommendation
37. Stealing	Three-day suspension	Five-day suspension/SBLC meeting	Ten days in SHORT, pending a forty-five-day expulsion recommendation
38. Tampering with Office Computer	Ten days in SHORT, pending a forty-five-day expulsion recommendation		
39. Tampering with Fire Alarm covers(false alarm) ***False alarm is a	Five-day suspension	Ten days in SHORT, pending a forty-five-day expulsion recommendation	

violation of state and federal law			
40. Threatening Students	Three-day suspension	Five-day suspension/SBLC meeting	Ten days in SHORT, pending a forty-five-day expulsion recommendation
41. Threatening Faculty/Staff	Ten days in SHORT, pending a forty-five-day expulsion recommendation		
42. Treats Authority with Disrespect	Three days in SHORT	Five -day suspension/SBLC meeting	Ten days in SHORT, pending a forty-five-day expulsion recommendation
43. Unauthorized use of the Technology	Three days in SHORT	Five days in SHORT /SBLC meeting	Five-day suspension
44. Using Office Phone without Permission	Three days in SHORT	Five-day suspension/SBLC meeting	Five-day suspension