

PARENT/STUDENT HANDBOOK

EARLY CHILDHOOD AND ELEMENTARY



Lycée Français de la Nouvelle-Orléans

Parent/Student Handbook
Early Childhood and Elementary
2018-2019
Last Update:
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For a copy of the LFNO [Middle School Handbook](#), click [here](#)

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MISSION STATEMENT

Lycée Français de la Nouvelle-Orléans students will matriculate into the finest colleges and universities throughout the world. Lycée Français will provide the opportunity for its students to achieve both the French Baccalaureate and the Louisiana high school diploma in an academically challenging and culturally diverse educational environment.

In a rapidly evolving world, the Lycée Français founders believe that it is imperative for children to become multilingual. In fact, the global marketplace our students will enter demands it right now. By implementing the comprehensive French national curriculum (recognized worldwide for its excellence), and providing the environment for students to develop the ability to think multi- dimensionally, Lycée Français will be the first public Pre-K through 12th grade French School in the United States. At Lycée Français, it is not just the belief that “all children can learn,” it is the core concept that “all children can excel academically and succeed in the expectations and experiences of life itself.”

This handbook is designed to provide information about Lycée Français de la Nouvelle-Orléans and to acquaint parents and students with Lycée’s policies and regulations.

The handbook is under continuous review and update; any changes the School Administration authorizes for the 2018-2019 school year will be published on the school's website.

SCHOOL HOURS

Patton Campus: Pre-K4 - 2nd grade

Johnson Campus: 3rd grade - 8th grade

Arrival Time

Patton Campus: 8:10AM - 8:30AM

Johnson Campus: 7:50AM - 8:10AM

Classes Begin

Patton Campus: 8:30AM

Johnson Campus: 8:10AM

Pick-up Time

Patton Campus: 4:05PM - 4:20PM*

Johnson Campus: 3:45PM - 4:00PM

***There is Early Dismissal every Wednesday for staff professional development meetings.**

Patton Campus: 3:05PM - 3:20PM

Johnson Campus: 2:45PM - 3:00PM

Early Checkout

The last 30 minutes of the school day are crucial as teachers bring closure to the day's lessons and review home learning expectations. Students may not be checked out during the last 30 minutes except in cases of documented emergency.

ABOUT LYCÉE FRANÇAIS

Description of Charter Schools

Charter schools are publicly funded schools that are run independently of the school district. Charter schools are governed by boards of directors comprised of educators and business leaders in the community. Charter schools operate with more autonomy than district-run schools in exchange for greater accountability. Unlike a public school, a charter school that has persistently low student achievement is closed.

Type II Charter

Lycée Français is a Type II Charter School, directly authorized by the State Board of Elementary and Secondary Education (BESE). Louisiana charter law and all relevant and applicable State and Federal laws govern charter schools in Louisiana.

ADMISSIONS CRITERIA

Open to any child who is a resident of the State of Louisiana, admission to Lycée Français is based on a lottery system, which takes into account a required percentage of at-risk students. Applications to Lycée Français are submitted online through OneApp (<https://enrollnola.org/>), an application lottery managed by the Recovery School District. A lottery is used for open-access admission in grades PreK-4 and Kindergarten. Proficiency in French must be demonstrated by successful performance on the French Language Proficiency Test for admission of students in Grades 1 and above.

ANTI-DISCRIMINATION: Lycée Français admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, gender, gender identity, sexual orientation, disability, family situation, socio-economic differences, intellectual or athletic ability, status as a handicapped person, or any other basis that would be illegal, in administration of its educational policies and other school-administered programs.

Lycee Francais complies with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Title II of the Americans with Disabilities Act of 1990 (“ADA”), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended; and any other legally-protected classification or status protected by applicable law.

Any questions or concerns about compliance with these federal programs should be brought to the attention of the following persons designated as being responsible for coordinating compliance with these requirements: Jessica Aris at jaris@lfno.org or 504-620-5500.

- With regard to Title VI/Title IX, and concerns regarding discrimination on the basis of sex/gender, please contact your principal. If you require additional assistance or other recourse, your principal's supervisor is Marina Schoen, CEO who can be reached at mschoen@lfno.org or 504-620-5500.
- With regard to ADA/Section 504, Special Education and concerns regarding discrimination on the basis of disability, please contact your principal. If you require additional assistance or other recourse, your principal's supervisor is Marina Schoen, CEO who can be reached at mschoen@lfno.org or 504-620-5500.
- With regard to Age Discrimination please contact your principal. If you require additional assistance or other recourse, your principal's supervisor is Marina Schoen, CEO who can be reached at mschoen@lfno.org or 504-620-5500.
- All other concerns regarding discrimination, may be directed to your principal's supervisor, Marina Schoen, CEO, who can be reached at mschoen@lfno.org or 504-620-5500.

Compliance of nondiscrimination at Lycée Français is ensured by participation in the OneApp system and is coordinated through the Director of Enrollment and Admissions. For questions or to discuss further about nondiscrimination at Lycée Français, you may contact:

Director of Admissions and Enrollment
5951 Patton Street, New Orleans, LA 70115
(504) 620-5500 ext 1757
admissions@lfno.org

GRIEVANCE PROCEDURE: Should any employee, student, family, or third party have reason to believe that he/she was discriminated against on the basis of race, color, national and ethnic origin a complaint may be filed in writing to the school principal. Complaints will be promptly and thoroughly investigated over a period of not more than one month's time and result in a written report. The objective of the investigation process is to obtain adequate and reliable information to facilitate an impartial decision on the part of the school principal and may involve the opportunity to present witnesses and other evidence.

Should the complainant wish to appeal the decision of the school principal at the culmination of an investigation of discrimination, the complainant may write a wish to appeal the decision to the school's board. The school's board will appoint an impartial decision-maker who will review the presenting evidence and provide a written outcome of the appeal.

Lycée Français de la Nouvelle-Orléans will take any steps necessary to prevent, remedy, or correct harassment and/or discrimination. No individual who files a complaint of harassment/discrimination will be retaliated against. The identity of those involved in any such incident will remain confidential.

ACCREDITATION

Lycée Français de la Nouvelle-Orléans is officially accredited for grades Pre-K4 to Grade 6 by the French National Ministry of Education (and will continue to accredit higher grades) and is listed on the official roster of the Agence pour l'Enseignement Français à l'Étranger (French Schools in Foreign Countries) which includes over 480 schools worldwide. Students leaving Lycée can enroll in any other French school in France and around the world. Additionally, Lycée is a Certified World Language Immersion Site by the LA Department of Education.

ACADEMICS & CURRICULUM

Lycée Français de la Nouvelle-Orléans follows the curriculum set forth by the French National Ministry of Education and adheres to the Louisiana Department of Education Louisiana Student Standards.

French Ministry of Education: www.education.gouv.fr

*Louisiana State Board of Elementary and Secondary Education:
www.louisianabelieves.com*

Louisiana Student Standards:

<https://www.louisianabelieves.com/academics/academic-standards>

French National Education

Preschool and Kindergarten

Cycle 1 (Pre-K4 and Kindergarten) have a fundamental role as it is the first step to guarantee the success of all students in a rigorous program. Cycle 1 provides the foundation of learning and academic skills on which future knowledge is built. Its primary goal is to make children want to come to school to learn and to personally bloom.

Elementary School

It is by offering students a structured and clearly defined teaching *programme*, oriented towards the acquisition of core knowledge, and by offering them systematic training in reading, writing, in the mastery of the French language and mathematics, as well as solid cultural references, that we prepare them for success. Mastering a field of knowledge and its successful application enhances self-esteem: the students' true instrument of motivation. That is why students in difficulty will have the benefit of individualized and specialized help as soon as the first difficulties appear and before they become firmly ingrained.

The Cycle System

Cycle 1 - ***cycle des apprentissages premiers*** - l'école maternelle

Moyenne section - Prekindergarten

Grande section - Kindergarten

Cycle 2 - ***cycle des apprentissages fondamentaux*** - l'école élémentaire

Cours préparatoire (CP) - First Grade

Cours élémentaire 1 (CE1) - Second Grade

Cours élémentaire 2 (CE2) - Third Grade

Cycle 3 - ***cycle de consolidation***

Cours moyen 1 (CM1) - Fourth grade

Cours moyen 2 (CM2) - Fifth grade

Sixième - Sixth grade

Cycle 4 - ***cycle des approfondissements***

Collège - 7th through 9th grade

Lycée - 10th grade through 12th grade

The organization of primary schooling is presented in three cycles: Cycle 1 is the Early Learning Cycle (*Cycle des Apprentissages Premiers*), Cycle 2 is the Fundamental Learning Cycle (*Cycle des Apprentissages Fondamentaux*) and Cycle 3 is the Consolidation Cycle (*Cycle des Approfondissements*). The logic of the core knowledge implies a progressive and continuous acquisition of knowledge and competencies by all students. The three cycles of primary school are:

The primary school *programmes* specify the content of core knowledge, which all students must acquire. The skills required to be mastered at the end of each primary school cycle. These *programmes* are precise and detailed regarding the objectives and content to be taught, while being open in terms of method. The role of teachers is to help students to progress in the mastery of the objectives of the national *programmes* and progressions: it is up to them to choose the methods best adapted to the individual characteristics and specific needs of their students. Using the national objectives, schoolteachers must create and implement pedagogic conditions, which will allow their students to succeed in the best way possible.

Middle School

During the Middle School years, students transition to an academic environment managed by a team of teachers, each specialized in one or more subjects. Students go beyond the learning of basics and build from the fundamental concepts and skills they mastered in elementary school. Students begin in-depth learning and exploration of different subjects and are challenged to new concepts and ideas. A second foreign language is introduced in sixth grade.

To learn more about the French Education System, please visit www.lfno.org.

Homework Policy and Homework Make Up Policy

The purpose for assigning homework is to give students the opportunity to extend lessons, practice skills, engage in critical thinking and develop good work habits; therefore students are expected to complete assigned homework. Homework not completed because of an excused absence, illness, religious observance or a family emergency may be made up according to the guidelines set up by the teacher. Upon their return following an absence, students must arrange with their teachers to make up and tests or coursework missed. If homework requires the use of the internet, families with no internet capabilities should contact the teacher to explore alternatives, which may include the use of Lycée's computer lab after school. In some instances, qualifying students without technology may be issued loaner equipment to complete assignments.

School, Teachers, Parent/Guardian and Student Responsibilities:

At the beginning of the school year, the principal (on behalf of the school), teachers, parents/guardians and students sign a detailed compact where each pledge to fulfill specific responsibilities for improved student academic achievement and the means by which we all build and develop a partnership that will help children achieve high standards. A copy of the compact can be found [here](#).

Parents are encouraged to be involved in their child's education as much as possible. For non-French speaking parents, homework can be a learning experience since many students enjoy sharing the work they are doing in school, performing stories, poems, and songs they have learned. Beginning in 2nd grade, some homework assignments will be completed online. If internet access is not available to a student at home, please inform their teacher.

The State Library of Louisiana provides an after-school online homework assistance service. The site can be accessed at <http://homeworkla.org>.

Assessment and Grading

Assessment is an integral part to teaching and learning as it provides information about student development and learning. Assessment is also used as a framework for planning, self-reflection, and redirection of instruction when needed. Assessment is formative as well as summative and is performed with a balanced approach which includes a wide variety of strategies aimed at providing teachers with the essential information needed to guide individual students to acquisition and mastery of content.

French grading policy differs at each grade level.

In grades Pre-K 4 to Kindergarten, the evaluation is standard-based and student progress is communicated to parents via the Cahier de Progrès (Progress Book).

Grades in the French and US systems differ both in philosophy and in form. In the French system, grades are determined on a numerical scale of 0 to 20 or on a percentage based on 100.

If percentage is not used, in grades 1 and 2 students receive a grade according to the following French equivalency criteria:

RANGE	GRADE
20-18	<u>A</u> EXCELLENT
14-17	B BON (GOOD)
10-13	C SATISFAISANT (SATISFACTORY)
6-9	D FRAGILE (NEEDS IMPROVEMENT)
0-5	F INSUFFISANT (UNSATISFACTORY)

Grades 3 to 8 follow the grading scale posted below, which is a French equivalency scale adapted from the Franco-American Fulbright Commission for the Exchange of Scholars.

20	100%	A	Excellent
19	98%		
18	97%		
17	96%		
16	94%		
15	93%		
14	92%	B	Bon
13	88%		
12	85%		
11	84%	C	Satisfaisant
10	79%		
9	75%		
8	74%	D	Fragile
7	71%		
6	69%		
5	67%		
4	66%	F	Insuffisant
3	%		
2	%		
1	%		

ELA Grading

ELA grading K to 2 is standards based and set on a scale of 1 to 4 points, which can be calculated to a 0-4 GPA. In grades 3 to 8, Lycée follows the Uniform Grading Policy set by BESE and the Louisiana State Department of Education, and is as follows:

- A 93-100
- B 85-92
- C 75-84
- D 67-74
- F 0-66

Teachers will send home grading formulas as well as classroom policy/requirements in the beginning of the school year. This information will be placed in the student/parent communication folder.

Spanish, P.E., Art and Music Grading

Grading follows the Uniform Grading Policy.

Benchmark Screenings - Grade Pre-K4 through 8

Benchmark screenings happen 3 times a year in the fall, winter and spring. Pre-K4 students are assessed with TS Gold.

DRDP for Kindergarten readiness, DIBELS Next for literacy and mCLASS for math are used in Kindergarten. DIBELS and MClass are used in grades 1 and 2.

The goal is to provide educators with standards for gauging the progress of all students in reading and math.

MAP (Measures of Academic Progress) is used in grade 3 (where literacy achievement is also measured at the beginning of the year with DIBELS) through 8. It measures student progress and growth in reading, language and math.

Standardized Testing – Grades 3-8: As a Louisiana public charter school, Lycée Français de la Nouvelle-Orléans follows the guidelines set forth by the Louisiana Department of Education regarding standardized testing. Students are tested in the areas of English language arts, mathematics, social studies and science to measure whether they mastered required grade level academic standards. Attendance during standardized testing is mandatory and students must report to school on time. Late students will not be allowed into the classroom once testing has begun and will have to take the test on a scheduled make-up day.

Lycée Français remains committed to giving its students the best education based on academic excellence and personal growth. For a standardized testing calendar, please visit our website and consult the [school calendar](#).

Report Cards, Progress Reports, and Parent/Teacher Conferences

Report cards are issued at the end of each trimester for all grade level. Parents will be invited to attend a parent/teacher conference to discuss academic progress, behavior, interests, and social-emotional growth. If a conference is requested by the teacher or by the school, parents are required to respond in a timely manner. Written progress reports, meant to apprise parents on students progress, are a snapshot of the student's performance and are issued mid-period. Parents of Middle School students will not receive a formal progress report, and may follow the progress of their child with grading updates from PowerSchool. Parents may contact the teacher at any time during the school year to directly schedule a conference in order to discuss special concerns.

Student Promotion /Retention

Lycée Français de la Nouvelle-Orléans has developed a Pupil Progress Plan as it relates to student promotion according to the guidelines set forth by BESE. Promotion from one grade to the next is based on several criteria:

- Minimum required attendance (see attendance policy)
- End of year academic readiness
- Required performance on standardized tests
- Linguistic readiness ☐

French proficiency is a major factor in academic success. Therefore, if a student has not acquired the level of French proficiency required to be successful in the next grade, a teacher can recommend, as early as Kindergarten, that the student repeat the grade. A similar recommendation may be made for a student who shows lack of social or emotional maturity or who is having academic problems.

A Student Assistance Team (SAT) meeting will be held to advise parents of students who are recommended for retention, to address concerns and plan the appropriate course of action. The school reserves the right to make the final decision regarding promotion of students.

Withdrawal/Academic Transcripts Request

In case of withdrawal or if a parent needs to obtain a copy of academic transcripts, a [Records Request Form](#) may be found online and printed out. The Records Request Form is also available in the front office. Please allow the Office Manager five working days to fulfill the request. Parents who withdraw their child during the course of the academic year will receive a request to complete an exit survey. The form is delivered via email and parents are strongly encouraged to complete and submit the form.

ATTENDANCE POLICY

Regular and punctual attendance at school is mandatory and is a key factor in the achievement of academic success. All students are expected to arrive on campus, prepared to engage in school activities, between 7:50 and 8:10 for the Johnson Campus, and between 8:10 AM and 8:30 AM for the Patton Campus each school day.

Beginning at 8:10 (Johnson Campus), and 8:30 (Patton Campus), a student is considered tardy and must be escorted to the office by a parent to obtain a tardy slip before being admitted to the classroom.

Pick-up for Patton Campus (Pre-K4 - 2nd grade) is between 4:05 - 4:20 PM each day, except Wednesday, when students are dismissed an hour early, with pick-up time between 3:05 - 3:20 PM. Dismissal for Johnson Campus (3rd - 7th grade) is between 3:45 - 4:00 PM each day, except Wednesday, when students are dismissed an hour early, with pick-up time between 2:45 - 3:00 PM. A child checked out of school unexcused before dismissal is considered 'tardy'. Students may not be checked out of school during the last 30 minutes of the day except in documented cases of emergency.

The LA Compulsory School Attendance Law describes habitual absences and conditions of being tardy **as a combination of 5 or more unexcused absences and tardy occurrences during any one semester.** It is Lycée's policy that any

Lycée Français student who fits these conditions is subject to the stated consequences of the state school attendance law.

After five combined unexcused absences and tardies, the school is obligated to report families to the Department of Families in Need of Services and/or the Orleans Parish Municipal Court if families exhibit non-compliance with school interventions and meet the state definition of habitually absent or habitually tardy. We recognize that these regulations are stringent, but schools are obligated to comply with the state.

For students enrolled in the LA 4 Pre-Kindergarten Program (tuition-free Pre-K4), students may not procure more than 23 unexcused absences during a school year. If the student is absent for more than 23 days, funding may be suspended and the student may lose his/her seat.

LA Compulsory Attendance Law

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.*

[RS 17:233](#)

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

A. Any student who is a juvenile and who is habitually absent from school or is habitually tardy shall be reported by visiting teachers and supervisors of child welfare and attendance to the family or juvenile court of the parish or city as a truant child, pursuant to the provisions of Chapter 2 of Title VII of the Louisiana Children's Code relative to families in need of services, there to be dealt with in such 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 unexcused absence or fifth 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 on or before a student's third unexcused absence or unexcused occurrence of being tardy, and shall hold a conference with such student's parent or legal guardian. This notification shall include information relative to the parent or legal guardian's legal responsibility to enforce the student's attendance at school and the civil penalties that may be incurred if the student is determined to be habitually absent or habitually tardy. 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 in violation of the provisions of Subparagraph (b) of this Paragraph and 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 purposes 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 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 visitation on the day of the absence or tardiness shall not be in violation of this Section.

Excused Absences

Students are required to attend each school day scheduled by Lycée Français. All absences will be reported as unexcused unless the school receives documentation of an extenuating circumstance. The Principal may excuse a student's absence in the following extenuating circumstances:

- Personal illness with a doctor's note
- Death in the immediate family (up to three days) w/ documentation
- Impassable roads due to inclement weather
- Required court appearance (court documents required)

To be considered excused, all of the above must have the appropriate documentation and Principal's approval.

Unexcused Absences

Writing a note does NOT mean that an absence is automatically excused. An absence, tardy or early departure is considered unexcused if the reason for lack of attendance does not fall into the categories listed in the Excused Absences section of this handbook. The following are considered **unexcused absences**:

- Personal illness without a doctor's note
- Suspension
- Lack of required immunizations
- Family vacation, event or celebration
- No transportation
- Oversleeping

Long Term Absences

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

Religious Observance Absence Policy

It is Lycée Français' responsibility to be sensitive to the needs of individual students and their families so that no students are penalized because of their beliefs.

- Students absent for religious observances receive excused absences in class and school attendance record. Students are still responsible to make up

assignments. They have the number of days they were absent, plus one, to make up work. This is to ensure there is no school's interference with the religious observance.

- Teachers should work in a proactive and sensitive manner with students who are observing religious holidays to provide individual accommodations, and to reassure students by affirming school policy whenever appropriate.
- Parents/guardians (or students if age appropriate) are encouraged to notify the school in advance when their child will be not be attending school because of religious observance, so that appropriate plans can be made by teachers.
- Students whose observance of a religious holiday conflicts with participating in a school-scheduled event such as athletic tryouts, games, or club activities, will not be required to participate and will not be penalized for their non-participation.
- Lycée Français requests official written documentation to keep on file specifying a students religion and the expected days of absence if any days of school will be missed due to religious observance.

Supervision

Unless they are enrolled in the Before/After Care program, students are not supervised before 8:10 AM (Patton Campus) and 7:50 AM (Johnson Campus) or after 4:20 PM (3:20 PM on Wednesdays) for the Patton Campus and 4:00 PM (3:00 PM on Wednesdays) for the Johnson Campus. The school does not assume responsibility for students who arrive before or leave after those times, Upon dismissal, students who are not engaged in supervised activities and are not picked up in a timely manner (15 minutes after dismissal) will be sent to the After Care program and parents will be charged a daily fee for supervision.

Unaccompanied Student Dismissal

Students in grades 4th through 8th are permitted to leave campus unaccompanied granted the parent or guardian provides the school with a signed [Unaccompanied Student Dismissal Request form](#). The form may be found on the school's website at <http://www.lfno.org/handbook-forms/> or in the Forms section of this handbook.

TRANSPORTATION

School Bus

Lycée Français de la Nouvelle-Orléans provides daily, free bus transportation for all students residing in Orleans Parish from their primary residence to the Patton and Johnson Campus. Families utilizing the school bus are required to sign the bus transportation agreement and submit proof of residence in order to have a

child's name added to the official bus roster. Students will be assigned to stops no more than one mile from their primary residence.

For more information, please refer to the [Transportation Handbook](#), found on our website.

Public Transit

Families living more than a mile from their campus, demonstrating extenuating circumstances (reviewed case-by-case) may receive, upon request; monthly Regional Transit Authority (RTA) pass for each Lycée child over the age of 10 in the immediate family. Families choosing this option will NOT be allowed to utilize the yellow bus service. Qualifications will be determined by residence and availability. Families may request RTA passes by contacting the Director of Transportation via email tsmith@lfno.org or call 504-620-5500 ex.1741. Each case will be reviewed by LFNO administration and their decision shall be final.

PICKUP AND DROPOFF

Patton Campus (Pre-K4 - 2nd grade):

Arrival Time 8:10 AM - 8:30 AM

Dismissal Time 4:05 PM - 4:20 PM

Wednesday Early Dismissal Time 3:05 PM - 3:20 PM

Johnson Campus (3rd - 8th grade):

Arrival Time 7:50 AM - 8:10 AM

Dismissal Time 3:45 PM - 4:00 PM

Wednesday Early Dismissal Time 2:45 PM - 3:00 PM

For all grades at the Patton campus the school day begins at 8:30 AM. Students arriving after 8:30 AM must enter through the red Patton Street door with her/his parent/guardian to receive a tardy slip from the Office before entering the classroom. For all grades at the Johnson campus the school day begins at 8:10 AM. Students arriving after 8:10 AM must check in at the front office to obtain a tardy slip.

Lycée's Patton and Johnson campuses are located in congested residential areas. In order to support a stress-free pickup and dropoff experience, please adhere to the following requests:

DROP OFF BY CAR

Patton Campus

Lycée requests that parents use the car pickup/dropoff line in order to avoid parking in the neighborhood and to bolster our good neighbor policy. Vehicles must enter the school grounds through the entrance on Constance Street and drive through school yard to designated unloading spots. Gates open at 8:10 AM.

To enter the schoolyard, vehicles must access Constance St. via Nashville lakebound. Do not enter the carpool line from Magazine St. onto Nashville or Eleonore Street to Constance. Following this practice will ensure that no traffic ever backs up onto Nashville to Magazine Street. Parents are expected to be courteous and follow the protocol.

Parents are to remain in cars at all times. Children should be ready to exit the vehicle quickly. Give kisses and au revoirs before the unloading zone. For safety reasons, please do not permit child(ren) to exit vehicles before the designated unloading zone. Staff will help unload students in the unloading zone and direct them into the building to their class.

Johnson Campus

Lycée requests that parents use the car pickup/dropoff line in order to avoid parking in the neighborhood and to bolster our good neighbor policy. Parents may drop their children off between 7:50 AM and 8:10 AM. Vehicles drive down Hickory Street (from Carrollton, toward Leonidas), past Monroe, turn right on Eagle, turn right on Cohn, and one last right onto Monroe Street stopping in front of the school building. Basically, circle the school property. For reasons of safety, students must exit vehicles only on the passenger side of the vehicle and they enter the building through the doors nearest to Cohn Street. Parents are expected to be courteous and follow the protocol.

Parents are to remain in cars at all times. Children should be ready to exit the vehicle quickly. Give kisses and au revoirs before the unloading zone. For safety reasons, please do not permit child(ren) to exit vehicles before the designated unloading zone. Staff will help unload students in the unloading zone and direct them into the building to their class.

PICK UP BY CAR

Patton Campus

The carpool line begins at the Constance Street gate. Students names will be called and children escorted for boarding vehicles on Constance Street. Parents are asked to refrain from lining up for carpool before 4:05 PM. This practice will maintain neighborly rapport and prevent traffic back-ups.

Parents will be provided a placard with child(ren)'s names. The placard should be visibly displayed on the driver's side dashboard. After the child's/children's name has been collected by duty staff, vehicles may then proceed through Constance Street to the loading area where students will be placed into the vehicle. Parents are asked to remain in their vehicles at all times.

By working together, the carpool line should progress efficiently, and everyone, including our neighbors, will be happy.

Johnson Campus

At dismissal time, vehicles drive down Hickory Street (from Carrollton, toward Leonidas), past Monroe, turn right on Eagle, turn right on Cohn, and one last right onto Monroe Street stopping in front of the school building. Basically, circle the school property. in front of the school building on Monroe Street. A staff member is stationed at that point. Students' names will be called and children escorted for boarding vehicles on Monroe Street. Parents are asked to refrain from lining up for carpool before 3:45 PM. This practice will maintain neighborly rapport and prevent traffic back-ups.

Parents will be provided a placard with child(ren)'s names. The placard should be visibly displayed on the driver's side dashboard. After the child's/children's name has been collected by duty staff, vehicles may then proceed through Monroe Street to the loading area where students will be placed into the vehicle. Parents are asked to remain in their vehicles at all times.

By working together, the carpool line should progress efficiently, and everyone, including our neighbors, will be happy.

DROP OFF ON FOOT

Parents who choose to park and walk to dropoff/pickup a child/children are requested to:

Patton Campus

1. Park legally. Never block any driveways or park near street corners.

2. Enter through the State Street gate only. The State Street gate is the dropoff location for all pedestrians.
3. Do not enter from Constance Street or Patton Street.
4. Parents who walk their children to school may escort them to the State Street entrance where duty personnel will supervise children as they walk to their classrooms.
5. If the child is tardy (arriving after 8:30 AM), the parent/guardian must accompany the child to the Patton Street entrance. **Gates lock at 8:30 AM.**

Johnson Campus

Parents who choose to park in the neighborhood and walk their children to the campus may enter and exit through the doors nearest to Cohn Street. Please park legally. Never block any driveways or park near street corners.

PICK UP ON FOOT

Patton Campus

Enter through the STATE STREET gate ONLY. The STATE STREET GATE is the designated pickup gate for students. Parents arriving early should remain outside the State Street gate until 4:05 PM. Students will be released to their parents from their lines. Because of safety and security concerns, teachers and parents may not have conferences during dismissal time. Teachers are expected to closely monitor the safe and orderly dismissal of their students.

Parents arriving after 4:20 PM (3:20 PM Wednesdays) must enter through the red doors on Patton Street to retrieve their children from after care.

Johnson Campus

Dismissal is from 3:45 PM to 4:00 PM.

3rd Grade

- Parent comes to Cohn Street side of the double doors of P.E. room (staying outside) and checks in with duty teacher, student greet their parent outside.
-

4th – 5th Grade

- Parent comes to Cohn Street side of the double doors of P.E. room (staying outside) and checks in with duty teacher, student greet their parent outside.

Middle School

- Parent comes to the iron gate, between the bike racks and chain link fence on the Hickory corner. Check-in with duty teacher before leaving with your child.

BEFORE AND AFTER CARE

Early morning Before Care begins at 7:15 AM and is offered on both campuses for a fee. A healthy breakfast is available, but will be an additional charge billed through Resto! Parents and students are not allowed on school campus before 7:15 AM. Be sure to accompany students into the building in the morning.

After Care is offered daily until 6:00 PM at both campuses. A snack is provided. Students must be signed out in the main office for pickup after the conclusion of carpool. Late pickup fees apply for any students picked up after 6:00 PM, and repeated late pick-up may result in a dismissal from the program.

For both Before & After Care, monthly plans are available or students may “drop in” occasionally. “Drop in” fees will be billed monthly.

While students are on campus before and/or after school, they are expected to follow all LFNO school policies and rules.

Information regarding pricing and registration details is posted on the school website at <http://www.lfno.org/before-and-aftercare/>.

AFTER SCHOOL ENRICHMENT ACTIVITIES

The Enrichment Program offers a panel of after-school activities and homework centers led by qualified instructors on each campus. All Enrichment Activities must be prepaid and all outstanding LFNO balances must be paid in order for students to participate in Enrichment Activities.

Information regarding description, hours, prices, and sign-up for activities is available on the school website at <http://www.lfno.org/afterschool-enrichment/>.

ATHLETICS

Athletics at LFNO are offered beginning at grade 5 as an opportunity for student-athletes to learn good sportsmanship, discover athletic skills, promote physical fitness, and develop habits that will enable the student-athlete to succeed in scholastics and athletics. Athletics are an opportunity for each student-athlete to develop these skills through individual and team competition.

Mission Statement: “To provide and maintain a quality athletic environment, striving for excellence while focusing on leadership and character development, allowing student athletes the opportunity to grow and develop successfully in a healthy wholesome atmosphere”.

For more detailed information regarding our Athletic Department, please refer to the [Athletics Handbook](#) and school website <http://www.lfno.org/athletics>.

Please note that the Athletics program is managed separately from Enrichment Activities.

BEHAVIOR EXPECTATIONS/IN-SCHOOL DISCIPLINE

Student Behavior

Lycée Français de la Nouvelle Orléans implements a comprehensive and collaborative Behavior Management Policy with the goal of providing clear guidelines for student behavior. This policy emphasizes positive behavior through a school-wide recognition of the S.T. A.R. pillars of student expectations outlined below. It embraces a Positive Behavior Interventions and Supports (PBIS) model and establishes developmentally appropriate consequences for actions that are outside of the S.T.A.R. pillars. The school wide plan includes a restorative practices approach which emphasizes empathy through social and emotional learning. LFNO will create an environment in which learning and teaching are valued; where respect, responsibility, and cooperation are taught and encouraged; and individual differences are celebrated.

S.T.A.R.

The following are considered behavioral expectations for all students of Lycée Français. The school's focus is on the positive behavioral expectations under the explicit pillars of S.T.A.R. defined as:

S- Sécurité (Safety):

Safety promotes systems and actions that keep students physically and psychologically safe and healthy. These actions include verbal and nonverbal expressions that promote the safety of self and the inclusion of others.

T- Tolérance (Tolerance):

Tolerance promotes acceptance of self, others and the environment. Students are responsible for supporting a positive outlook through daily habits such as meeting dress code and classroom expectations. Students will demonstrate a willingness to accept the feelings, beliefs and habits that are different from their own by showing compassion for unique differences.

A- Apprentissages (Acquisition of knowledge):

Students are expected to be active and ready learners. Students will embrace the learning process which includes academic, social, and emotional domains.

R-Responsabilité (Responsibility)

Students will display developmentally appropriate self-control and compassion with regard to their ability to think, feel and act as a member of the school community.

Restorative Practices:

When challenging behavior presents itself, any and all staff will respond with a restorative practices approach. The purpose of using restorative practices is to use conflict in the school as an opportunity to foster empathy as a component of social-emotional growth. LFNO emphasizes empathy because it is the key to understanding and accepting the responsibility of how behavior impacts others.

When a member of the LFNO community displays challenging behavior(s) the following affective language is used to focus on empathy building: *“What happened? What were you thinking of at the time? What have you thought about since? Who has been affected by what you have done? In what way have they been affected?”*

When a member of the LFNO community is impacted by challenging behavior(s), the following affective language is used to restore a positive learning environment: *“What did you think when you realized what had happened?, What impact has this incident had on you and others?, What has been the hardest thing for you?, What do you think needs to happen to make things right?”*

Positive Behavior Intervention and Supports (PBIS)

LFNO uses and embraces the state-mandated PBIS model founded on the belief that all children can exhibit appropriate behavior. PBIS is a proactive, multi-tiered framework for encouraging positive behaviors and academic learning among students. For more information please visit: www.pbis.org/

Code of Conduct

When a student acts outside of the S.T.A.R. expectations, behavioral outcomes will happen as a result. LFNO staff members make the distinction between punishment and natural consequences by taking into consideration the frequency, intensity, and/or duration of the student’s behavior(s). All behavioral outcomes are individualized and developmentally-appropriate.

Inappropriate behaviors are grouped into 3 Levels according to the frequency, severity, and duration of the behaviors.

At each level, outcomes are informed by a series of interventions.

Level 1 behaviors are low in frequency, duration and/or intensity. These behaviors are minimally disruptive to the learning environment, and do not affect the safety of self or others. Level 1 behaviors are managed by the teacher. The teacher may use in-class PBIS interventions (e.g. classroom color system) and/or respond to the student using restorative approaches. These interventions are considered Tier I interventions. For more information about Tier I behavioral interventions, please consult www.pbisworld.com.

In terms of frequency, intensity, and/or duration, Level 2 behaviors may be repeated Level 1 behaviors (frequency), more disruptive (intensity), and/or resistant to Tier I interventions (duration). Level 2 behaviors are moderately disruptive to the learning environment and may impact the safety of self and/or others. The classroom teacher would require outside the classroom assistance if intervention during Level 1 did not result in a desired outcome. Interventions may include, but are not limited to Tier II behavioral interventions. For more information about Tier II behavioral interventions, please consult www.pbisworld.com.

Level 3 behavior(s) is/are defined as any behavior that compromises the safety of self and/others, and any unlawful activity. Outcomes for Level 3 behaviors will be the decision of the principal or designee and may include, but are not limited to suspension or expulsion.

If a student displaying behavior concerns is suspected of a disability, the student will be referred to the Student Assistance Team. Interventions for students suspected of disabilities may include the completion of a Functional Behavioral Assessment and the development of a Behavior Intervention Plan. All students who demonstrate a pattern of problem behaviors will be referred to the Student Assistance Team. Students referred to the Student Assistance Team will be treated lawfully as students suspected of a disability. For more information, refer to the section of this handbook titled Discipline for Students with Disabilities.

Under no circumstances may any school employee or official use any form of corporal punishment or locked isolation on any student.

Suspension Procedures

An out-of-school suspension, in which the student is not allowed to attend school for a designated period of time, is a Level 3 outcome. For a student to be suspended, the following procedures must be followed:

1. First the Principal or designee will meet with the student. At this student meeting, the student will be advised of the behavior infraction and given the opportunity to explain his or her version of the facts.
2. If after the student meeting, the Principal still chooses to suspend the student, the Principal or designee will contact the student's parent/guardian by phone, email, or mail. The Principal will give notice of the suspension, the length of the suspension, provide the reason for the suspension, and explain how to appeal the suspension. The Principal or designee must attempt to give this information to the parent/guardian in writing. The Principal will also set a date for the re-admission conference.
3. The student shall remain in school until the end of the school day unless released into the care of his/her parent/guardian. However, if the student poses a danger to himself/herself or others, the Principal may remove the student from the school immediately. After the student's removal, the school will follow the regular suspension process as soon as is practicable. No student will be sent home without the school properly documenting the reason for the suspension.
4. Students suspended for three or more consecutive days will be provided schoolwork during their suspension, which must be picked up by the parent/guardian at the school. A student suspended less than three consecutive days will receive the assignments on return from his/her suspension.
5. Before a student returns to school, the parent/guardian (or their pre-determined adult designee) must participate in the scheduled re-admission conference. If a parent refuses to respond, the Principal may choose to not re-admit the student until the parent, guardian, or other adult designee responds, and the school counselor may refer the student to Municipal Court for truancy. If it is the student's first suspension of the school year the Principal may readmit the student if it is in the best interest of the student, even if the parent does not attend the readmit conference.

Suspension Appeals

Any parent or guardian of a student given an out-of-school suspension has the right to appeal the reason for the suspension or the length of the suspension. To appeal a suspension:

1. Submit a written request to appeal to the CEO. The written request must be made no later than five (5) school days after the start date of the suspension
2. Appeals are conducted in person with the student, school representative, parent/guardian and an additional representative of the student, parent/guardian's choice.
3. The CEO will assess the merits of the case and make a final determination. The decision of CEO shall be final.
4. Expulsion Procedures (Level 3 Infractions)

In an expulsion, the student is officially removed from school for at least the remainder of the academic year, and potentially longer. This corrective strategy will only be used if a student commits a Level 3 infraction. For a student to be expelled, the following procedures must be followed:

- 1) The expulsion process begins with the student committing a Level 3 infraction. From this point on, the student may not transfer to another school until the expulsion process is concluded.
- 2) Anytime the student commits a Level 3 infraction, the Principal or designee must conduct a student conference and school-level investigation within three (3) school days of the incident.
- 3) During the investigation and expulsion hearing process, the student may be suspended. For students with disabilities, at no point may the student's suspension exceed the maximum number of days allowed by law. The school is responsible for the continual provision of a Free Appropriate Public Education (FAPE) for students with disabilities throughout this time.
- 4) The Principal will schedule an expulsion hearing within three (3) days of recommending expulsion. The hearing will be conducted within five (5) days
- 5) The following persons have a right to attend the expulsion hearing:
 - The student
 - The student's parents/guardians
 - An additional person of the student's/parents'/guardians' choosing to represent the student
 - The student's Principal or designee (may include teacher or school staff witnessing the incident)
 - Person victimized by the student (school must inform victim(s) and/or parents of the victim(s) of hearing time and place)
 - Any other person the Principal determines is necessary.
- 6) If the student or parent/guardian chooses not to attend the hearing, the hearing will still be conducted in their absence.
- 7) After the hearing, the Principal will make a determination of the student's guilt based on the evidence gathered during the school's investigation and any additional evidence or testimony presented during the hearing. The determination will be given to the student and/or the minor student's parents/guardians and filed with the school. If the student is found guilty,

the expulsion will begin immediately. The Principal will determine the appropriate length of expulsion according to the guidelines on expulsion length above. If the student is found not guilty, the student may return to school the following day.

- 8) After the student has completed their full expulsion term, the student has the right to return to school provided the student has been properly registered.
- If the student was found guilty of violence against another person, and the victim of that offense is still a student or staff member at the school, the student may be required to attend a different school at the completion of their expulsion term.
 - At the time of the hearing, the Principal will determine the student's eligibility to return to their expelling school.
 - Students on expulsion are NOT eligible for a refund of registration or fees paid to the school.

Expulsion Appeals

Any non-minor student, or the student's parent/guardian, has the right to appeal to the CEO. To appeal an expulsion, the parent/guardian of the student may, within five (5) school days after the decision to expel the student has been made, request that the CEO review the findings. The CEO, in reviewing the case, may uphold, modify, or reverse the decision.

If CEO or his/her designee upholds the decision, the student's parent/guardian may appeal the expulsion to the Municipal Court in which the student's school is located within ten (10) days of the decision. The parish court may uphold, modify, or reverse the decision of the school.

Throughout the appeal process, the student and parents must follow the state attendance laws and regulations.

Student Placement

At the conclusion of the hearing, students found guilty will be given one of three designations that determine whether and when the student will be allowed to return to the expelling school.

Right to Return

Students found guilty may return to school at the conclusion of their expulsion term unless the CEO determines that there are compelling reasons that Lycée Français is not the best placement for the student.

No Right to Return

At the conclusion of their expulsion term, students guilty of offenses against identified victims at Lycée Français may be ineligible to return to the school. Certain other offenses, depending on the facts, may qualify for this ineligibility

for return to Lycée Français. Decisions about a student's right to return will be made by the CEO based on all evidence available at the time of the hearing.

Probation

Students found guilty may have the right to early return to the expelling school prior to the conclusion of their expulsion term on a probationary basis. A student's eligibility for probation will be determined by the CEO at the conclusion of the hearing and agreed upon in writing by the school leader, student, and parent.

Discipline for Students with Disabilities

Students with disabilities are subject to the same discipline rules and procedures as other students. Students with disabilities may need additional interventions, however, in order to fully understand and/or adhere to the school's behavioral expectations.

There are procedural safeguards written into the federal "Individuals with Disabilities Education Act" (IDEA) and "Section 504 of the American Rehabilitation Act" to ensure that students with disabilities are not arbitrarily disciplined for behaviors stemming from their disability. Students with disabilities who present with problem behaviors must have a Behavior Intervention Plan (BIP) in place as part of their Individualized Education Plan (IEP) or Individualized Accommodations Plan (IAP or 504 Plan). An effective BIP is a living document developed collaboratively by the student's family, classroom teachers and service providers. The BIP must be informed by results from a Functional Behavior Assessment (FBA). The purpose of a BIP is to help students with disabilities reduce or replace any behavior that blocks learning or interferes with safety.

In the event that a student with an IEP engages in behaviors that warrant disciplinary action from administrators, The Director of of Special Education will be notified. The Director of Special Education will ensure that all procedures and protections required by law for special education students are followed. Additionally, an IEP Team meeting may be called in order to create or revise an individualized BIP with the intention of reducing future problem behaviors.

For answers to questions about the treatment of an individual student with a disability, parents are encouraged to reach out to the Director of Special Education.

For a detailed, comprehensive explanation of discipline procedures for students with disabilities at Lycée Français, please consult the Louisiana's Educational Rights of Children with Disabilities.

Suspensions and Expulsions for Students with Disabilities

If a student with an IEP (Individualized Education Program) is expelled or suspended for more than ten (10) school days, consecutively or cumulatively, the school must conduct a Manifestation Determination Review (MDR) within ten (10) days of the decision to suspend or expel the student.

The School's Manifestation Determination Review (MDR) Committee must consist of the parent and relevant members of the IEP Team. The MDR Committee reviews all relevant information in the student's file, including the IEP in making the determination. The MDR Committee determines whether the behavior manifests from or not related to the student's disability. At least one person on the committee must know the student and one other must be knowledgeable of the student's disability.

The parents/guardians must be notified of the review and at least three documented attempts to reach the parents/guardians must have been made by the school to include them in the meeting. If the parents/guardians do not respond or participate, documentation of their absence must be included.

If the child's behavior is a manifestation of the student's disability as determined by the Student Assistance Team, IEP Team, or 504 Committee, that student will not be suspended further or expelled for the particular incident(s) under review. Instead, the school must reconvene the student's IEP Team or 504 Committee to revise the student's IEP or 504 plan to address the behaviors at issue. A re-evaluation to address appropriateness of placement may be required as part of this revision. Based on the results of the re-evaluation, a change of placement may be recommended. Parents must be in agreement before any change of placement is enacted.

If the behavior is NOT a manifestation of the student's disability as determined by the student's IEP Team, or 504 Committee, the student may be suspended or expelled from school. For students with IEPs who are expelled or suspended for more than ten (10) school days in a school year, consecutively or cumulatively, the school must provide the student with a Free and Appropriate Public Education (FAPE) beginning on the eleventh (11th) school day that the child is out of school. An IEP Team meeting must be convened to determine what services will be provided to any student past the 10th day of suspension or expulsion in accordance to the student's rights to a Free Appropriate Public Education (FAPE). The IEP Team may determine that the student be assigned to an alternative school or other alternative education placement.

Parents are encouraged to contact Lycée Français's Director of Student Services with any questions about a suspension or expulsion if their child is identified with an exceptionality or if their child is in the process of being

evaluated for an exceptionality. Parents/guardians have the right to request a due process hearing from the Louisiana Department of Education to appeal any manifestation determination decision. Families may be represented by counsel at any due process hearing.

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.)

1. Behavior IS Manifestation of Disability

a. FBA/BIP. As discussed above, the IEP team must conduct or review an FBA and 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 behavior of concern requires a new Functional Behavior Assessment, 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.

2. Behavior is NOT Manifestation of Disability

a. Disciplinary Hearing. If all team members determine that the conduct was not a manifestation of the upon the expiration of the 45 day IAES or sooner.

b. FBA/BIP. The student must receive, as appropriate, an FBA and BIP services and modifications, which student's disability, then the 45 school

day emergency placement may proceed to a disciplinary proceeding afforded to all students are designed to address the behavior related to the disciplinary violation so that it does not recur.

APPEALS FOR STUDENTS WITH DISABILITIES

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
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. 15 days of receipt of the hearing request.
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
3. Specific Concerns by Staff about Pattern of Behavior. The student’s teacher or other school staff told school about the student’s need for special education and related services 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 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.

STUDENT WELLBEING

School Counseling Program

The school counseling program helps students make the most of their educational experience. Activities focus on emotional well-being, academic progress and personal and social development. Students participate in the school's counseling program on a regular basis.

Students may see the School Counselor via:

Self referral
Peer referral
Parent /guardian referral
Administration, teacher, staff referral

Counseling activities may include but are not limited to:

- Classroom enrichment lessons: The counselor provides proactive, developmentally appropriate instruction to students in a classroom setting. Activities primarily focus on personal, social and academic development of the students.
- Counseling: Individual and group sessions may take place. In a confidential safe setting, students learn to understand their feelings, attitudes, concerns and behaviors. A relationship is established through respect, trust and understanding. A school counselor can provide brief therapy but not long term, intensive therapy.
- Consultation: The counselor provides professional expertise to help the school community understand student behavior. Additionally, the counselor acts as a liaison to bring people and resources together for the healthiest development of the students.

Confidentiality is a critical part of a counselor's role. The four basic exceptions are suicidal thoughts, homicidal thoughts (threats), possible abuse, and possession or use of weapons or illegal substances. With these topics, the appropriate personnel are notified.

The school counselor is not able to provide the following services to a child or parent:

- Testifying on behalf of a parent in child –custody matters.
- Provide intensive, long term counseling services to a child.
- Providing counseling services to parents and other family members.

Bullying

(Louisiana Act No. 861) [Definition, Behavior Constituting Bullying, and the Effect of Bullying on Others](#)

Bullying is a pattern of any one or more of the following:

- Gestures, including but not limited to obscene gestures and making faces
- Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors;
- Electronic communication, including but not limited to a communication or image transmitted by email, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, pager, computer, or other electronic device
- Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property
- Repeatedly and purposefully shunning or excluding from activities

Where the pattern of behavior as provided above is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school sponsored activity or event. The pattern of behavior as described above must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school. Bullying is detrimental not only to the victim, but also to bystanders who witness bullying incidents. Research has shown that children who witness bullying are more likely to skip or miss school; to have increased mental health problems, such as depression and anxiety; and to have increased use of tobacco, alcohol, or other drugs.

Reporting an Act of Bullying

Procedure for students and parents/guardians:

1. Report bullying incidents to the Principal by filling out the [Bullying Report Form](#), a copy of which is available at the end of this handbook.
2. The Principal/designee will then complete the LDE Bullying Report Form.
3. An investigation of complaints and reports will be completed (see "Investigating an Act of Bullying" below). The Principal/designee is

responsible for receiving complaints alleging violations of the bullying policy. All school employees and parents chaperoning or supervising school-sponsored functions and events are required to report alleged violations of this policy to the Principal or the Principal's designee. A verbal report must be reported on the same day as the employee or parents witnessed or otherwise learned of the incident and a written report must be filed no later than two days thereafter. ¶The victim of bullying, anyone who witnessed the bullying, and anyone who has credible information that an act of bullying has taken place may file a written report of bullying. ¶

Retaliation and False Reports

Retaliation against any person who reports bullying in good faith, who is thought to have reported bullying, who files a complaint, or who otherwise participates in an investigation or inquiry concerning an allegation of bullying is prohibited conduct and is subject to disciplinary measures. Intentionally making false reports about bullying to school officials is prohibited and will result in appropriate disciplinary measures.

Investigating an Act of Bullying

The Principal must initiate the investigation the next business day during which school is in session after the report is received by a school official. The investigation must be completed no later than ten school days after the date the written report was submitted.

The investigation must include an interview of the reporter, victim, the alleged bully, and any witnesses, and include obtaining copies or photographs of any audio-visual evidence. The Principal/designee must notify the parent or legal guardian of a student under the age of eighteen of the allegation of bullying before the student can be interviewed and inform them of the right to attend the interview with the student.

Documented interviews of the victim, alleged offender, and witnesses must be conducted privately, separately, and confidentially. At no time will the alleged offender and victim be interviewed together. The investigator will collect and evaluate the facts using the form developed by the LDE.¶

The Principal may (in accordance with Act 861 of 2012) file a complaint with the court of juvenile jurisdiction pursuant to Children's Code ¶Article 730(8) and 731(1), or Children's Code Article 730(1), if the parent or legal guardian refuses to attend a conference or meeting regarding the student's behavior. ¶The highest level of confidentiality possible must be upheld regarding the submission of a complaint or a report of bullying and the investigative procedures that follow.

Meetings with the parents or legal guardians of the victim and meetings with the parents or legal guardians of the alleged offender must be separate. ¶

Parents or legal guardians of the victim and alleged offender must be informed of all of the available potential consequences, penalties, and counseling options at the initial meeting with school officials. ¶ Notification to Parents/Guardians of an Act of Bullying ¶ The Principal will promptly notify the parents/guardians of all students involved of any incident of bullying as defined by this policy. Notification of the parent/guardian of all students involved must be made on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

Resolution of Investigation/Disciplinary and Criminal Consequences of Bullying

The Principal/designee shall compose a written document containing the findings of the bullying investigation, including input from the students' parents/legal guardians, and the decision of the school or school system official. The document will be placed in the record of both students. The Principal/designee shall promptly notify the complainant of the finding of the investigation and the remedial action taken, if the release of the information does not violate the law.

If the school has determined that the discipline code has been violated, the school official will take prompt and appropriate disciplinary action pursuant to LA R.S. 17:416 and 17:416.1 and report criminal conduct to law enforcement, if appropriate. The results of the investigation will determine the level of infraction for the bullying incident(s).

Procedure for Appeal in Cases of Bullying

Failure to Act

A student, parent/guardian, or school employee may report a bullying incident to the LEA (city, parish, or local school board or local school governing authority) if the school official does not take timely and effective action to address the incident. The governing authority must begin an investigation of any complaint of bullying that is properly reported the next business day in which school is in session. If the governing authority does not take timely and effective action, the student, parent, or other school employee may report the bullying incident to the Louisiana Department of Education.

Parental Relief (Parents/Legal Guardians of a Victim of Bullying)

The parent/guardian of a bullied student may request a transfer to another school if a parent, legal guardian, teacher, or other school official has made four

or more reports of separate instances of bullying and no investigation has occurred (Note: The OneApp Application Process will apply).

The LEA must make space available for the student at another public elementary or secondary school under its jurisdiction within ten school days of the transfer request. If no other school that serves the bullied student's grade level is available within fifteen days of the transfer request, the superintendent or head of the LEA must facilitate the student's enrollment in a statewide virtual school or offer the student placement in a full- time virtual program or virtual school. The school may enter into a memorandum of understanding with another LEA to secure placement and transfer for the bullied student.

If none of the options above are made available to the student within thirty days after the transfer request is made, the parent or legal guardian may request a hearing with the school's governing authority. The hearing must be granted for the next scheduled meeting or within sixty calendar days, whichever is sooner. The parent/legal guardian may request at the end of any school year that the student be transferred back to the school in which the student was enrolled when at least three of the bullying reports were made. The district must make space available for the student at the school where the student was originally enrolled. No other school will qualify for the transfer back.

Harassment

Harassment is verbal, non-verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, national origin, age, disability, citizenship status, marital status, gender, sexual orientation or any other characteristic protected by law. Harassment is prohibited in all relationships at Lycée Français and is considered an offense punishable by disciplinary action. A student who believes s/he is a victim of harassment should report the offending behavior to a teacher, the school nurse, counselor, Principal, or other trusted adult. If a staff member other than the Principal receives the complaint, the staff member will promptly inform the Principal. All reports of harassment will be investigated and are confidential, except as required by law.

Child Abuse & Mandatory Reporting

In accordance with the Louisiana Child Abuse or Neglect Reporting Law (L.S.A, RS 14:403), all teachers, counselors, coaches, aides, school staff members, and administrators at Lycée Français who know or suspect that a child under the age of 18 is or has been the victim of child abuse is required to report this information to the child protective agency immediately. Abuse is defined as non-accidental physical, sexual, or emotional injury.

Neglect is defined as the failure to fulfill a child's physical or emotional needs.

Child Custody

The school recognizes that issues related to the legal and physical custody of students are complicated and can impact the student's educational experience. Parents/legal guardians are strongly encouraged to stay involved with their student's academic progress. Unless a court order decrees otherwise, either parent or legal guardian may view education records and attend school functions or school meetings regarding the student. Official notices and report cards will be sent to the parent or legal guardian with primary physical custody (domiciliary parent) during the school year. It is the responsibility of the parent or legal custodian with primary physical custody to provide current copies of court orders to the school.

Child visitation and exchange of custody should not take place during school hours or on school property. The school will assume no responsibility for enforcing visitation or custody orders and reserves the right to prohibit parents or legal guardians from entering the school grounds if their conduct becomes disruptive to the school environment.

ADULT WELL-BEING

Respectful Environment Policy

Lycée Français de la Nouvelle-Orléans (LFNO) recognizes that respectful behavior regarding the rights, dignity and integrity of others is essential for the wellbeing of a community.

At Lycée Français, employees, students, guests or volunteers have the right to work and learn in a safe, orderly, productive, respectful and harassment-free environment. All adults are expected to communicate reasonably and respectfully with school personnel and other adults. Parents are entitled to reasonable consultation with their child(ren)'s teacher(s) provided those meetings are conducted under a mutually respectful climate. Those persons, whether on the school campus, or through the use of social media or other technology, whose behavior to teachers or staff is deemed disrespectful, disruptive, threatening, or likely to undermine the authority of teachers or staff and/or interferes with the successful operation of school programs and/or events, are subject to restrictions at the discretion of the CEO or Principals. Restrictions may include limiting or denying access to teachers or staff members, portions of the campus, or the entire school campus. Non-compliance will result in removal from the campus by law enforcement personnel.

The CEO or Principals shall communicate any decision made under this policy in writing to the adult to whom it applies and such decision shall remain in effect

until later modified by the CEO or Principals. Such notification shall include a copy of this policy. This policy shall in no way preclude anyone from expressing their opinions or views nor exercising their First Amendment rights. This policy is adopted to ensure the safety and security of all Lycée Français students and staff.

Adults and students are free to express concerns and register complaints with the CEO or Principals without fear of retaliation or reprisal.

REGULATIONS

Code of Ethics

Louisiana's Code of Ethics applies to those "engaged in a governmental function" and therefore applies to employees of charter schools.

La. R.S. 42:1102 (18)(a)(iii). The law is very comprehensive and refers to vendors seeking contractors, and family members who may have influence over those awarding contracts. Paraphrased rules that specifically apply to public school employees include:

School employees may accept gifts from students/parents as long as the value is less than \$25, and gifts from any particular student/parent may not exceed a total of \$75 for the school year. For example, a student may give her/his teacher gifts with values of less than \$25 at Christmas, for Staff Appreciation, and as a parting gift at the end of the year.

Community gifts may be given or accepted. That is, parents may collect money from multiple families and combine into a single gift provided the individual contributions do not exceed \$25.

Teachers may not receive additional income / compensation for the performance of their public duty. This means that teachers cannot be paid to tutor after school their students in the subject they teach. However, they may be paid to tutor other students in the subjects they teach.

The Ethics Board is authorized to order the forfeiture of any gifts or payments made in violation of the Code. R.S. 42:1155B

The unabridged Code of Ethics can be found at www.ethics.la.gov.

Visitors to Campus

Any school visitors must have prior approval to be on campus, check in to the front office and must wear a visitor's badge. Classroom visits must be approved by an administrator.

Parents should leave campus promptly once children and their belongings are collected at pickup.

SOCIALIZATION

Animals on Campus ?

Students' pets are not allowed on campus at any time without the express permission of the Principal; service animals are permitted in accordance with the ADA. ?

Candy and Gum

Gum is never permitted on the school campus. Students may not bring candy on campus except for special occasions when permission is given by a teacher or administrator.

Cell Phones, Electronic Devices, Toys

The use of personal electronic devices not issued by Lycée Français by students during the school day is not permitted unless student is eligible for use of Assistive Technology. Cell phones must be turned off and remain out-of-sight in the student's school bag. A cell phone being used on campus will be confiscated and sent to the Principal's office. A confiscated cell phone will be released only to a parent or guardian. Students taking standardized assessments may not have a cell phone in their possession. Lycée Français is not responsible for lost, stolen or damaged cell phones.

Students are not permitted to bring sports equipment or toys to school. Other items that are not allowed at LFNO are: weapons or toy weapons, illegal substances, matches/lighters, portable electronics, and any other items deemed potentially dangerous. Unauthorized items will be confiscated, held in the school office and returned only to the parents. Lycée Français is not responsible for any lost, stolen or damaged items.

Class Parties

There are no parties to celebrate individual birthdays of students. While individuals are recognized and celebrated on their birthday, there can be no parties. Parties to celebrate individuals take away from instructional time. Further, there could be inequity with some parents bringing elaborate treats for their children and some parents bringing nothing. At the beginning of each day, students with birthdays will be recognized in their classroom.

Brief holiday parties are permitted on Halloween, the day before the winter break, and Mardi Gras break. Additional French celebrations may be added at the request of teachers with the approval of the Principal. Teachers may reward

their classes for achieving certain milestones or other accomplishments. The Principal or Chief Academic Officer must approve all classroom parties.

INVITATIONS

Invitations to parties may be distributed at school only if every student in the class or all the girls or all the boys in the class receive an invitation.

COMMUNICATION

Être à la Page

As a means of informing parents about school life, the electronic newsletter, *Être à la Page* is emailed to parents weekly and posted on the front page of the Lycée website. The *Être à la Page* keeps the school community abreast of important dates and happenings, and is the key way of communicating between school and home.

A Spanish edition of *Être à la Page* is also published. Families may request the Spanish edition by contacting the Admissions Office or the Office Manager.

School Website - www.lfno.org

The Lycée Français de la Nouvelle-Orléans website is an invaluable resource for important school information with which all students and parents should become familiar. The website is updated daily with the latest school events, news, and communications from teachers and administration. In the case of an emergency, the LFNO website will serve as one of the principal means of communication for the LFNO community. Also available on the website are downloadable school forms and documents, lunch menus, contact information for faculty and staff, upcoming events, calendar, and more.

The CEO and Principals have responsibility for overseeing the content of all web-based materials and all material to go on the website must have the CEO or Principals approval.

School Facebook Page

Parents may also “like” Lycée Français de la Nouvelle-Orléans on Facebook to receive updates on their newsfeeds.

<https://www.facebook.com/lyceefrancaisnola/>.

Yearly Calendar

The yearly calendar is posted on Lycée’s website at <http://www.lfno.org/school-calendar/>. Dates are subject to change, and parents are asked to check in on a regular basis to remain informed.

Parent/Teacher Communication

Parents are asked to keep an active email address and check it regularly for communications from teachers and other school personnel. Please notify the school immediately if phone numbers or email addresses change.

Parents are asked to set up a conference time with teachers to discuss any area of concern. **Teachers may not conference with parents at any time while they are supervising students or providing instruction.**

COMPUTER AND TECHNOLOGY POLICY

Lycée Français network access is a privilege, not a right; any violation of the following will result in forfeiture of permission to use the Internet and school network and appropriate disciplinary action.

All hardware and software used in the school is the property of the school, not the student. As such, students have no reasonable expectation of privacy to any information saved on or transmitted through any part of the school's network. Respect for the school's equipment and network is a condition for use of a computer. Students may not deliberately damage the network or any part of the network's system. Restitution is required for any damage incurred.

ACCEPTABLE USE

It is the intent of Lycee Francais to advance and promote education, collaboration and exchange of information. Successful operation of Internet and other related technological services requires that, as in life, all people regard our shared environment as a shared resource. It is, therefore, imperative that all users conduct themselves in a responsible, ethical, and polite manner.

Lycée Network Use

The Lycee network is provided for students to conduct research, complete assignments, and communicate with others. As access to network services is given to students, they are expected to act in a considerate and responsible manner. Students are responsible for good behavior on school computer laptops, tablets, Chromebooks and networks just as they are in a classroom or a school hallway. Access is a privilege - not a right. As such, general school rules for behavior and communications apply. Beyond the clarification of such standards, Lycee is not responsible for restricting, monitoring or controlling the communications of individuals utilizing the network.

Network storage areas are similar to school desks. Network administrators may

review files and communications to maintain system integrity and ensure that the system is used responsibly. Users should expect that files stored on Lycee servers will be accessible by the school's administrators.

Internet / World Wide Web

Access to the Internet for educational purposes when appropriate, will enable students to use thousands of libraries and databases. Within reason, freedom of speech and access to information will be honored. Filtering software is in use, but no filtering system is capable of blocking 100% of the inappropriate material available on the Internet. Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. Lycee Francais believes that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed the disadvantages. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

The school will monitor student access to the Internet as deemed necessary and appropriate. ☒

Computer and Internet Acceptable Use Policy



1. Acceptable Use – Limits are placed by Lycée Français on the use of LFNO computers, LFNO network and the Internet in order to maintain a safe and productive network environment. Only those uses that are acceptable as defined in this policy are allowed when accessing these resources.
2. Netiquette - Users are expected to abide by the generally accepted rules of “network etiquette” (https://en.wikipedia.org/wiki/Etiquette_in_technology). These include, but are not limited to, the following:
 - a. Be polite. Do not send abusive messages to others. Use appropriate language.
 - b. Do not abuse network capacity. Don't use the network in a way that would disrupt the use of the network by other users (e.g. don't download large files - generally over 1 gigabyte (1GB) during school hours), don't send mass Electronic Mail (EMail) messages not related to your work, don't initiate excessive or otherwise unwanted contact of other users via chat or other messaging apps on the network.

- c. Do not engage in hate mail, harassment, discriminatory remarks or any other antisocial behaviors on EMail or other messaging systems on the network.
 - d. **Students must notify their teacher immediately** of any instance of cyberbullying – In the State of Louisiana, cyberbullying is defined in state law and is punishable under the law. The law defines Cyberbullying as:“the transmission of any electronic textual, visual, written, or oral communication with the malicious and willful intent to coerce, abuse, torment, or intimidate a person under the age of eighteen.” Ref: LA Rev Stat § 14:40.7
3. Privacy - Do not inappropriately reveal personal information such as passwords, personal addresses or phone numbers of students or colleagues.
- a. Be aware that EMail is not private. No EMail is guaranteed to be private because it is sent over the Internet like a postcard - it can be read by any network managers along the way.
 - b. Do not share passwords or allow others to use your accounts unless approved by school administrators.
4. Hacking/Cracking -
- a. Do not maliciously use the network to develop programs that harass other users or infiltrate a computer or computing system (hacking/cracking) and/or damage the software components of a computer or computing system (vandalism).
 - b. Do not download or install unauthorized software – this is defined as software that has not been approved by the Director of Technology. No software, programs, or system files (fonts, drivers, etc) may be installed or downloaded by any user without the prior permission of the Director of Technology, who must scan for appropriateness and viruses. The illegal installation of copyrighted software for use on LFNO computers is prohibited.
 - c. **Students must notify their teacher immediately** if they are aware of messages in school systems relating to or in support of illegal activities. All users should be aware that routine monitoring of the system may lead to discovery that the user has or is violating the Acceptable Use Agreement, the Staff/Student Handbook and/or the law
5. Accessing Inappropriate / Illegal Material -
- a. It is prohibited to use the network to access or process inappropriate content that is excessively violent, pervasively vulgar, sexually harassing, or that contains information regarding the manufacturing of bombs or other incendiary devices.
 - b. It is prohibited to use the network to illegally download or host (offer for upload) copyrighted material or software nor make unauthorized copies of any software, music or other material.
 - c. It is prohibited to use the network to gamble, for commercial purposes, lobbying or advertising.

- d. **Students must notify their teacher immediately** of any disturbing material they may encounter online. They should also immediately close their laptop so other students cannot see the material until their teacher can come to assist.
- e. It is prohibited to use the network to access files dangerous to the integrity of the local area network (LAN).
- 4. Social Media - Students may not visit or download files from File Sharing or Social Media (Facebook, SnapChat, Pinterest, Twitter, etc...)
- 5. Security - **Students must notify their teacher immediately** about any suspected security problem with your EMail account or computer immediately to the Director of Technology who will inform the Principal of serious incidents. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.
- 6. Vandalism - Vandalism shall result in cancellation of privileges and / or other disciplinary actions up to and including expulsion. Vandalism is defined as any malicious attempt to harm or destroy hardware, software or data of the school system, or another user of the system, or other networks that are connected to Internet. This includes, but is not limited to defacing Websites, unauthorized changes to websites, computers, programs, applications, databases, etc.

Consequences of Violating Acceptable Use Policy

School administrators may discipline (up to and including loss of computer equipment access, Internet access, or expulsion for a student) who breaches or violates this Acceptable Use Policy.

DRESS CODE

Lycée students wear a mandatory uniform to school each day. Wearing the school uniform contributes to a learning environment that promotes unity and is free from distractions and divisions. Please be sure to label all clothing, particularly outerwear. Labeled clothing is quickly returned to the rightful owner.

All apparel and accessories worn to school must be deemed safe and appropriate by the Principal. Safe items are items that can be worn in an active environment and in close proximity to others without risk of injury. Appropriate items exclude those which create undue distraction for others. All hairstyles must be deemed appropriate by the Principal (no extreme hair styles, cuts, coloring, etc.).

Lycée Français has updated its uniform policy for the 2016-17 school year to accommodate its growing children, and to continue to provide quality at an affordable price.

There are 3 official approved vendors for the school uniforms.

- **French Toast**, www.frenchtoast.com. The Lycée Français source/dress code is QS5VUXZ.
- **Lands' End**, www.landsend.com. Click "School," then "Find My School." Scroll down and click "Or find my school using my preferred school number." The preferred school number is **900147737**.
- **Schiro's**, 4948 W. Esplanade, Metairie, LA 70006.

Families can choose to order online or by phone from French Toast and Lands' End, or locally at Schiro's store in Metairie.

Pre-K4 through 8th grade students can wear a monogrammed red or white polo (short or long sleeved) with a navy pleated skirt (with cartwheel shorts), skorts, shorts, jumper or pants. The white blouse from previous school years is no longer part of the uniform..

Other stores may carry some of the approved uniform items. Should families choose to purchase from an unapproved store, please see the pictures in this handbook or check the French Toast website for item numbers to follow the approved uniform requirements. Costco and Target carry some French Toast items that may be monogrammed in either navy blue, red or white at Monogram Express, 2109 Veterans Memorial Blvd, Metairie, LA 70002. Lands' End carries the school's monogram as well.



Please note that polo shirts are available in white and red, and both short and long sleeves are available. There is also a “feminine” cut polo available through French Toast.

Shoes & Socks

Students are allowed to wear any shoe or sneaker that does not light up or make noises. Socks or legging must be solid white or solid navy only. To ensure the safety of our students, children are not allowed to wear Crocs, sandals, or any type of boot to school. If a student wears the wrong type of shoes to school, the parent will be asked to bring a more appropriate shoe as soon as possible.

Accessories

Caps and hats that shade the sun may be worn when students are outdoors.

Saints & Spirit Days

Students are encouraged to show their support for the Saints through special dress. T-shirts, jerseys, and black and gold clothing are allowed on certain days. Saints’ themed attire can be worn only during game season and only on game days or on the Friday preceding a weekend game. Announcements of special dress other than Saints’ attire will be made in the *Être à la Page* newsletter.

Fridays are spirit days. Students are encouraged to wear Lycée Français spirit t-shirts from current and previous school years.

Note: The Principal or designee reserves the right to rule on anything not included here that the school might deem unacceptable attire or appearance. Parents will be contacted for dress code violations that cannot be corrected immediately. Parents will be asked to bring a school uniform to school for their

child. Repeated dress code violations will result in disciplinary action determined by the Principal or designee.

EMERGENCY INFORMATION

Lycée requires all parents to complete the Emergency Information Form that provides the school with appropriate contact information in case emergencies must be communicated. This information is very important and must be updated if phone numbers or email addresses change. Parents can update their information online on the Parent Resources page by filling out a "[request to update information form](#)". The school will not admit students whose parents have not provided the completed Emergency Information Form.

You must text "Y" to 88453 to receive text messages from Lycée through SchoolMessenger. If you receive an error message like the ones below, it means that short code text messaging is not enabled on your wireless subscription plan:

- Service access denied
- Message failed
- Shortcode may have expired or shortcode texting may be blocked on your account
- Does not participate

These replies **DO NOT** indicate that the wireless provider cannot receive messages from SchoolMessenger. Rather, they are an indication that the mobile device does not have short code SMS texting enabled for that number. **To address this issue, please contact your wireless provider.**

EMERGENCY SCHOOL CLOSINGS

The Principal may close school because of inclement weather, contagious disease, or other emergencies. Lycée uses a broadcast message system to notify parents of school-related emergencies via text message and telephone call. School closings will also be announced on LFNO's website, WWL 870 AM Radio and WWL Channel 4 television.

FEES

Payment Policy

Tuition Payments for Pre-Kindergarten classes

Parents of Tuition Based Pre-K4 students are required to pay their tuition fees by July 15th before the beginning of each school year. If payment is not received by July 15th, the child may be dropped from the program.

Payment Options

Lycée accepts cash, check, and credit/debit card payments for student fees. Credit/debit card payments can be made through the school's online billing system. Check payments may be delivered to the school or mailed to the following address:

Lycée Français de la Nouvelle Orléans
Attn: Business Office
1800 Monroe Street , New Orleans, LA 70118

Checks returned for non-sufficient funds will be charged an NSF fee.

Payment Plans

In certain extreme cases, the school may enter into an automatic debit payment plan in order to allow tuition or other student fees to be paid in installments on a schedule acceptable to the school. Please contact our Finance Department to set up a payment plan at cwindon@lfn.org

Consumable Fees

Due to the specialized nature of our supplies, many of which are imported from France, Lycée collects consumable fees of \$95 per student to purchase the these imported supplies. These supplies from France are used in the classroom throughout the school year. The fees are collected during the registration period. In the case of economic hardship, parents may contact the business office to discuss alternate arrangements. The consumable fees are not required, and students will not be denied access to any instructional activity due to non-payment.

The school also provides parents with a list of supplies than can be purchased locally. Supply lists are posted on the Lycée website at the end of each school year. Parents who are unable to pay for a child's supplies may contact the business office to discuss alternate arrangements.

FIELD TRIPS

Field trips are an important extension of classroom instruction, and teachers seek every opportunity to enhance student learning by taking students into the community. Because of the inherent risks of taking students off campus, only the most compliant and responsible students will be permitted to experience

these off-campus excursions. Parents of students with challenging behaviors may be required to accompany their child on field trips.

No student may leave the school campus without the express written permission of a parent on the Field Trip Consent Form. Neither handwritten notes from parents, nor verbal authorization are acceptable forms of permission for student participation. Faxed or scanned and e-mailed Consent Forms are acceptable for student participation.

Depending upon the nature of the field trip, teachers may request help from parents to chaperone students. Any parent who chaperones field trips or comes into contact with students in any way must sign a chaperone agreement detailing duties and responsibilities. In addition, a current background check must be on file with Lycée Français. The background check is good only in the academic year in which it was obtained.

MEAL SERVICE/RESTO! LYCÉE

The nutritional quality of school food affects students' health, and therefore their energy levels and academic performance. Children need healthy meals to maximize learning. Therefore, Lycée has partnered with Pigeon Caterers in an effort to provide nutritious meals to our students. Meals are prepared fresh with no artificial ingredients, no high fructose corn syrup, no artificial trans fat, fresh fruit daily, and nothing fried ever! For more information on Pigeon Caterers , visit www.pigeoncaterers.com

During the lunch period, students are allowed to engage in conversation with students seated in the immediate vicinity. Boisterous conversation is not allowed. Students are dismissed individually and should not leave their seat prior to receiving permission.

Meal Services

Parents who choose for their child not to participate in the Lycée lunch program and bring a lunch box from home, should be aware that growing research is connecting the food students eat to childhood obesity, ADD, and academic achievement. A new study published in the *Journal of School Health* suggests that specific dietary factors affect academic performance. **Students who generally eat less saturated fat, salt, and “empty calorie foods,” and instead more fruits, vegetables, and grains had higher average scores on academic assessments.**

Competitive Foods

RESTO! strives to promote a healthy lifestyle for our students with an emphasis on healthy eating. **Carbonated beverages are NOT ALLOWED during student meal times.** Only milk, water, and 100% juice products may be allowed in meal

service areas during student meal times for all grade levels. We request that parents do not include cakes, cookies, cupcakes, candy and other high sugar, high fat foods such as chips with MSG, and to increase the number of **whole grains and fresh fruits** provided in lunch bags and snacks from home. Examples of nutritious snacks are carrots with hummus, whole grain crackers with sunbutter, fresh berries, grapes, string cheese, low sugar yogurt, almonds, cashews, etc. A list of healthy snack and lunch ideas is available on the Lycée website.

Free/Reduced Lunch Forms

All parents must complete applications for free or reduced-cost lunches. Free/reduced lunch forms 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 federal funds are determined. Additionally, only students who qualify for free or reduced lunch are eligible for discounts or fee waivers on all after school enrichment activities or field trips. ALL students must return the free/reduced lunch form to school within the first two weeks of school.

Special Diet Requests

Special diet request forms are available from the Resto! office or school nurse. Special diet request forms must be supported by a signed statement by a physician licensed by the state. Menu substitutions will only be served to students with a documented medical dietary need.

Allergens²

Lycée Français de la Nouvelle-Orléans is a peanut-free school. Please do not send anything containing peanuts in your child's lunchbox or for snack time in the classroom.

NURSING SERVICES

Full-time nursing services are provided to address the medical needs of the students and to conduct state-required screenings. Screenings include vision and hearing for students in grades Pre-K, Kindergarten, first, third, fifth, and seventh. Parents of students at other grade levels may request hearing and vision screenings by contracting the school nurse.

Health Guidelines

Immunizations

All students entering school in Louisiana must show proof of all required age-appropriate vaccinations. Each school year, the nurse reviews vaccination records for all students. The nurse works closely with the State Department of Health, utilizing the Louisiana Immunization Network for Kids Statewide (LINKS)

database to track immunization information for each child. Parents are required to update immunization records as needed.

Illness

Students with fever should be kept home. After a child has a normal temperature (less than 100 degrees Fahrenheit without the assistance of fever reducing medications) for 24 hours s/he may return to school. Students recovering from communicable diseases and/or missing more than 3 or more consecutive days of school must report to the nurse or Principal, with a physician's note clearing return to school, prior to being readmitted to class. Anytime a child is sent home due to fever, that child is excused the day sent home and the day following.

Lice

Head lice continue to be one of the most prevalent communicable childhood conditions, and outbreaks are possible whenever and wherever children gather. Please screen your child regularly and notify a school official immediately if head lice or nits (lice eggs) are detected. If a case of head lice is discovered or reported in a class, the nurse or other trained personnel will perform a rudimentary head check on each student in the class. Any child found to have lice or nits will be sent home from school, and a letter will be sent home notifying all parents of lice in the classroom so that they may perform a more in-depth head check at home.

Medication Administration

Lycée Français encourages parents to schedule the administration of medication outside of school hours whenever possible. In cases where medication must be administered at school, the following procedures apply:

- No medication may be administered to, or self-administered by any student without a Medication Administration Form signed by their physician and an authorization form signed by the student's parent or guardian. The Medication Administration Form is available from the school nurse.
- LFNO is not responsible for a student's reaction to medication when it is given in accordance with the prescriber's directions. ☒
- The first dose of any medication must be given outside of school jurisdiction in order for parents to have sufficient time for observation for adverse reactions.

LOST & FOUND

Lycée maintains a lost-and-found area at each campus. Parents and students are encouraged to check this area as soon as they notice an item missing. Due to the large number of items that accumulate throughout the year, it is necessary to clear unclaimed items periodically. Unclaimed items are donated to

charity; unclaimed uniforms may be re-sold at uniform sales sponsored by La Liaison (PTO).

MEDIA RELEASE

There will be occasions that arise when the school will photograph or videotape our students. Parents complete the media release form during registration. The media release form allows parents to completely opt-in or opt-out of participation; selective engagement on social media, film or printed collateral is not permissible. It acknowledges permission for a child to be photographed and/or videoed, and to have his/her likeness reproduced in publications such as the school yearbook, promotional materials, videos, in-school communication, and other general media for education or promotional purposes, including those of our partners. Children's first and last names will not be distributed without individual parent consent. Lycée's Media Release does not extend to photographers not sanctioned by the school.

PROPERTY POLICY

All buildings, desks, boards, books, and other school materials are the property of Lycée. Students will be required to pay for damaged or lost property. Additionally, all willful destruction or defacement of school property is grounds for suspension, expulsion or other disciplinary punishment.

Lycée is not responsible for the loss of personal property at school. Theft is illegal and will result in disciplinary action including suspension or expulsion and/or notification of civil authorities.

PTO – La Liaison

All parents are invited to join the PTO (La Liaison) of LFNO. The purpose of the PTO is to provide support for the school and its mission. Additionally, PTO meetings provide opportunities for parents to meet each other and develop lasting friendships and work together on school fundraising activities and projects.

RELEASE OF STUDENTS

At the conclusion of each school day and when ill, students are released to their parents. Students may be released to other adults if the parents have provided the school office with written authorization to do so. In the case of a divorce or separation, the custodial parent is obligated to provide the school office with any documentation that would limit or prohibit the other parent's right to leave campus with the child.

SEARCH AND SEIZURE

Students should have no expectation of privacy for anything carried onto or stored on school property, including book bags or purses. A student and his/her possessions can be searched if there is a reasonable suspicion that a law or school rule has been violated. School administrators or teachers 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 for any reason, with or without notice. ¶Lycée guarantees that:

- Parents will be notified of all searches and seizures.
- Searches will be conducted by staff, including at least one administrator at all times, out of the sight of other students.
- Staff members of the same sex as the student will conduct potentially invasive searches in privacy with a witness present.
- Lycée will keep all results of searches confidential, except to report illegal activity to the proper authorities.
- Disciplinary action will be taken against staff who violate any provisions. ¶

STUDENT RECORDS/FERPA ¶

Lycée Français complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), the Individuals with Disabilities Education Act and the rules of the Louisiana State Department of Education. All student educational records are collected, maintained, inspected, disseminated and destroyed pursuant to these federal and state regulations. ¶Lycée Français is required by the State to maintain the following information on each student:

- Current Year School Registration Form
- Birth Certificate
- Health History Form
- Social Security Card
- Free & Reduced Price Meal Application
- Proof of Address Documentation (LA residency)
- Current Immunization Records
- Student Grades End of Year Transcript
- Discipline Records
- Emergency Consent Form
- LA Student Residency Questionnaire Form
- Attendance Records
- Results of Vision and Hearing Screenings Health History Scores ¶As a Louisiana Public School, Lycée Français is required to have a physical address on file for each student. **Any change in student information should be reported as soon as possible to Lycée's Director of Admissions and Enrollment or Office Manager.**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights include the right to access, inspect and request correction of those records. If the school decides not to make a requested change, the parent or student has the right to a formal hearing before the charter school board. Lycée Français has a duty to ensure that these rights are protected (see <http://www.doe.state.la.us/lde/uploads/3312.pdf>).

FERPA also states that certain types of information (such as information that may appear in a school directory, participation in sports or activities, dates of attendance at school, degrees or awards received, or most recent previous school attended) may be disclosed without the expressed consent of a parent/guardian. Parents/guardians may require the school not release any information without expressed written consent by writing a letter or email to the school data department.

It is the policy of Lycée Français, that no identifying information on a student is disclosed without written consent from a parent/guardian. However, please note that, under FERPA, the school may disclose information to certain parties without the parent/guardian's consent. The following are exempt from FERPA:

- School officials and teachers with legitimate educational interests.
- Officials and teachers of other schools to which the student is transferring.
- Authorized governmental representatives as required by law.
- Financial aid agencies to which the student/family has applied.
- Organizations conducting educational studies.
- In an emergency, appropriate health & safety officials so they can protect the health or safety of the student or others.
- To individuals designated by lawful subpoena or judicial order. ²All other personally identifiable information may not be disclosed without parents' written permission that specifically states the records to be released, the reasons for release and the person/organization to whom the records should be released. ²

STUDENTS WITH EXCEPTIONALITIES



Lycée Français de la Nouvelle-Orléans is committed to providing high quality education to all of its students. The school abides by all federal and state laws governing the identification, evaluation, and service provision of students with special needs. Specifically, we are actively engaged in the “child find” process as required by the Individuals with Disabilities Education Act (IDEA).

IDENTIFICATION OF STUDENTS WITH EXCEPTIONALITIES

The identification of students with academic, behavioral, developmental, or functional needs begins with a referral to the Student Assistance Team (SAT). Teachers and parents with concerns about a student should contact the Director of Response to Intervention or complete a Request for Student Assistance. This request will result in a review of current academic/behavioral performance, and a meeting will be called to discuss the student's presenting needs and put in place a plan of intervention. Parents are included in the SAT meeting and their input is important.

Lycée Français de la Nouvelle-Orléans follows the Response to Intervention model (RTI). RTI is a school-wide approach to improving education through the identification of struggling students and interventions to improve their success in the regular education curriculum. Intervention is leveled by Tiers. Tier I refers to in-class intervention, such as providing the student with a "study buddy." Tier II interventions are usually small-group pull-out interventions to specifically target areas of weakness. If a student does not respond adequately to a minimum of 6 weeks of Tier II interventions, the student progresses to Tier III interventions which are more individualized pull-out sessions. If, over the course of 12 weeks from the first SAT meeting, the student's progress is not adequate, the SAT may refer the student for a multi-disciplinary evaluation in accordance with Louisiana Bulletin 1508.

Prior to a multi-disciplinary evaluation, a student will be screened in sensory, developmental, and academic areas to determine which professionals and evaluation procedures should be included. The results from a student's multidisciplinary evaluation may indicate whether a student presents with one or more exceptionalities recognized by Louisiana Bulletin 1508. If a student presents with at least one recognized exceptionality, the student qualifies for an Individualized Education Plan, or IEP. An IEP entitles a student to Special Education, or Related Services in addition to any accommodations necessary to allow the student the opportunity to fully participate in the academic environment. For detailed information regarding placement procedures and procedural safeguards, please refer to *Louisiana's Educational Rights of Children With Disabilities* which can be found on the Louisiana Department of Education website: www.louisianabelieves.com.

Students who present with disabilities that are not recognized by Louisiana Bulletin 1508 are also entitled to a free and appropriate public education (FAPE) through §504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act which prohibits discrimination of students on the basis of a disability. In order to qualify for a Section 504 Individual Accommodation Plan

(IAP), a committee must determine that a physical or mental disability *substantially limits* one or more major life activities (such as education).

To begin the 504 identification process, a parent, teacher, or administrator should make a written request to the Director of Rtl.. The same identification procedures of forming an SAT and implementing the RTI process is followed.

GIFTED AND TALENTED PROGRAM

Lycée Français de la Nouvelle Orléans' Gifted and Talented Program strives to meet the unique social, emotional, intellectual and academic needs of gifted and talented students through the differentiation of curricula and individualized instruction outside of the mainstream classroom. We aim to maximize our students' opportunities for bold exploration and the development of creative and critical thinking skills. As a result, we equip students to become lifelong learners who thrive in a diverse global society.

GIFTED SCREENING PROCESS

The following pre-screening procedures occur initially.

- 1) Parent, parent representative, administrator, or teacher nominates a student, in writing, to the Director of Special Education that includes all reasons why student is suspected of Gifted levels of functioning. All parents and teachers will be informed that the screening process has been initiated. If the student has been nominated by a staff member, the parent will be asked to give written permission to screen.
- 2) Teacher creates Gifted packet to turn into Director of Special Education, which includes:
 - a. Renzulli-Hartman questionnaire completed by ELA and French teachers
 - b. Teachers surveys and Parent survey
 - c. A written testimonial from current French classroom teacher of student's adequate academic French language skills,
 - d. Photocopies of exemplary work that evidences
 - i. Higher level thinking skills;
 - ii. Excellent vocabulary;
 - iii. The ability to communicate complex thoughts;
 - iv. The ability to comprehend complex mathematical concepts;
OR
 - v. The ability to make connections across academic subjects.

- e. Testing scores *Pulled by Director of Special Education
- f. Hearing and Vision screenings *Pulled by Director of Special Education

ONCE all pre-screening procedures are fulfilled, a trained examiner administers a standardized Gifted screening to student. If the student's full scale standard score is 1.5 standard deviations above the mean OR the student achieves a verbal or non-verbal standard score that is 2 standard deviations above the mean, then an SAT is called to review all screening results and determine next steps. If the decision is made to move to evaluation, written parent permission will be obtained. If the student does not continue to evaluation, the Director of RTI, the counselor, or another selected staff member will create a plan to further enrich the student's strengths.

A student qualifies for a full Gifted Evaluation conducted by a Certified School Psychologist if he or she passes the Gifted screening process. A student passes the Gifted screening process if 4 of the 5 following screening criteria are met:

- Student presents with high scores in at least one area on Renzulli-Hartman.
- Student's file contains work samples consistent with Gifted levels of functioning.
- Student's Benchmark assessment scores are on-level or above.
- Student presents with a Standard Score of 130 or above on either the non-verbal or verbal section of the Gifted screening.
- Student presents with a full scale Standard Score of 120 or above on the Gifted screening.

The Director of Special Education will notify parents of Gifted screening results once they are available. If student does not pass the Gifted screening, he/she may be re-screened in no less than 6 months and not more than once per academic year.

Due to the length of the screening process and timelines involved with evaluations, April 16th will be the last day to nominate a student for the Gifted process for the school year.

TALENTED IN ARTS - VISUAL ARTS SCREENING PROCESS

Initial TAV Screening Procedures:

- 1) Parent, teacher, or student contacts the Director of Special Education via written letter, email, or SAT referral to express interest in initiating the referral process.

- 2) The Director of Special Education informs teachers and parent that the request has been made and provides classroom teacher with the Louisiana Visual Arts Screening Instrument. If the request is made by a staff member, the parent may opt out in writing if they do not want their student to partake in the process.
- 3) The classroom teachers complete the Louisiana Art Screening Instrument -- an instrument required by the Louisiana Department of Education.
 - a. If student scores in the range of 33-35 on the Louisiana Visual Arts Screening Instrument, the student is asked to submit a portfolio.
 - b. If student does not score at the criterion range of 33-35 on the Louisiana Visual Arts Screening Instrument, the student is not eligible for further screening.
- 4) The Director of Special Education notifies student, parents, and teacher about the eligibility for additional screening.
 - a. If eligible, the student is provided with a directions for completing a portfolio.
 - b. If student does not pass initial TAV screening procedures, he/she may be re-screened in no less than 6 months and not more than once per academic year.

Portfolio Procedures:

- 5) Student provides the Director of Special Education with a portfolio of 8-10 drawing samples on 8½"x11" paper.
- 6) The Director of Special Education asks the TAV Instructor to rate the samples according to the school's rating rubric.
 - a. If the student receives a score of 4 or above according to the school's rating rubric on at least 3 drawing samples, the student is eligible for final screening procedures.
 - b. If the student does not receive a score of 4 or above according to the school's rating rubric on at least 3 drawing samples, then the TAV Instructor will provide the student with written feedback about areas the student needs to improve prior to re-submitting portfolio.
- 7) The TAV Instructor provides the Director of Special Education with a written recommendation of the student's eligibility for final screening procedures
 - a. If eligible, the Director of Special Education schedules an appointment for the student to meet with the TAV Instructor.
 - i. In this meeting, the TAV Instructor observes the student while drawing.

Final TAV Screening Procedures:

- 8) During an in-person interview, the TAV Instructor observes the student while completing a drawing assignment. The TAV instructor judges the

- quality of the student's artwork to make a determination if the student is ready for further testing.
- 9) The TAV Instructor writes a recommendation to the Director of Special Education based on impressions from final TAV screening procedures. The written recommendation can be one of two outcomes:
 - a. The student is eligible for further testing according to Louisiana Bulletin 1508 procedures.
 - b. The student will need to improve drawing skills in certain specific areas.
 - i. If the outcome is 9b, then the TAV Instructor will schedule a follow-up meeting to allow student to demonstrate improved technique in the effort to meet criteria 9a.
 - 10) If student is eligible for further testing according to Louisiana Bulletin 1508 procedures, the Director of Special Education will obtain signed permission from the student's parents to conduct further testing and to return student's artwork.

Lycée Français de la Nouvelle Orléans will also offer Talented in Music and Talented in Theater services to students who qualify through a bulletin 1508 compliant evaluation. We are currently creating our screening processes for Talented in Music and Talented in Theater. The handbook will be updated when the processes are finalized. Please email the Director of Special Education if you have any direct questions.

PLACEMENT OF STUDENTS

Great care is taken in assigning students to teachers' rosters. The process begins in the late spring when teachers begin to group children for the coming school year. They begin by addressing the strengths / needs of each child and balancing the grouping by age, gender, ability, social and emotional concerns, and maturity. The lists are then reviewed by the counselor and administrators and finally administrators assign the pre-grouped students to grade level teachers.

Because of the complexities of structuring classes, parental requests for teachers cannot be honored.

VISITORS

For the safety of Lycée Français students and staff, visitors to the school must report to the office. There they will sign in and receive a yellow badge visitors' pass which must be visible at all times while in the building. Visitors do not have free access to the school. They must have approval to be in classrooms, hallways and on school grounds.

FINANCIAL DONATIONS

As a public charter school, Lycée Français relies on the support of community members and friends to ensure that we can continue to grow and offer the exceptional programs that enrich students' education.

Gifts to Lycée Français help to offer amazing opportunities like the zoo classroom and the French Quarter program for fourth graders; help to grow our library; and facilitate the ambitious expansions Lycée has planned. Lycée Français is looking for corporate, individual and foundation partners that have a vested interest in the education of Louisiana students – particularly those who are at-risk. Your support will help to give the children of Louisiana the opportunities that they deserve.

Donations can be made online at www.lfno.org/support-us or by check made payable to Lycée Français; when giving by check, please note “donation” in the memo line. All donations are **fully tax-deductible**.

VOLUNTEERS

All adults working directly with students, whether in the school or at school functions, must have a background check on file in the school office and must fill out a [Volunteer Application Form](#) outlining duties and responsibilities. All adults who wish to help in the classroom chaperone field trips or participate in school sponsored extracurricular activities must submit a validated criminal background check to the office.

Background checks on file with the office must be renewed at the beginning of each academic year and are good for that school year only. The processing fee for each background check depends on the parish in which the individual resides. [Background Check forms](#) are available online for Orleans Parish residents only. Residents of other parishes must obtain forms from those respective offices.

ASBESTOS DISCLAIMER (Patton St. and Johnson campuses)

Asbestos is located in ceiling products and some floor tiles in both the Patton and Johnson buildings. The areas containing asbestos are closely monitored. When undisturbed, the products do not pose a health hazard.

In accordance with AHERA, Asbestos Hazardous Emergency Response Act, a Management Plan has been prepared for each campus and approved by the State Department of Environmental Quality, DEQ. This management plan is available for review in the Principal's Office (for Patton building) and in the Director of Facilities Office (Johnson building) during school hours. A copy of the

plan will be made available at the cost of \$25.00 (which covers the cost of reproduction).