



LYCÉE FRANÇAIS DE LA NOUVELLE-ORLÉANS

2023 - 2024 Parent & Student Handbook



Table of Contents

LFNO Overview

1. [Our Vision, Mission, & Core Values](#)
2. [School Campuses](#)
3. [District Organizational Chart](#)
4. [Campus Organizational Charts](#)
5. [Campus Contact Charts](#)
6. [LFNO Board of Directors](#)
7. [Title I Parent Engagement Plan](#)
8. [Professionalism](#)

School Life

1. [Uniform & Dress Code](#)
 - a. [Early Childhood and Elementary Dress Code Expectations](#)
 - b. [Priestley Campus Dress Code Expectations](#)
2. [School Hours & Programming](#)
 - a. [Before / After School Programming](#)
3. [Attendance Policy](#)
 - a. [Attendance Requirements](#)
 - b. [Truancy](#)
 - c. [Instructional Minutes](#)
 - d. [Secondary Campus Attendance Information](#)
4. [School & Family Communication](#)
5. [Lost & Found Items](#)
6. [Valuable Items](#)
7. [Secondary Campus School Event Policies](#)

Academic Programming

1. [French Cycles and Models Information](#)
2. [Homework Policy](#)
3. [Academic Integrity](#)
4. [Primary Grading Policy](#)
5. [Secondary Grading Policy](#)
6. [Student Report Cards](#)
7. [Release of Grades, Reports, and Records](#)

8. [Promotion/Retention Policy](#)
9. [Honor Roll Policy](#)
10. [Benchmark Screenings](#)
11. [Field Trips & Thinking Outside the Classroom](#)
12. [Student Fees](#)
13. [Textbook and Instructional Supplies Usage](#)
14. [Standardized Testing](#)
 - a. [LEAP 2025 Testing](#)
 - b. [DELF](#)
 - c. [Diplôme National du Brevet](#)
 - d. [BFI Diploma Examination](#)
 - e. [Advanced Placement Examination](#)
 - f. [College Entrance Standardized Testing](#)
 - g. [Standardized Testing Preparation & Mock Exams](#)
15. [Planning for Graduation](#)
 - a. [Academic Guidance Counseling](#)
 - b. [Post-Secondary Counseling](#)
 - c. [Dual Enrollment](#)
 - d. [Commencement Exercises](#)
16. [Preparing for College & Career Pathways](#)
 - a. [College Visits](#)
 - b. [College Admissions Representatives on Campus](#)
 - c. [Transcripts & Supporting Documents](#)
 - d. [Submitting Standardized Test Scores to Colleges](#)
 - e. [Disclosure of Conduct Records](#)

[School Operations](#)

1. [Food Service](#)
2. [Emergency Procedures](#)
3. [Family Involvement](#)
4. [Visitor Policy](#)
5. [Fundraising](#)

[Student Support & Health Services](#)

1. [Special Education](#)
2. [School Building Level Committee \(SBLC\) team](#)
3. [School Counselors](#)

4. [Licensed School Psychologist](#)
5. [Social Worker](#)
6. [School Nurse](#)
7. [Immunization and Health Requirements](#)
8. [Medication](#)
9. [Mandated Reporting](#)
10. [Anti-Discrimination Law](#)
11. [Gender Inclusion Policy](#)

Discipline

1. [False Accusations](#)
2. [Disrupting School Operations](#)
3. [Positive Behavior Intervention and Support \(PBIS\)](#)
4. [Student Behavior - In-School Expectations](#)
5. [Discipline: Infractions](#)
 - a. [Tier 1 Infractions](#)
 - b. [Tier 2 Infractions](#)
 - c. [Tier 3 Infractions](#)
6. [Removal from the Classroom](#)
7. [Detention, Suspension & Expulsion](#)
 - a. [Morning & Afternoon Detentions](#)
 - b. [Lunch Detention](#)
 - c. [Saturday Detention](#)
 - d. [In-School Suspension](#)
 - e. [Out-of-School Suspension](#)
 - f. [Reasons for Suspension](#)
 - g. [Reasons for Expulsions and Due Process](#)
 - h. [Expulsions and NOLA Public Schools Student Hearing Office](#)
8. [Confidentiality](#)
9. [Student Supervision](#)
10. [Cell Phone & Electronics Policy](#)
11. [Responsible Use Policy](#)
12. [Dating Violence Policy](#)
13. [Code of Student Conduct](#)
14. [Discipline Policy for Students with Disabilities](#)
 - a. [Overview of Procedural Safeguards](#)
 - b. [Manifestation Determination and Services](#)

- c. [Students without IEPs or Section 504 Plans](#)
 - d. [Referral to and Action by Law Enforcement](#)
- 15. [Bus Conduct](#)
 - a. [Behavioral Expectations](#)
 - b. [Bus Infractions and Penalties](#)

[Bullying](#)

- 1. [What Is and Isn't Bullying](#)
- 2. [Definition of Bullying](#)
- 3. [Impact of Bullying](#)
- 4. [Reporting](#)
- 5. [Investigation Procedures](#)
- 6. [Failure to Act](#)
- 7. [Harassment](#)

[Policies](#)

- 1. [School Security Cameras](#)
- 2. [Property, Search and Seizure](#)
- 3. [Drug & Alcohol Policy](#)
- 4. [Parent/Guardian Grievance Policy](#)
- 5. [Seclusion & Restraint Policy](#)

[Student & Parent Acknowledgement: Commitment Compact](#)

OVERVIEW

LFNO Overview

Vision, Mission & Core Values

Vision: Lycée Français de la Nouvelle-Orléans will be the premier French-American public school with a commitment to revitalizing Louisiana's French cultural heritage by empowering our stakeholders to be curious, creative thinkers and global citizens committed to our community's future.

Mission: Our mission is to design and provide an innovative, world-class French Accredited learning model by immersing students in a culturally and linguistically rich learning environment that merges both the French National and Louisiana curricula to inspire students through high-quality, diverse, complex, and unique learning experiences.

Core Values

1. Diversity
2. Creativity
3. Partnership
4. Inclusion
5. Teamwork
6. Respect
7. Excellence

School Campuses

Early Childhood Center: Pre-K4 - 1st Grade

Ronald McNair Campus

1607 Carrollton St.

New Orleans, LA 70118

Elementary School: 2nd - 5th Grade

5951 Patton St.

New Orleans, LA 70115

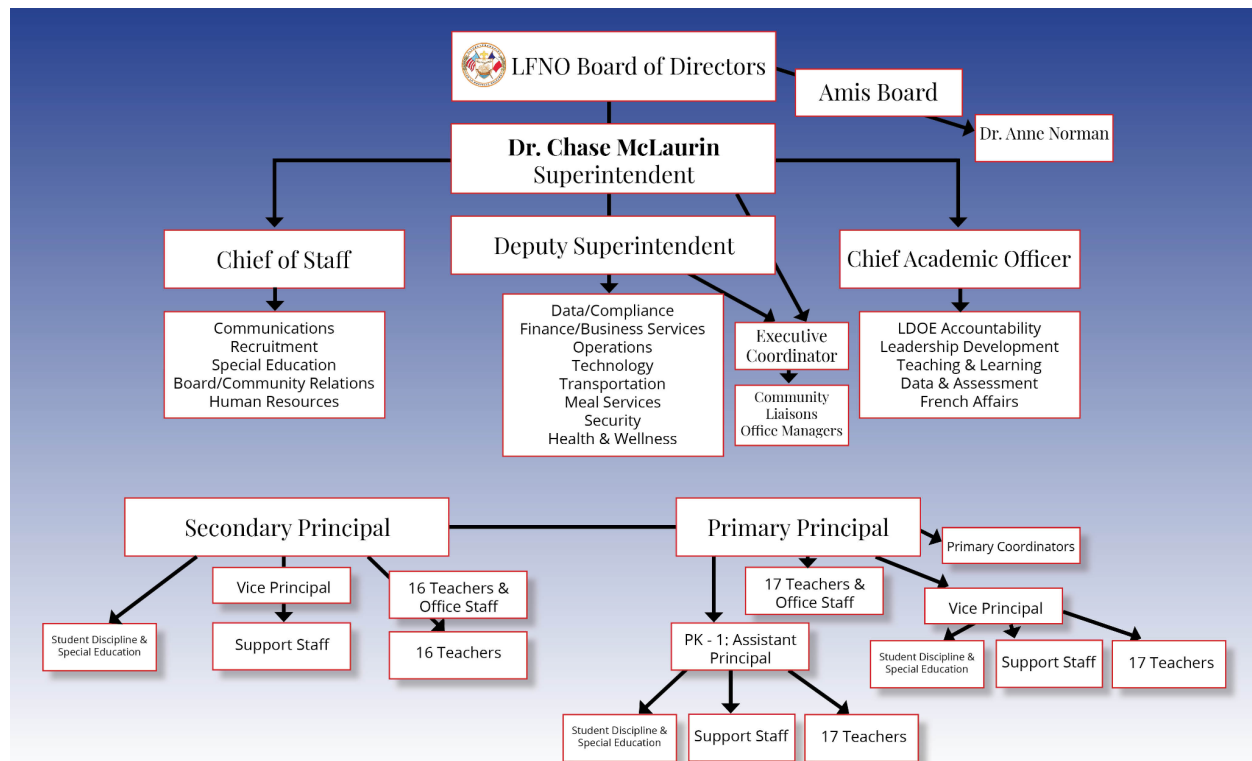
Secondary School: 6th - 12th Grade

Alfred Priestley Campus

1601 Leonidas St.

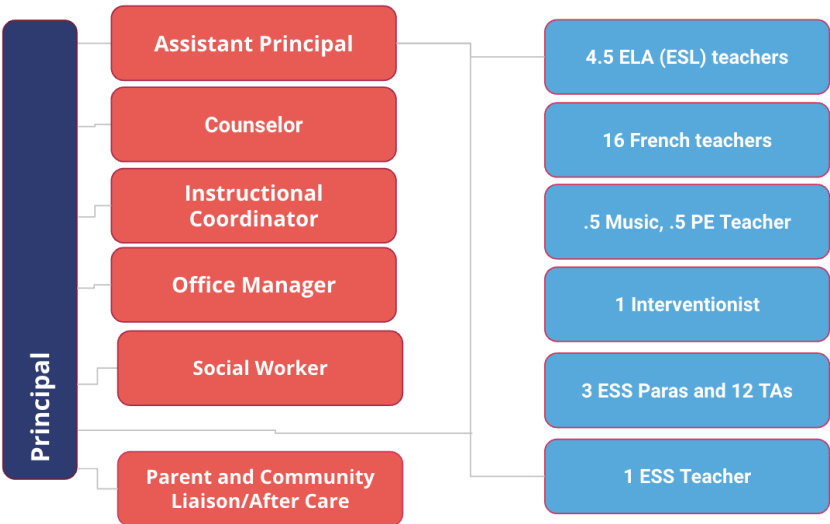
New Orleans, LA 70118

District Organizational Chart

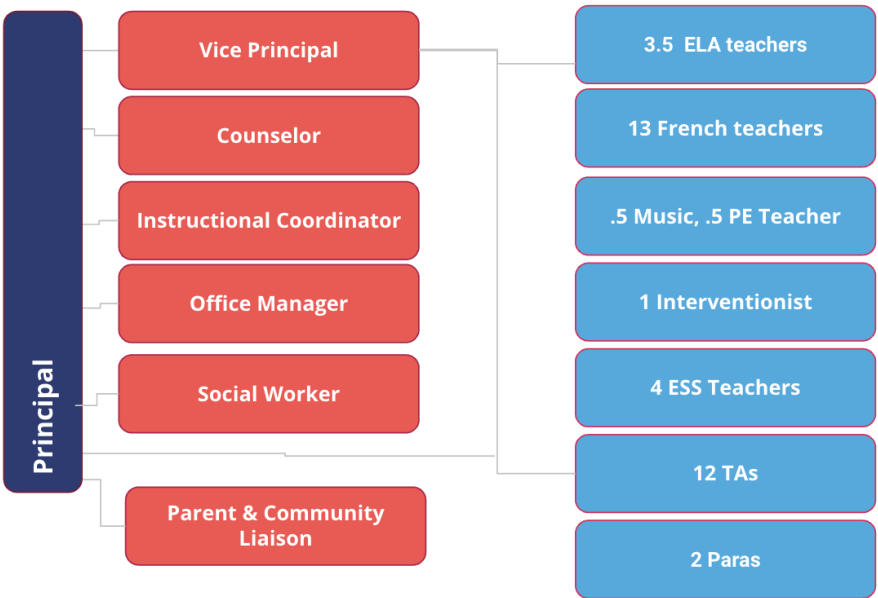


Campus Organizational Charts

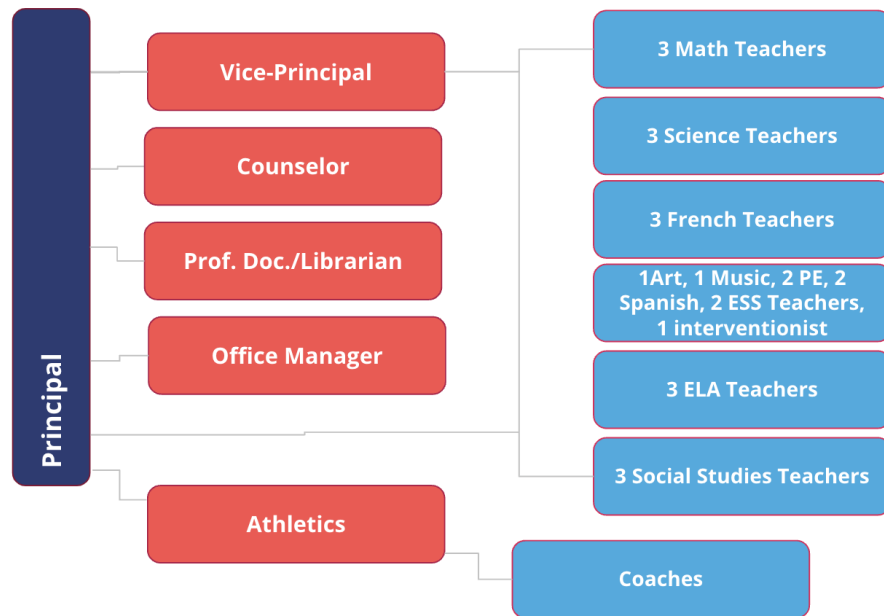
Early Learning Center Organizational Chart



Elementary Organizational Chart



Secondary Organizational Chart



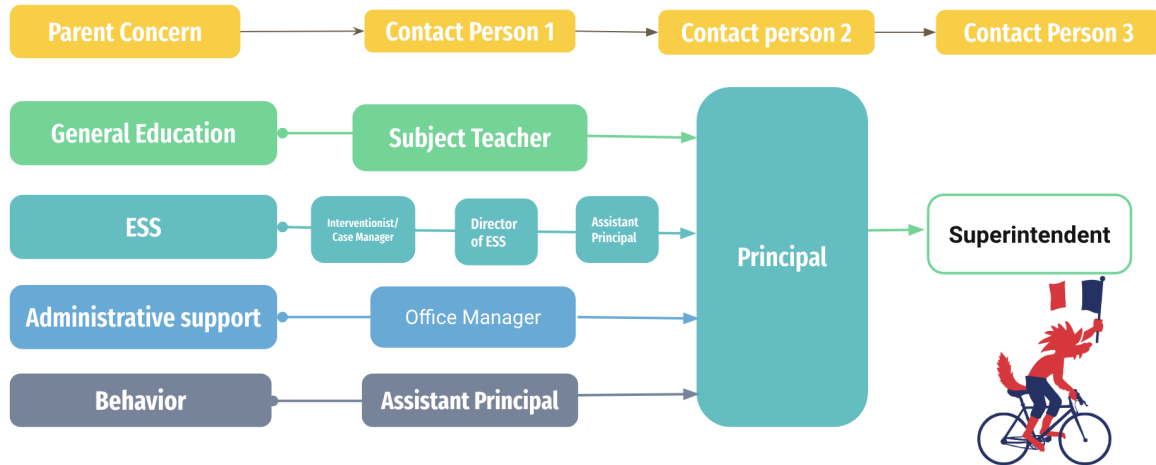
Campus Contact Charts

Primary



LYCÉE FRANÇAIS
DE LA NOUVELLE-ORLÉANS

Parent Questions and Concerns-Flowchart



Parent communication for information request should follow the above flow chart. All email request should be answered within 24 hours.

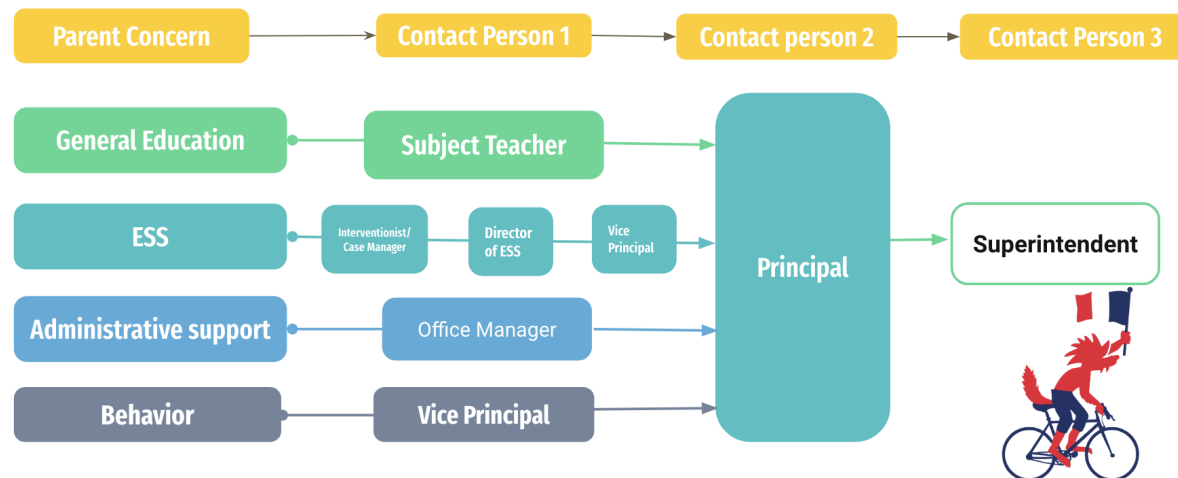
www.lfno.org

Secondary



LYCÉE FRANÇAIS
DE LA NOUVELLE-ORLÉANS

Parent Questions and Concerns-Flowchart



Parent communication for information request should follow the above flow chart. All email request should be answered within 24 hours.

www.lfno.org

LFNO Board of Directors

Lycée Français is a Type 2 Charter school authorized by the state Board of Elementary & Secondary Education to serve students from across the state of Louisiana. The LFNO Board of Directors is a governance board made up of volunteer members from various professional fields that provides high level oversight for both academics and finance. The Board of Directors is not a management board and does not directly manage the school, personnel matters, or school operations. An updated list of board members can be found on the school website. The board meeting schedule is listed on the school website. Board meetings are open to the public.

Title I Parent Engagement Plan

The Title I Parent Engagement will be developed by LFNO's Parent Coordinators, staff, families, and other stakeholders as established by the [requirements and guidelines](#) of the Louisiana Department of Education. Principals will work to ensure this plan will be posted on the [Family Portal](#).

Professional Environment

Honorifics are used to express respect and formality. To maintain professional relationships and a professional environment at LFNO students and parents are expected to address school staff with the proper salutation or title. French speaking staff may be called Madame or Monsieur and English speaking staff may be called Mr., Ms., Mrs., Dr., Principal, etc... all followed by the first or last name the staff member prefers. LFNO staff will address students by first name and parents/guardians by last name with the proper salutation. Additionally, all staff members are expected to maintain strictly professional boundaries with all stakeholders in accordance with Louisiana's Ethics Laws. Please remember that teachers and other school employees shall NOT solicit or accept, directly or indirectly, any thing of economic value or form of gifts. The only exception is gifts valued at \$25 or less and \$75 as a total amount in one calendar year from or on behalf of students or former students and their parents according to Louisiana Ethics Laws.

Any individual, including any parent/guardian of a student attending LFNO, who physically or verbally abuses, assaults, threatens to harm, intimidates, or uses foul or aggressive language that could be perceived as a threat or abuse toward any teacher, staff member, or employee of LFNO will not be allowed to enter the campus of LFNO without prior approval from the School Principal or LFNO Superintendent/CEO. LFNO reserves the right to prohibit entry onto its campus by any individual at any time, should LFNO believe that

individual poses a risk to the safety of the LFNO community or risks disrupting the learning environment.

All parties are expected to exercise good judgment and personal accountability when using social media. Under no circumstances are students and staff members permitted to communicate with each other through any social media platforms or follow one another on social media.

Disrupting School Operations

Unlawful disruption of the operation of a school by any stakeholder in violation of LA Rev Stat § 14:40.6 will not be tolerated. LFNO will report any disruptions to the New Orleans Police Department.

School Life

Uniform & Dress Code

Early Childhood and Elementary Dress Code Expectations

Lycée elementary students wear a mandatory uniform to school each day. Please be sure to label all clothing, particularly outerwear. Labeled clothing is returned to the rightful owner. Families experiencing financial hardship should contact their principals directly regarding support for acquiring uniforms.

Embellishments or unnecessary modifications to uniforms are not permitted. All apparel and accessories worn to school must be safe, appropriate, and not a distraction to learning, as determined by the principal.

There are 3 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.

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.

Tops and Bottoms

Tops must be red or white polos. Polos with the LFNO emblem is preferred but not required. Plain Red and blue sweaters and sweatshirts or Lycee Sweatshirts are allowed for colder weather.

Bottoms must be any navy blue pants, shorts, or skirts.

Students are allowed to wear any socks, shoes or sneakers that meets the following criteria:

- Does not light up, no wheels on bottom of shoe, make noise, inappropriate or distracting graphics
- Closed toe and closed heel - no sandals, no crocs
- Flats - no high heels
- No boots higher than a high-top sneaker
- Leggings (school appropriate), if worn underneath shorts, and/or skirts must be white, black, red, gray, or navy in association with school colors.

Priestley Campus Dress Code Expectations

Priestley students have the below dress code expectations, that must be worn to school each day. Families experiencing financial hardship should contact their principals directly regarding support for acquiring uniforms.

Middle School (6th - 8th Grades)

- Bottoms
 - Solid colors only (no patterns/words/designs)
 - Jeans, leggings, khakis/slacks, sweatpants, mesh/athletic, are allowed
 - Skorts, skirts, shorts, or pants are allowed
 - Hems must be at least as long as fingertips when arms outstretched at sides
 - No holes, embellishments, or transparent materials
- Tops
 - Outerwear/sweatshirts must be LFNO branded/spirit wear OR solid colors (no patterns/words/designs)
 - any official LFNO branded spirit shirts (PE shirts, club shirts, Marché shirts, etc)
 - Any previous LFNO uniform top, including polo shirts
 - No alterations or embellishments to the acceptable uniform pieces as described in this policy will be permitted

High School (9th-12th Grades)

- Bottoms
 - Jeans, leggings, khakis/slacks, sweatpants, mesh/athletic, are allowed
 - Skorts, skirts, shorts, or pants are allowed
 - Hems must be at least as long as fingertips when arms outstretched at sides
 - No holes, transparent materials, inappropriate images or messages per school administration
- Tops
 - Any official LFNO branded spirit shirts, outerwear or uniform tops (class shirts, PE shirts, club shirts, Marché shirts, etc)
 - Any other shirt that is school appropriate; must cover full abdomen and all undergarments
 - No holes, transparent materials, promotion of other schools (besides colleges/universities), inappropriate images or messages per school administration

Priestley (6th - 12th Grades)

Shoes

Students are allowed to wear any shoes that meet the following criteria:

- Closed toe and closed heel - no sandals or Croc style shoes
- Flats - no high heels
- No boots higher than a high-top sneaker

PE Uniforms and spirit shirts are available for purchase via the Coordinator of Athletics, on this [website](#) for Magasin Lycée.

Accessories

All apparel and accessories worn to school must be safe, appropriate, and not a distraction to learning, as determined by the principal.

If uniform violations happen multiple times, school consequences will be put in place and parents will be notified. Please see the example of [Tier 1 infractions](#). School administration reserves the right to rule on anything not included here that the school might deem unacceptable attire or appearance.

School Hours & Programming

School Hours

Early childhood Learning Center (Pre-K - 1st grade)

Before care: 7:15 am

Student Arrival: 7:55 am - 8:10 am

Dismissal: Monday: 2:20 pm / Tuesday - Friday: 3:50 pm

Aftercare: 4:00 pm - 6:00 pm

Elementary Campus (2nd Grade - 5th Grade)

Before care: 7:15 am

Student Arrival: 7:40 am - 7:55 am

Dismissal: Monday: 2:00 pm / Tuesday - Friday: 3:30pm

Aftercare: 3:45 pm - 6:00 pm

Secondary Campus (Priestley: 6th - 12th Grade)

Student Arrival: 8:00 am - 8:10 am (supervision on yard starting at 7:45 AM)

Dismissal: Monday: 2:10pm / Tuesday - Friday: 4:10pm

Before/After School Programming

At the Early Learning Center and the Elementary Campus, morning Before Care begins at 7:15AM and is offered for a fee. At the Secondary Campus, the back gate opens at 7:45AM and students will be supervised. A healthy breakfast is available, but will be billed through Resto!.

At the Early Learning Center and the Elementary Campus, After Care is offered daily until 6:00PM. Charges for aftercare begin at the end of the dismissal window. A snack is provided to students in aftercare. Late pickup fees apply for any students picked up after 6:00PM, and repeated late pick-up may result in 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/>.

Secondary Campus

Middle and high school students are allowed to leave the school at the conclusion of the school day without being picked up by an adult. 6th and 7th graders are eligible for aftercare services; any LFNO staff member will escort these students who are registered to McNair Early Childhood Center. Information will be shared with families of students who are registered. The Secondary Campus does not offer aftercare, but there are various after school athletic programs students may join for a fee.

Lycée’s Secondary Campus (Priestley) is located in a congested residential area and along a major street. In order to support a stress-free arrival and departure experience, please keep the following in mind:

- There are no carpool lines to drop off or pick up students.
- Students should not be let out of vehicles on Leonidas street, but they should be dropped off on Green Street, Birch Street, or other surrounding areas.
- Students will arrive and depart independently via public transportation, on foot or bike, bus, or car.
- There are bike racks near the front doors of Priestley as well as bike racks inside the gated yard.
- We ask that parents dropping off in the neighborhood be considerate to our residential neighbors and cognizant of the heavy traffic flow along Leonidas St.
- Student drivers should register their car by filling out this [form](#) so that the school can notify the student or parent in case there is reason to move the car during school hours. LFNO will make a good faith effort to notify students if their car needs to be moved. However, students who drive to school park in the neighborhood at their own risk. LFNO will not be responsible for cars which are parked illegally or if students' cars are ticketed and/or towed.

Attendance Policy

Attendance Requirements

Under the law, students must attend school from age 5 to 18 or until they graduate from high school.

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

1. *Non-exempted, excused absences* are absences-incurred due to personal illness, or serious illness in the family (documented by acceptable excuses, including a parental note) which are not considered for purposes of truancy, but which are considered when determining whether or not a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed.
2. *Exempted, Excused Absences* are not considered for purposes of truancy and which are not considered when determining whether or not a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed. Examples include celebrations of religious holidays.
3. *Unexcused Absence*—any absence not meeting the requirements set forth in the excused absence and extenuating circumstances definitions, including but not limited to absences due to any job (including agriculture and domestic services, even in their own homes or for their own parents or tutors) unless it is part of an approved instructional program. Students shall be given failing grades in those days missed and shall not be given an opportunity to make up work.
4. *Suspensions*: The student is allowed to make up the missed work but the absence is counted against the attendance requirement.

Truancy

After a student reaches five (5) days of unexcused absences in the first semester, a letter signed by a school administrator and the school social worker will be sent home. A member of the school Attendance Committee will meet with the family and/or student as a follow-up to the letter.

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

On the occasion of 10th absence or tardy, a school social worker will assess to determine if the case needs to be referred to Municipal Court for truancy due to continued unexcused absences.

Instructional Minutes

In Louisiana, when awarding credit based on instructional time, LEAs (schools) shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a

minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs (schools) shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes or meet other requirements outlined in the school's pupil progression plan.

Based on available resources, Lycée Français may provide opportunities for recovering seat time or other credit recovery opportunities in accordance with our pupil progression plan. Students who have ten (10) or more non-exempt or unexcused absences in one school year will be required to participate in seat-recovery time.

Secondary Campus (Priestley)

Senior Sign-Out Policy:

Senior students may sign themselves out during the school day as long as this [form](#) is signed and on file at the reception. Students must go to the reception desk and sign out after the office manager has confirmed contact with a parent/guardian. This absence will be treated as unexcused unless a doctor's note or other form of official documentation is turned into the office manager.

Reasons for signing out are:

- Illness (nurse has deemed student fit to get home alone)
- Dental or medical appointments
- Family emergency
- Exposure to infectious or contagious diseases
- Observances of religious holidays
- Extremely inclement weather
- Other educational institution/internship - *not considered an absence but must sign out*
- *Other reasonable and justified reasons approved by the principal*

Signing out is a privilege. If it's abused the privilege may be revoked on a student by student basis at any time and parents and staff will be notified. Failure to follow these procedures will result in disciplinary action.

With the right comes the responsibility: if you miss class, it is YOUR responsibility to gather homework, complete assignments, and make up tests.

School & Family Communication

Communication between home and school is crucial to students' well-being and the development of collaborative relationships. Lycée Français will communicate frequently via the methods below. This list is not exhaustive.

- **[School Website](#)**: The school website is maintained weekly with news, events, policies, and information important to students, families, and the community.
- **FinalSite Application**: An extension of the website, the FinalSite application is a way for students and families to access important information easily on their phones, iPads or other devices. This can be downloaded in the Apple and Google App stores.
- **Campus and Classroom Newsletters**: Principals and teachers at each campus will send weekly newsletters to share important information and relevant events for the week ahead via FinalSite.
- **Email**: All LFNO will strive to answer emails and electronic communication within 24 hours (not including holidays and weekends) from when it is received.
- **Être à la Page**: Sent weekly, this newsletter keeps the Lycée Français community informed of important dates and happenings available on the website, and is a key way of communicating between school and home.
- **Telephone**: Families are asked to leave messages for students only in case of emergency and to make after-school arrangements in advance whenever possible. Students can use office telephones in case of emergency.
- **Emergency Messaging System**: This system allows students, families, staff and the community to receive emergency text messages, phone calls, and emails by opting into the system.
- **PowerSchool**: Families and students can access PowerSchool to view attendance, grades, and other relevant academic information.
- **Parent-Teacher Conferences**: Parent-Teacher conferences are held on 3 specified days each year. However, parents may request a conference with their child's teacher by contacting the teacher directly. All conferences with teachers should be pre-arranged for a convenient time for both the parent(s) and the teacher; an appointment is required. Teachers are unable to meet with parents or have conversations during class time.

Lost and Found Items

Lost items will be placed in the Lost and Found area in the school cafeteria. Students should have their names in all of their clothing, books, and personal items. Items not claimed will be donated to La Liaison (Parent Teacher Organization) or to charity periodically throughout the school year.

Valuable Items

Students should not bring large amounts of money or expensive items, such as jewelry, cameras, watches, electronics, etc., to school. If personal items are lost or stolen, the school is not responsible.

Secondary Campus School Club & Event Policies

Student behavior at dances or while serving on any club must be consistent with the standards of maturity and respect expected of all members of the school community. All students are expected to observe the following guidelines:

- No inappropriate contact, gestures, or dancing
- Students and club sponsors are expected to adhere to standards outlined in national or regional handbooks for clubs or organizations
- All students must present their school IDs to attend school events
- For some but not all school dances, LFNO students may be permitted to invite guests from other schools
- A completed Guest Request Form is required along with a photo ID.
- Students must attend school on the day of the school event.
- If a student leaves the dance, he/she will not be permitted to return.

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

ACADEMIC PROGRAMMING

Academic Programming

French Cycles and Models Information

Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12
PS	MS	GS	CP	CE1	CE2	CM1	CM2	6e	5e	4e	3e	2nde	1ère	Tle
CYCLE ONE Apprentissages Premiers (early learning cycle)			CYCLE TWO Apprentissages Fondamentaux (fundamental learning cycle)			CYCLE THREE Consolidation (consolidation cycle)			CYCLE FOUR Approfondissement (further learning cycle)			Lycée (high school)		
Ecole Maternelle (pre-school)			Ecole Élémentaire (elementary school)					Collège (middle school)			Lycée (high school)			
Ecole Primaire (primary school)								Ecole Secondaire (secondary school)						

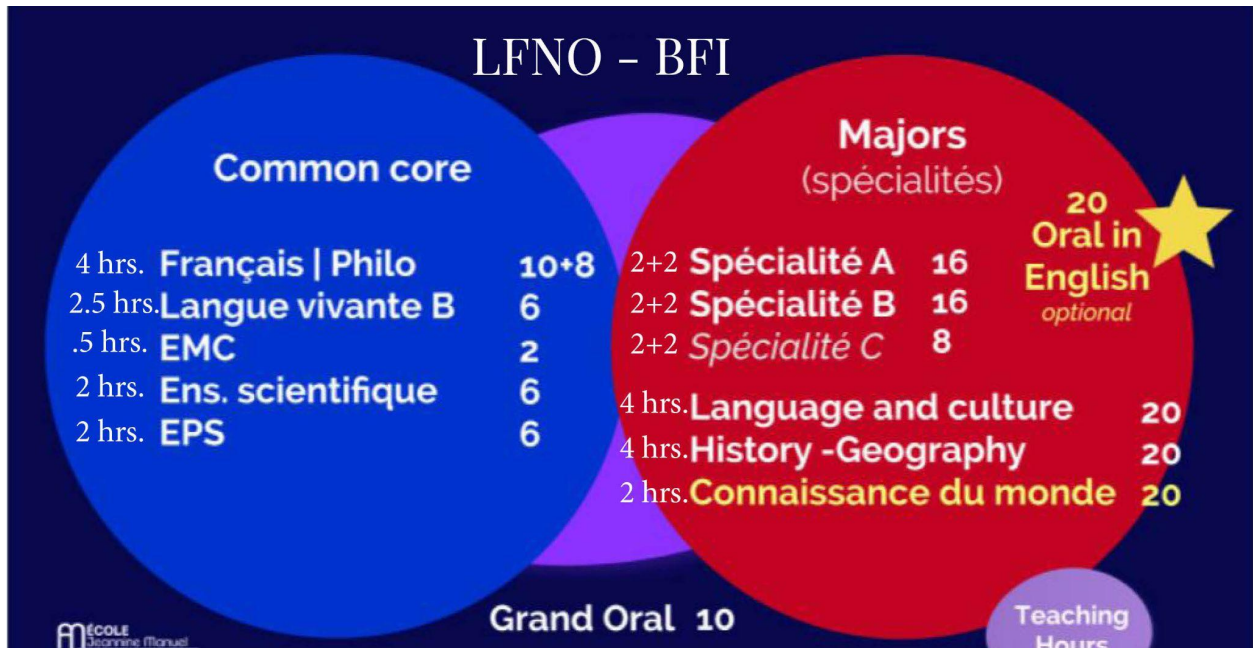
The French Baccalaureate

The French Baccalaureate or “le Bac”, is an extensive, national examination taken at the end of the “Lycée” (High School), upon completion of 11th and 12th grade. It marks the successful conclusion of secondary studies and it is the required qualification in France for students wishing to carry on their studies in Higher Education. A diploma from a French International high school reflects success in a demanding, comprehensive, integrated, internationally-based college preparatory program unique in the US. LFNO students will earn both the French Baccalaureate and the Louisiana High School diploma.

The Baccalaureate Français International (BFI)

The Baccalauréat Français International (BFI), also known as the International French Baccalaureate, is a prestigious educational program offered to students worldwide. It combines the rigorous academic standards of the French education system with an international perspective, promoting critical thinking, cultural understanding, and multilingualism. The BFI curriculum encompasses a wide range of subjects, each designed to foster holistic development and prepare students for higher education and global citizenship.

11 BFI Course List	12 BFI Course List
<ul style="list-style-type: none"> • AP Language or AP Literature • AP World History • Specialty Math • Specialty Physique-chimie • Specialty Histoire-géographie-géopolitique • Scientific study / Enseignement scientifique • Contemporary Studies/Connaissance du monde • French VI • Spanish • Health 	<ul style="list-style-type: none"> • ELA French program • Specialtie 1: Maths (for BFI and LDOE math) • Choose a second specialtie (Physique-chimie or Histoire-géographie-géopolitique) • US History • Histoire-géographie • Scientific study / Enseignement scientifique • Contemporary Studies/connaissance du monde • Philosophy (French) • Spanish • PE
11 BFI Assessment	12 BFI Assessment
<ul style="list-style-type: none"> • French Language baccalaureate- Written part (4h) • French Language baccalaureate - Oral part (20'- épreuve orale) • AP Lit or Lang exam • AP World History Exam 	<ul style="list-style-type: none"> • Two specialties: 2 written tests, in French (3h30 or 4h) • History-Geography (oral in English) • Project of CDM (oral in English), • Philosophie (In French (written test) - 4h) • Grand Oral: Oral exam based on one or two of the specialties chosen in 12 grade (in English) • Oral Language and Culture in English



Homework Policy

At LFNO, we recognize the importance of homework as a valuable tool for reinforcing concepts, promoting independent learning. Homework serves as an extension of classroom learning and aims to deepen understanding, practice skills, and foster critical thinking. It provides an opportunity for students to review and apply concepts independently, thereby enhancing their knowledge retention and academic growth.

At the secondary level, our homework policy aligns with the Advanced Placement (AP) College Board requirements and French Ministry of education recommendations to ensure that students are adequately prepared for AP and BFI courses and exams. The State Library of Louisiana offers an after-school online homework assistance service. Parents and students can access this resource at www.homeworkla.org.

Teachers will assign homework regularly, with the frequency varying based on the grade level and subject. At the elementary level, students will have short nightly recommended practice of ELA, Math, and French skills with a focus on literacy. At the secondary level students can anticipate having 45 to 120 minutes of homework each day.

Academic Integrity

At LFNO, academic integrity is highly valued and serves as the foundation for a culture of ethical scholarship. We believe that maintaining academic integrity is essential for personal growth, fostering intellectual curiosity, and ensuring fairness in our academic community.

This section outlines the principles and expectations that guide our students' commitment to academic honesty.

Definition of Academic Integrity: Academic integrity refers to the honest and responsible pursuit of knowledge, characterized by upholding ethical standards, respecting intellectual property rights, and maintaining honesty in all academic endeavors.

Plagiarism: Plagiarism, in any form, is strictly prohibited. Plagiarism includes presenting someone else's ideas, words, research findings, or creative work as one's own without proper acknowledgment. Students are encouraged to develop their critical thinking skills, cite sources correctly, and seek guidance when in doubt about proper attribution.

Collaboration and Group Work: Collaborative learning and group work are valuable components of education. However, it is essential to differentiate between authorized collaboration and individual effort. Students must adhere to guidelines provided by instructors regarding permissible collaboration, while ensuring that their own contributions are distinct and properly acknowledged.

Examinations and Assessments: Honesty during examinations and assessments is paramount. Students must refrain from engaging in any form of cheating, such as using unauthorized materials, receiving or providing assistance without permission, or misrepresenting their own work. The use of technology, including electronic devices, must comply with the rules established by instructors.

Data and Research Integrity: Students engaged in research, experimentation, or data analysis must conduct their work with honesty, accuracy, and transparency. Proper citation and acknowledgment of sources, as well as accurate representation of data, are vital to maintaining research integrity.

Ethical Conduct in Academic Settings: In academic settings, respectful and ethical behavior towards fellow students, instructors, and staff is expected. This includes refraining from any form of academic dishonesty, disruption of learning environments, or unauthorized access to academic materials.

Remember, academic integrity is a shared responsibility among students, faculty, and the institution as a whole. Upholding academic integrity ensures a fair, inclusive, and intellectually stimulating environment where all members of our community can thrive.

Primary Grading Policy

At LFNO, Primary school (Pre-K - 5th grade) uses standardized grading. This is a system that evaluates students' progress toward mastering specific learning targets called standards.

Students' mastery of standards is on-going throughout the school year. Parents and students will receive a quarterly report card. Each grade level standard studied during the quarter will be graded from 1 to 4.

- 1 - Insufficient Mastery of the skill
- 2 - Fragile Mastery of the skill
- 3- Satisfactory Mastery of the skill
- 4 - Very good Mastery of the skill

Secondary Grading Policy

Assessment Philosophy

- Assessments are tools that support students' learning
- Assessments enable teachers to gather evidence about students achievements with regard to specific learning goals, which, in return, inform instructional actions
- Assessments measure students' proficiency on well-defined learning objectives/standards, which are practiced/have been practiced in class
- Assessments enable students to understand their strengths/weaknesses so they can improve upon their learning

Grading scale and categories

Teachers assess students according to the following grading categories with the corresponding overall weight:

- Homework and Classwork: 30%
- Formative Assessments: 20%
- Summative Assessments (including final semester assessment)*: 50%

**End of Course LEAP exams are considered as semester 2 final assessment and can count up to 20% of final grade*

Lycée follows the below grading scales:

Grading Conversion Scale			
Letter Grade	GPA Points	AP/Honors GPA Points	100-Point Scale
A Outstanding	4	5	100 - 93
B Good	3	4	92 - 85
C Satisfactory	2	3	84 - 75
D Below Average	1	2	74 - 67
F Unsatisfactory	0	0	66-58

AP and Honors Courses

Most LFNO high school credits are graded on the 4 point grade scale above. All AP and honors courses are graded on the 5 point grade scale.

High School Course Credits

In order to earn high school credit (Carnegie Units), a student must earn a passing grade of D or higher. For year-long courses, the final year grade of record (Y1) is an average of semester one grade percentage and semester two grade percentage. Based on instructional minutes, some courses earn a half credit and most courses earn a full credit at the conclusion of the school year.

TOPS Award Policy

The Taylor Opportunity Program for Students (TOPS) provides Louisiana high school graduates meeting specific eligibility requirements with a scholarship if they choose to attend a Louisiana college or university.

TOPS Award	Eligibility Requirements	Award Per Semester
TOPS Opportunity	ACT: 20 GPA: 2.50 (TOPS Core Curriculum)	\$2,703.48
TOPS Performance	ACT: 23 GPA: 3.25 (TOPS Core	\$2,903.48

	Curriculum)	
TOPS Honors	ACT: 27 GPA: 3.50 (TOPS Core Curriculum)	\$ 3,103.48

Student Report Cards

Academic progress can be monitored throughout the year on the Powerschool website via parent and student log-ins. Report cards will be distributed to parents at the end of each quarter and there will be report card conferences with teachers at the end of quarters 1, 2, and 3.

Early Childhood and Elementary report cards are mastery skills based on a scale from 1 - 4 and each quarter of the year is assessed independently.

Secondary report cards for middle and high school are letter grade-based (A-F) and final grades are issued at the end of each semester, or quarters 2 and 4. Report cards for quarters 1 and 3 are for continuous grading periods and thus more of a progress report.

Release of Grades, Reports, and Records

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

Promotion/Retention Policy

In keeping with educational research, LFNO believes that grade level retention is most often not in the best interest of the students and retention is implemented in the most extreme of situations. The student promotion policy for K-8 students follows the Pupil Progression Plan of LFNO which can be accessed on the school's website. The school's administration will determine final retention or promotion status following the SBLC meeting.

Honor Roll Policy

Students earning high grades will be celebrated at the conclusion of quarters 1, 2, and 3 via posters with their first name posted around school and a certificate provided to the student to take home.

LFNO Honor Roll distinctions:

- Honor Roll - All A's and B's or all 3's and 4's
- Principal's Honor Roll - All A's or 4's

Benchmark Screenings

Benchmark screenings happen on a 6-week cycle using common assessments specifically designed by the instructional team.

I-Ready is also used three times a year to measure student progress and growth in reading and math: at the beginning, middle, and end of year. This is a universal screening tool and the data is used by the school in a variety of ways.

Field Trips & Thinking Outside the Classroom

As we believe that learning occurs both in and outside of classrooms, field trips and Thinking Outside the Classroom experiences are scheduled periodically throughout the school year. Academic enrichment, class trips, and community engagement often take place away from the school campus. Written parental permission is required for students to take part in such activities. A fee can be associated with the Field trip/TOC experience. The fee can be found in the parental permission form.

Parents must turn in a background check to the front office of their child's campus each year that they would like to be considered for volunteer or field trip chaperone experiences.

Student Fees

Lycée Français de la Nouvelle-Orléans provides quality education to all students free of charge. All fees requested from families are communicated as early as possible so that payments do not become burdensome and, if needed, a payment plan can be put in place. Parents/guardians of students receiving free or reduced lunch may also request a fee reduction or waiver, this waiver process is available to ensure no undue economic hardship is caused by student fees. In no case will students be denied or delayed admission to any mandatory instructional activity due to failure to pay a fee. Families, however, are sometimes requested to pay fees for students to participate in a wide variety of extension opportunities. The Student Fees Policy can be accessed [here](#) and the waiver form can be accessed [here](#).

Extracurricular fees associated with athletics, before/after care and the school meal program are separately charged and collected from the above mentioned student fees.

Textbooks and Instructional Supplies Usage

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

Standardized Testing

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. Standardized testing for the French Ministry of Education will be determined as applicable, including but not limited to; DELF, Brevet, Baccalaureate.

LEAP 2025 Testing

3th - 8th Grades

The LEAP is an essential assessment used to monitor student progress and plan for differentiated instruction to meet the diverse needs of our students. 3rd-8th grade students enrolled in a Louisiana Public Charter school are required to take the Louisiana Educational Assessment Program (LEAP) once a year in the following subjects:

- Math
- English Language Arts
- Social Studies
- Science

High School (9th - 12th Grades)

The LEAP 2025 in high school is similar to the LEAP testing in previous years, in that it assesses students' subject knowledge according to Louisiana state standards. However, the test will also impact student grades and eligibility for graduation in high school. The following courses are tested LEAP 2025 test score is worth 20% of the final course grade):

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

DEL F (2nd grade/ 5th grade / 8th grade)

DEL F = Diplôme d'Études en Langue Française

It is a test that measures students' French language proficiency in listening, reading, writing, and speaking. LFNO students typically take their DEL F Prim A1 in 2nd grade, DEL F Prim A2 in 5th grade, DEL F Junior B1 in 8th grade, and DEL F B2 in 11th grade.

Why should my child take the DEL F? What are the benefits of taking the DEL F?

- The DEL F is the main French language certification and diploma worldwide
- It officially acknowledges students' progress on their path to French proficiency
- It's an official language certification to add on a resume
- The DEL F B2 is required upon entering a French-speaking university
- The DEL F exam is always organized according to the same format so taking beginner levels actually prepare the students for the intermediary levels

Diplôme National du Brevet (9th Grade Only)

The Diplôme National du Brevet (DNB), translated as the National Diploma of Brevet, is an academic qualification awarded to students in France upon the completion of lower secondary education, usually at the age of 15. It serves as a significant milestone in a student's educational journey and represents the culmination of their studies in middle school. The DNB is a comprehensive assessment that evaluates students' knowledge and skills in all traditional academic subjects. It incorporates final written assessment in French, mathematics, history-geography, and science, a project-based final oral examination, and a continuous assessment component based on grades obtained throughout the year. The DNB aims to assess students' overall academic proficiency and their ability to apply knowledge and critical thinking skills.

BFI Diploma Examination (11th - 12th Grades)

The Baccalauréat Français International (BFI), translated as the International French Baccalaureate, is a diploma testing program that offers an internationally recognized qualification for students studying in French international schools. The BFI is an extension of the traditional French Baccalauréat, adapted to meet the needs of students in an international context. It combines rigorous academic study with a focus on critical thinking, creativity, and international-mindedness.

The BFI diploma testing covers a wide range of subjects, including literature, sciences, mathematics, foreign languages, and humanities. Students are required to complete coursework, examinations, and assessments throughout their final years of high school.

The BFI places emphasis on interdisciplinary learning, encouraging students to make connections across different subjects and develop a holistic understanding of knowledge. The BFI diploma exams also include additional components such as a personal project and oral examinations. These components provide opportunities for students to showcase their research, communication, and analytical skills.

Upon successful completion of the BFI diploma exams, students are awarded the Baccalauréat Français International, which is widely recognized by universities and educational institutions around the world. The BFI diploma serves as a testament to a student's academic excellence, critical thinking abilities, and cultural competence, opening doors to further education and career opportunities on an international scale.

Advanced Placement (AP) Testing (High School)

Advanced Placement (AP) Testing is a program offered by the College Board in the United States that allows high school students to take college-level courses and exams. AP courses will expose students to college level content and require a college level commitment to studying outside of school to be successful. The AP exams are designed to assess students' knowledge and skills in specific subject areas, providing an opportunity for them to potentially earn college credit or advanced placement in their chosen fields of study. College board also places limitations around student modifications and accommodations.

At LFNO, students can take AP Tests in English Language and Composition, English Literature and Composition, US History, European History, World History, Statistics, Arts and French Language and Culture.

Scores obtained at the AP World History exam replaces students' score on the written part of the History-Geography BFI exam.

The AP exams are comprehensive assessments that evaluate students' understanding of the subject matter and their ability to apply critical thinking and problem-solving skills. The exams consist of a combination of multiple-choice questions, free-response questions, and in some cases, performance-based tasks.

College Entrance Standardized Testing

Throughout high school, students have many opportunities to take a variety of nationally normed standardized tests that assess students' readiness for performing at a college level, including: AP, Pre-ACT, WORKKEYS, PSAT, and ACT.

At LFNO students take: the Pre-ACT in 9th and 10th grade, the ACT in the spring of 10th-12th grades, and the PSAT in the fall of 11th grade. Seniors take the WORKKEYS exam multiple times. All students are encouraged to take the ACT as many times as possible through ACT testing centers. Students qualifying for free and reduced lunch may qualify for ACT exam fee waivers, see counselor for details.

Students use performance scores on these tests to apply for college, qualify for scholarships, and potentially earn college credits and professional exam exemptions. The Louisiana Department of Education also uses ACT, WORKKEYS, and AP performance data as part of their school accountability measures for determining school performance scores. The PSAT scores determine student qualification for National Merit Scholarships. The ACT is one of the two main college entrance exams. In the spring, on a designated date, all LFNO 11th graders take ACT at no cost within the school day. Students are also encouraged to seek additional opportunities to take the ACT and SAT outside of the school day.

Standardized Testing Preparation & Mock Exams (High School)

Standardized testing preparation sessions and mock exams may be offered on Saturday mornings throughout the school year.

Planning For Graduation

Academic Guidance Counseling

LFNO has a secondary counselor who works with students, staff, families, and administration to promote and improve student achievement, striving to ensure equitable access to a rigorous curriculum and the opportunities it affords its students. LFNO's counselor uses student data and standards in academic, career, and personal/social development to promote and enhance the learning process for all students. Please ensure students focus on their ACT scores and GPA throughout high school to enhance college and scholarship opportunities.

Post-Secondary Counseling

The secondary counselor works with students and families in developing individualized plans for planning and pursuing post-secondary opportunities, which include 4-year college applications, 2-year college applications, and assistance with entering the workforce. In addition to facilitating the logistics of college and financial aid applications, the secondary counselor helps students explore options for their future. This process begins in middle school and becomes more structured in the 9th and 10th grades through interest surveys, informal conferences, and sharing of general information. Formal counseling begins the

junior year through group guidance in classrooms on the specifics of the college admissions process, including standardized testing, college representative school visits, Scoir college network, and college campus visits when possible. Look for our upcoming College Guidance link on the school's website, which will offer a wealth of information for students and parents on topics such as current standardized testing schedules, writing college essays, student and parent questionnaires, and scholarship and financial aid opportunities.

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

Dual Enrollment

- Due to the rigor, excellence, and unique curriculum provided by LFNO, all students must complete their full schedule at LFNO.
- For the 2023-2024 school year, the class of 2024 French Immersion section will take an LSU dual enrollment French course taught on campus by an LFNO teacher.

Commencement Exercises

The LFNO commencement ceremony takes place on the date indicated on the school calendar. Participation in graduation exercises is a privilege that must be earned by each student. In order to participate in the commencement ceremony and any activities related to graduation, students must successfully complete all coursework, maintain an acceptable discipline record, return all borrowed textbooks/Chromebooks/etc to the school, and have no outstanding debts to the school.

Honors bestowed at graduation for superior scholastic achievement are:

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

Other graduation cords must be approved by administration ahead of time and must be associated with LFNO clubs or associations, such as: National Honor Society, Black Student Union, etc. Valedictorian will be awarded to the student with the highest overall GPA.

Preparing for College & Career Pathways

College Visits

Students are encouraged to visit colleges early in their high school years, using school vacation periods, family trips as opportunities while also being mindful of Louisiana school attendance law. By the beginning of the junior year, students should be giving serious thought to college selection. Whenever possible, planning college visitations for Mardi Gras, Spring Break, or for the summer before the senior year is encouraged. These visits are important components of the college admissions process. LFNO organizes several visits to local colleges and universities each year as well to increase student exposure to the excellent schools in our city.

College Admissions Representatives On Campus

Each fall, colleges send admission representatives to high schools across the country to share information and recruit future students. LFNO students are encouraged to speak to these college representatives when they are on campus, either individually or as a collective for a college fair or event.

Transcripts & Supporting Documents For College/Scholarship Applications

Via the online college application platform Scoir, the secondary counselor will support seniors in compiling transcripts, senior year mid-term grades, the LFNO School profile, and letters of recommendation for submission to colleges, universities, scholarship programs, and other post-secondary institutions. At no time are official records or transcripts given directly to students, graduates, parents, or guardians.

Submitting Standardized Test Scores To Colleges

It is the student's responsibility to submit all official SAT and ACT scores to the colleges, universities, and scholarship programs to which they have submitted applications. Students are also encouraged to share results with school counselors in order to be eligible for recognition within the school or to enable planning for academic support. When taking these tests throughout the school year, students have the option to have their scores sent to four schools and/or scholarship programs as part of the test registration fee. If this option is not chosen, students may request additional score reports by visiting www.collegeboard.com or www.act.org, and clicking "additional scores." Students should

be prepared to pay an additional fee when choosing this option for the submission of score reports. LFNO school code is 190059.

Disclosure Of Conduct Records

LFNO will, when requested on an institution's application with parent approval, report student conduct/disciplinary records, including but not limited to, serious disciplinary violations, probation, off-campus suspensions, and dismissals, both before and after a student submits an application for admission.

SCHOOL OPERATIONS

School Operations

Food Service

All families must complete the USDA Free/Reduced Lunch Form available at the beginning of the school year. This form will be analyzed to determine whether a student qualifies for Free/Reduced meals OR needs to pay for their school meals. Students may bring a bag lunch if they choose not to eat the school lunch. Elementary students are not allowed to bring juice, soda, gum or candies to school. Elementary students should have a water bottle at school everyday.

The office staff will not accept or deliver "outside" food (fast food, etc) to students. The cafeteria will serve all students if they request a meal, so no student will be without food.

Lycée Français will host several celebrations each year where "party food" is permitted. Otherwise, we are committed to helping our students make healthy choices with daily food and drink consumption. We encourage families to send nutritious food to school for their student(s)' lunch or snack. Below is a table of healthy choices:

Snacks Allowed

- Whole grain, non-fried crackers without artificial dyes
- Graham crackers
- Fresh fruit, for example bananas, oranges, melons, pineapple, berries
- Frozen or fresh seedless grapes, cut in half for Pre-K and K students
- Dried fruit, such as raisins or apricots
- Chex Mix
- Granola bars (watch sugar content)
- Rice cakes
- Mini bagels
- Yogurt
- Prepackaged sliced apples
- Pretzels
- Popcorn
- Dry cereal, such as granola, Cheerios™ or Mini Wheats™
- Cut up raw veggies, for instance carrots, cucumbers or celery
- Pickles
- Whole grain snacks
- Guacamole or hummus and chips
- Boiled eggs
- Applesauce
- Whole wheat bread and Jam
- Vanilla wafers

- Tortilla rolls with cheese
- Water or milk

Emergency Procedures

Fire and/or Emergency Drills: The school holds regular unannounced fire and emergency drills. Students and adults should follow the directions posted in each classroom concerning the proper method of exiting or sheltering in place in the buildings. Students must always follow the direction of their teachers to ensure the safety of everyone. School safety plans are internal documents that will not be shared with parents for security reasons.

Emergency School Closures: In the event of emergency school closures (hazardous weather conditions, mechanical failures, fires, etc.) parents will receive a robo phone call, email, and/or text from the school communicating the closure. Our school website and social media outlets will also broadcast closure information.

Family Involvement

La Liaison is a school support organization that provides school support, staff support, volunteer, and fundraising opportunities for LFNO families and the larger community to support the school. There are regularly scheduled meetings and various events throughout the year. Meetings and events are open to members of the La Liaison Community.

Parent and Community Volunteers: LFNO encourages parents and guardians to commit to volunteer for school events and be involved as much as they are able in service to our community. All volunteers must complete a background check at the Sheriff's Office. Requirements include driver's license, student's name, email address, and \$5.00. Please see each campus' office manager with any questions.

- All volunteers who will be assisting in the supervision of students in any capacity must also provide documentation of completion of Mandated Reporter Training as required by Louisiana State Law. (This includes field trip chaperones, coaches, classroom and library volunteers, etc.). The link to complete the training online will be provided by HR.
- Volunteers must sign in and out in the school office.
- A volunteer badge must be worn at all times.
- CONFIDENTIALITY must be kept in accordance with state and federal law. Volunteers should not repeat what is heard regarding students or staff while volunteering at

school. Students' grades, progress, or what goes on in the classroom should never be discussed with anyone but school staff.

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

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

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

Visitor Policy

Visitors will not be admitted to campus without an appointment. If a visitor has an appointment, the visitor will be escorted through campus by the staff member with which the appointment was made. Visitors and their personal effects are subject to search at any time while entering LFNO's campus. Visitors will not be allowed on campus if LFNO has a reasonable suspicion that the visitor has in their possession a firearm, knife, other dangerous weapon, or a controlled dangerous substance.

Persons visiting LFNO during school hours must first go to the office to sign in, provide an ID for RAPTOR, and obtain a visitor's pass. Upon leaving school, the visitor must return to the office to sign out.

Fundraising

All fundraising projects must be approved by the school principal then the Deputy Superintendent and Superintendent or go through our support organization Amis.

Student Support & Health Services

Special Education

The school has a duty under the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 to identify, refer, and evaluate students with disabilities. Any parent concerned that his or her child has a disability and wishes to learn more or request an evaluation should contact our Director, Exceptional Student Services. In addition, children with special needs may be provided with procedural safeguards in regard to discipline. More information can be found on our website under the Exceptional Student Services section.

School Building Level Committee (SBLC) Team

The SBLC is a team of school administrators, counselors and teachers who convene to determine the support needed for individual students. Both families and Lycée Français staff can refer students to the SBLC team on their campus for a determination of both support and extension opportunities for students. Families who wish to refer their child to the SBLC team for additional support or extensions may email the student's teacher or the Principal. More information can be found on our website under the Exceptional Student Services section.

School Counselors

The primary school employs elementary counselors and a secondary counselor. The counseling department serves students in classroom guidance lessons, behavioral support, SBLC support, crisis interventions, academic counseling, student support groups, short-term individual and small group counseling. In addition to these services, the counseling team conducts a school-wide social-emotional screening and supports schoolwide PBIS efforts. The screeners, just like academic screeners, help the counselors better support the school community. If families refuse counseling services for their student(s), an opt-out form is available on our website or can be requested in the front office.

Additionally, the school provides academic counseling for high school students in preparation for graduation, and college and career counseling to assist students with plans after high school graduation.

Licensed School Psychologist

The Licensed School Psychologist contributes to the SBLC process, trains staff and teachers on PBIS and other social-emotional aspects of school life, and conducts Bulletin 1508 compliant evaluations as the Coordinator of the Pupil Appraisal Team.

Social Worker

The Social Worker works across all three campuses and supports students and families. The Social Worker facilitates sessions with students with IEPs, conducts home visits, and monitors attendance for the school. The Social Worker also serves as the McKinney-Vento Homelessness Liaison and supervisor of child welfare and attendance for Lycée Français.

School Nurse

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

Immunization and Health Requirements

At the time of student registration, families must submit immunization records and completed health forms for each child. All forms must be completed before the child's first day of school at Lycée Français. A student will not be allowed to attend school if these records are not on file. Noncompliance may be permitted if the parent completes either a written dissent or provides a written statement from a physician stating that the required immunizations are contraindicated for medical reasons. If you have questions, please see the school secretary or school nurse.

Medication

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

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

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

Mandated Reporting

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

Anti-Discrimination Law

Lycée Français does not discriminate against students on the basis of race, color, national origin, gender, disability, sexual orientation, family situation, religion, or political affiliation. For questions or concerns contact the Superintendent/CEO.

Gender Inclusion Policy

LFNO is committed to providing a safe, supportive, and nondiscriminatory learning environment for all students. School support for gender diversity currently includes:

- Gender neutral restrooms available to all students at any time. No more than one student can be in a restroom at one time. This policy will be strictly enforced.
- school uniform is not gendered, any student may wear any element of the uniform (excluding specific spirit gear such as: senior shirts are reserved for seniors only, etc)
- parents and students may reach out to teachers and staff directly with relevant information such as names and pronouns that differ from what is legal and in our system
- all legal or governmental school documents will include students’ legal names at the time of printing/submission - any legal name changes should be communicated to the Office Manager and Principal to be changed in the student information system

- with the acknowledgment of students and guardians, internal school documents such as honor roll, yearbook, etc. can list either students legal names or their chosen names

Discipline

Overview

The LFNO is committed to the rights of students as recognized and protected under state and federal laws. In addition, the LFNO has enumerated certain expectations regarding student behavior that, when adopted by students, effect a positive influence on the school and community. A proper balance between rights and responsibilities is essential if the District is to provide the kinds of educational experiences that promote self-responsibility and enhance educational opportunities for all students.

The district wide plan to promote positive student conduct in conjunction with the campus/classroom rules is designed to maintain order in the school, foster a climate of respect for the rights of others, and teach students that they are responsible for conducting themselves in a manner appropriate to their age and level of maturity.

False Accusations

Be advised that teachers, administrators, or any district employee, falsely accused may file a criminal complaint against any person making a false report against them. If any district employee is harmed by a parent's/student's false accusation, the victim may seek civil damages from the student/parent/guardian. These are individual rights and do not belong to the school district. Employees shall consult their attorney for legal advice and counsel in these situations.

If any student or staff member is determined to have made a false statement, accusation, or report in connection with any campus investigation may be subject to disciplinary action up to and including suspension and/or expulsion, depending on the severity of the circumstances.

Positive Behavior Intervention and Support (PBIS)

Positive Behavior Intervention Support (PBIS) provides a positive and effective alternative to the traditional methods of discipline. PBIS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBIS is consistent with the Individuals with Disabilities Education Act, and Act 1225, Juvenile Justice Reform Act (R.S. 17:252), which advocates the use of positive behavior interventions and supports, and school-based disciplinary strategies that reduce the need to use suspension and expulsion as disciplinary options. Its primary purpose is to increase the amount of instructional time

for all students, particularly those with challenging behaviors by building the capacity of the Lycée Français de la Nouvelle Orléans to use a data-driven approach that is educationally oriented, emphasizes proactive practices, and are effective with promoting social-behavioral competence of staff and students.

The specific goal of PBIS is to reduce the use of reactive, punitive, and exclusionary consequences (e.g. detention/suspension/expulsion) measures with proactive, preventative, and educative processes that will reduce the need for disciplinary measures. The Louisiana Department of Education's PBIS project is embedded in the State Performance Plan (SPP) for special education (Indicator 4A and 4B) as the initiative the state is funding to reduce the excessive (discrepancy) removal of special education students, including the excessive removal by race and ethnicity (disproportionality).

PBIS is a data driven systems approach developed to assist schools and community settings achieve socially important behavior change. Multi-tiered systems of support are put in place to support staff while they teach and encourage positive, healthy behaviors.

By setting forth clear social and behavior expectations and directly teaching students about those expectations, it is our goal to create this atmosphere for learning. We will continue to use [Positive Behavior Interventions and Supports](#) (PBIS) at LFNO.

LFNO's plans for improving behavior and discipline shall make provisions for pre-service and ongoing grade-appropriate classroom management training for teachers, principals, and other appropriate school personnel regarding positive behavioral supports and reinforcement, conflict resolution, mediation, cultural competence, restorative practices, guidance and discipline, and adolescent development.

LFNO campus administrators along with school counselors shall provide ongoing classroom management courses and regularly review discipline data from each campus to determine what additional classroom management training is needed, if any, and what additional classroom support activities should be provided by the school principal, counselor, and/or school psychologist. The monthly data reports and action plan shall be submitted by principals to all chief level leaders and the CEO/Superintendent.

All students have the right to feel safe and the obligation to respect each other and all adults in and outside the school building. All students are expected to be at their best behavior in order to create a safe learning environment conducive to learning.

Student Behavior - In School Expectations

Successful PBIS programs are comprised of specific components:

- Behavioral expectations are clearly defined
- Behavioral expectations are taught
- Appropriate behaviors are acknowledged
- Negative behaviors are corrected proactively

A critical component of PBIS is the teaching and understanding of behavioral expectations at school. These expectations are defined in behavior matrices and will be shared with students at the beginning of the school year and reviewed periodically.

Behavior Expectations		
Respect	Responsibility	Safety
<ul style="list-style-type: none"> • We will take responsibility for the care of classrooms and school. • We are thoughtful and respectful members of the school community in all interactions with adults and students. • We are respectful in regards to what we say to others and in our tone of voice and body language. • We allow others to express opinions. • We take an active stance against bullying and discrimination • We value learning and show respect for instructional time. 	<ul style="list-style-type: none"> • We agree to be active and ready learners and will be respectful of other learners. • We will take responsibility for our own learning and work to the best of our ability • We will follow directions given to us by all staff. • We will seek out help from staff when needed. • We accept and expect consequences for our own behavior. • We will set an example for what it means to be a citizen in the "Loup-Garoux Community". 	<ul style="list-style-type: none"> • We will follow all school-wide procedures that keep us safe. • We will follow directions given to us by all staff. • We promote acceptance of self, others. • We will demonstrate a willingness to accept the feelings, beliefs and habits that are different from our own by showing appreciation (and empathy) for unique differences.

In this environment the teacher will:

- Make students aware of rules, routines, and expectations
- Model expectations consistently in a positive, calm, courteous, and firm manner
- Use a variety of well-planned instructional techniques
- Use culturally responsive teaching practices
- Help children acquire ownership of classrooms and the school day and make sure students feel that they are part of the classroom.

One way our teachers help establish a positive culture is through creating a classroom matrix for both the elementary and secondary school classrooms. The classroom matrix is a process in which the students and teachers create a positive emotional climate for everyone by creating norms for student expectations.

School wide: It is also very important that school wide procedures for common areas are defined such as the cafeteria, hallway, bathroom, and the playground. These common expectations are shared and taught explicitly using common language in the beginning of the year with all students. Students will be taught the procedures and routines of these common areas within the first 2 weeks of school with their classroom teachers and reinforced with school administration. These expectations will be reviewed with students throughout the year and after breaks as appropriate. The following are examples of rubrics used on the primary campuses, with adapted, age-appropriate rubrics used for the secondary campus.

[Bus](#), [cafeteria](#), [hallways](#), [recess](#), [restrooms](#), [Before care](#), [staircases](#)

Discipline: Infractions

Lycée Français is committed to providing a safe and effective learning environment by recognizing that:

- Students have a right to learn, and teachers have a right to teach, in a safe and orderly environment.
- No individual or group has the right to undermine the goal of providing a quality education for all students.
- Teachers, counselors, administrators, and other school personnel will take disciplinary action against students who break rules.

Any school leader who fails to act on a report of student violations of disciplinary regulations must explain his/her reasons for such an action to the CEO/Superintendent or his designee. School leaders must recuse themselves if they are related to the students and refer the matter to the CEO/Superintendent or his designee. Parents and/or guardians are responsible for their child's behavior and are strongly encouraged to make sure their child

knows and understands the school rules. Students, who, through no fault of their parents or guardians or other persons having charge of them, regularly disrupt the orderly processes of the school to which they have been assigned, shall be considered as delinquents and may be reported by the supervisor of child welfare and attendance, to the district or family court of the parish having jurisdiction in juvenile matters, there to be dealt with in the manner prescribed by law.

Parent-teacher cooperation results in the best possible learning environment for all children. School staff must investigate discipline matters in a timely and efficient manner to maintain a safe learning environment. Parents should not interfere in school investigations or hinder student cooperation in any way. Teachers, principals, and administrators may, subject to any rules as may be adopted by the charter school, apply reasonable disciplinary and corrective measures to maintain order in the schools (refer to R.S. 17:416 and R.S. 17:223). The school has adopted the following rules and regulations that it deems necessary to implement and control any disorderly conduct.

The goal of school discipline is to assist all students in functioning successfully in their educational and social environments, as well as to protect the school community and public property. Discipline aims to promote positive behavioral change. With this in mind, school staff will handle minor infractions in relation to classroom rules and school expectations in addition to violations of any classroom charters created. Please refer to the attached [T-chart](#) that gives some examples of behaviors that are handled by the classroom teacher versus handled by the school principal and assistant/vice principals.

When a student acts outside of the school expectations, behavioral corrective actions 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). Inappropriate behaviors are grouped into three tiers according to the frequency, severity, and duration of the behaviors.

Tier 1 Infractions: Minor infractions that are handled by the teacher in relation to classroom rules and school expectations. Possible Corrective Actions Tier 1:

Examples of Tier 1 Infractions	Possible Corrective Actions*
<ul style="list-style-type: none">• Profanity/Swearing• Name calling• Tardies/Attendance• Willful disobedience/disrespect	<ul style="list-style-type: none">• Re-teach expectations• Behavior reflection activity• One-on-One conference with student• Parent contact

<ul style="list-style-type: none"> • Disruptions in class, on campus, and or bus (field trip, to and from school, etc.) • Dress Code Violations • Passive non-compliance in class (i.e. refusing to participate or complete work, sleeping, etc.) • Inappropriate items in class • Until 3 Unexcused tardiness/ absence from class per trimester • Without needed supplies • Academic Honesty Violation (Cheating/ Plagiarism) • Taking items without permission • Horseplay/ running in class/ hallway/ resto. • Throwing objects 	<ul style="list-style-type: none"> • Loss of privilege • Implement behavior contract • Confiscation of inappropriate items • Provide supplies if needed. • Lunch or Recess Detention
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**Note that multiple strategies will be used for the best success of the student based on the individual student's needs. This is not meant to be an exhaustive list.*

Tier 2 Infractions: Tier 2: behavior(s) may be repeated Level 1 behaviors (frequency), more disruptive (intensity), and/or resistant to Level 1 interventions (duration). Level 2 behaviors may impact the safety of self and/or others. Possible Corrective Actions:

Examples of Tier 2 Infractions	Possible Corrective Actions*
<ul style="list-style-type: none"> • Chronic Tier 1 Violations • Cyberbullying • Making a threat(s) • Physical Assault without serious bodily harm • Distributing unauthorized test materials/ answers. • Harassment/Bullying • Fighting • Insubordination or failure to comply with directives given by school staff • Making false statements about others or refusing to cooperate during an investigation 	<ul style="list-style-type: none"> • Check in/check out • Lunch or Recess Detention • After school detention • Saturday Detention • Community service • Possible referral to complete a Functional Behavior Assessment (FBA) and implement an Behavioral Intervention Plan (BIP) • School-level conference with parent, student, administrator and/ or staff member. • School level conference with counselor present

<ul style="list-style-type: none"> • Repeated Academic Honesty Violations • Serious Theft/ possession of stolen items • Vandalism • Violation of Phone/ Smart Device Policy. • Skipping class/ Leaving campus without permission • Using objects dangerously or inappropriately to harm others or damage property • Instigating and/ or participating in a fight • Possession of stolen property • Any other violation the administration deems to be similar in severity to other Level 2 infractions • Plagiarism 	<ul style="list-style-type: none"> • In School Suspension(s) • Out of School Suspension(s) • Confiscation of inappropriate items • Student conference and school-level investigation with administrator. • School level conference with counselor present
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**Note that multiple strategies will be used for the best success of the student based on the individual student's needs. This is not meant to be an exhaustive list.*

Tier 3 Infractions: Possible Corrective Actions. Tier 3: Behavior(s) is/are defined as severely interfering with the safety of self and/others, and any unlawful activity.

Examples of Tier 3 Infractions	Possible Corrective Actions*
<ul style="list-style-type: none"> • Repeated violations of Harassment/Bullying because of race, color, religion, national origin, age, disability, citizenship status, gender, sexual orientation • Causing fire alarms and/ or making bomb threats • Gang related activity. • Possession of a weapon on campus • Possession of drugs/ alcohol or drugs/ alcohol related paraphernalia on campus 	<ul style="list-style-type: none"> • Parent contact to inform parent(s) of accusation/ updates of investigation. • Student conference and school-level investigation with administrator. • School level conference with counselor present • Multiple day out of school suspension • Recommendation for expulsion. • Expulsion

<ul style="list-style-type: none"> • Use of any object to harm, frighten, and/ or intimidate others • Chronic academic honesty violations • Multiple fights/ instigations of fights. • Aggravated assault on a student/ staff member. • Sexual Assault/ Harassment. • Any other violation the administration deems to be similar in severity to other Level 3 infractions 	
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**Note that multiple strategies will be used for the best success of the student based on the individual student's needs. This is not meant to be an exhaustive list.*

Appropriate consequences will be determined and communicated by teachers and administration. Under no circumstances may any school employee or official use any form of corporal punishment or locked isolation on any student.

Removal From the Classroom

Upon removal from the classroom for disruptive, dangerous, or unruly behavior, the principal or designee shall advise the student of the misconduct and basis for accusation, and the student shall be given an opportunity at that time to offer rebuttal of the accusation. The principal or designee then shall conduct a counseling session with the student as may be appropriate to establish a course of action consistent with school policy to identify and correct the behavior for which the student is being disciplined. The principal or designee shall provide oral or written feedback to the parent or guardian of the student and may also provide oral or written feedback to the teacher initiating the removal. Feedback to teachers may include guidance and support on practicing effective classroom management including but not limited to positive behavior supports.

Students who are removed from the classroom for disruptive, dangerous, or unruly behavior or who are suspended for 10 days or less shall be assigned school work missed and shall receive either full or partial credit for such work upon satisfactory and timely completion as determined by the principal or designee and upon the recommendation of the student's teacher. A student who is suspended for more than 10 days or is expelled shall receive educational services in an alternative school site.

Students who are removed from the classroom for disruptive, dangerous, or unruly behavior shall be permitted to return to the class after:

- no fewer than 30 minutes for students in kindergarten through fifth grade unless consent is given by the teacher initiating the disciplinary action;

- the end of the class period for students in sixth through twelfth grade unless consent is given by the teacher initiating the disciplinary action; and
- the principal or designee has implemented at least one or more of the following disciplinary actions:
 1. conferencing with the principal or the principal designee;
 2. referral to counseling;
 3. peer mediation;
 4. referral to the school building level committee
 5. loss of privileges;
 6. detention;
 7. in-school suspension;
 8. out-of-school suspension;
 9. initiation of expulsion hearings;
 10. referral for assignment to an alternative setting;
 11. any other disciplinary measure authorized by the principal with the concurrence of the teacher of the school building level committee pursuant to law and charter school policy.

When a student is removed from the classroom for disruptive, dangerous, or unruly behavior, the teacher or the principal or designee may require that the parent or legal guardian of the student have a conference with the teacher or the principal or designee. Such conferences may be in person or by phone.

Upon the third disciplinary removal from the same classroom, the teacher and principal shall discuss the disruptive behavior patterns of the student and the appropriate disciplinary action prior application of a disciplinary measure. A conference between the teacher or other appropriate school employee and the student's parent or legal custodian may be required prior to student readmission to the same classroom. Such conferences may be in person, by telephone, or by other virtual means. If required by the school shall give written notice to the parent. For students who experience multiple behavioral incidents or disciplinary referrals, a principal or designee shall consider a referral of the matter to an appropriate school building level committee.

Detention & Suspensions

Rules Regarding the Implementation of Morning and Afternoon Detention

Elementary teachers may use this sanction of removing time from morning and afternoon recess based on Tier 1 classroom infractions.

Rules Regarding the Implementation of Lunch Detention

Principals and assistant/vice principals can assign lunch detention for any office managed incidents (Tier 2 or Tier 3). Students will be supervised during this time in the office or a designated location.

Rules Regarding the Implementation of Saturday Detentions

Saturday morning detentions will be held from 8 am until 1 pm, as needed, on the first Saturday of each month, when school is in session both the week before and after. Qualifications for Saturday detention will be at the discretion of school administration.

Rules Regarding the Implementation of In-School Suspension

Principals and Assistant/Vice Principals can assign in-school suspension for any office managed incidents (Tier 2 or Tier 3). Students will be supervised during this time in the office or a designated location. The in-school suspension is intended to provide the student with a time-out from the regular daily routine to focus on the choices the student has made that resulted in disciplinary action of this magnitude. Parents will be contacted to be notified of the student's in-school suspension. In-school suspensions may be assigned the day of infraction or for the following day. The student will be provided with assignments from his/her classroom teachers and is expected to spend his/her time doing those assignments. Students absent on the day of in-school suspension will serve the in school suspension upon return. Violation of the in-school suspension rules and/or refusal to serve the in-school suspension is considered grounds for suspending the student out of school. Notice in writing of the suspension and the reasons thereof shall be given to the parent or parents of the suspended student.

Procedures and Due Process for Out-of-School Suspension

Prior to any out of school suspension, the school principal or the principal designee shall advise the student in question of the particular misconduct of which he or she is accused as well as the basis for such accusation, and the student shall be given an opportunity at that time to explain his or her version of the facts to the school principal or his or her designee.

The principal, or the principal designee, shall contact by telephone at the telephone number shown on PowerSchool to the parent or guardian of the student, giving notice of the suspension, the reasons therefore and establishing a date and time for a conference with the principal or his designee as a requirement for readmitting the student.

1. If the parent or guardian fails to attend the required conference within five school days, the truancy laws shall become effective.
2. On not more than one occasion each school year when the parent or guardian refuses to respond, the principal may determine whether readmitting the student is in the best interest of the student.
3. On any subsequent occasions in the same year, the student shall not be readmitted unless the parent, guardian, or other appointed representative responds.

A student whose presence in or about a school poses a continued danger to any person or property or an ongoing threat of disruption to the academic process shall be immediately removed from the school premises without the benefit of the procedure described above; however, the necessary procedure shall follow as soon as is practicable. Notice in writing of the suspension and the reasons thereof shall be given to the parent or parents of the suspended student.

Any parent, tutor, or legal guardian of a suspended student shall have the right to appeal to the superintendent or to a designee of the superintendent, who shall conduct a hearing on the merits of the case.

In all cases of suspensions, the parent, the superintendent of schools, and/or supervisor of child welfare and attendance or designee shall be notified in writing of the facts concerning each suspension, including the reasons therefore and terms thereof. The decision of the superintendent on the merit of the case, as well as the term of suspension, shall be final, reserving the right to the superintendent to remit any portion of the time of suspension.

Reasons for Suspension (Bulletin 126)		
The school principals or designee may suspend from school any student, including a student with exceptionalities, for good cause in accordance with state law and local policy. Students determined to be guilty of the following offenses may be suspended for the following reasons listed below:		
willful disobedience	disrespect to a teacher, principal, superintendent, and/or member or employee of the local school board	making an unfounded charge against a teacher, principal, superintendent, and/or member or employee of the local school board

using unchaste or profane language	disturbing the school and habitually violating the rules	conduct or habits injurious to his/her associates;, unless it can be reasonably concluded that the student is not the aggressor or responsible for instigating the confrontation and that use of such force was committed solely for the purpose of preventing a forcible offense, and that the force used must be reasonable and apparently necessary to prevent such offense
immoral or vicious practices	cutting, defacing, or injuring any part of public school buildings	using tobacco and/or using and possessing alcoholic beverages or any controlled dangerous substances governed by the Uniform Controlled Dangerous Substance Law in any form in school buildings or on school grounds
violating traffic and safety regulations	possessing firearms, knives, or other implements that can be used as weapons	writing profane or obscene language or drawing obscene pictures in or on any public school premises, or on any fence, sidewalk, or building on the way to or from school
throwing missiles on the school grounds	instigating or participating in fights while under school supervision	leaving the school premises without permission or his/her classroom or detention room without permission
habitual tardiness or absenteeism	committing any other serious offense	

Reasons for Expulsions and Due Process

Students may be expelled for any of the following reasons:

- Any student, after being suspended for committing any of the offenses listed above, may be expelled upon recommendation by the principal of the public school in which the student is enrolled;

- Any student, after being suspended on three occasions for committing drugs or weapons offenses during the same school session, shall, on committing the fourth offense, be expelled from all the public schools of the parish or city school system wherein he or she resides until the beginning of the next regular school year, subject to the review and approval of the local educational governing authority;
- The conviction of any student of a felony or the incarceration of any student in a juvenile institution for an act which, had it been committed by an adult, would have constituted a felony, may be cause for expulsion of the student for a period of time as determined by the board;

Such expulsions shall not be for a period of time longer than the student's period of adjudication as determined by the applicable court presiding over the student's criminal matter, shall run concurrent to the student's period of disposition, and may require the student to serve the time left in the expulsion period as required by the superintendent or designee if the student was serving an expulsion period when the student was incarcerated for a separate offense and the student completes the period of incarceration with time left in the expulsion period.

Such conviction or incarceration may be sufficient cause for a superintendent to refuse admission of the student to a school except upon review and approval of a majority of the elected members of the local school board;

Any student found guilty of being in possession of a firearm on school property or on a school bus or at a school sponsored event shall be expelled from school according to the requirements of R.S. 17:416(C)(2);

- a student in grades six and above who is found guilty of being in possession of any illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school event shall be expelled from school according to the requirements of R.S. 17:416(C)(2). The school principal or designee shall, within five days of arrest, refer such student for testing or screening by a qualified medical professional for evidence of abuse of alcohol, illegal narcotics, drugs, or other controlled dangerous substances. If evidence of abuse is found, the principal or designee shall refer the student to an alcohol and drug abuse treatment professional chosen by the student's parent or legal guardian.

- any student older than eleven and in grades six and above, carrying or possessing a knife the blade of which equals or exceeds two and one-half inches in length.

School officials shall have total discretion and shall exercise such discretion to impose disciplinary actions authorized by this Section for possession by a student of a firearm or knife on school property when such firearm or knife is stored in a motor vehicle and there is no evidence of student intent to use the firearm or knife in a criminal manner.

Expulsions and NOLA Public Schools Student Hearing Office

Lycee has chosen to partner with NOLA Public School for hearing office management and will work in conjunction with their Student Hearing Office. The Student Hearing Office (SHO) is a part of the Enrollment Transitions team within EnrollNOLA. The Student Hearing Office is a city-wide unified student discipline system comprehensively serving nearly 40,000 New Orleans students. The Student Hearing Office:

1. Conducts all student expulsion hearings
2. Oversees the student expulsion hearings for students receiving special education services and 504 accommodations. This includes reviewing Manifestation Determination Reviews (MDRs) to ensure the disciplinary request is compliant with federal and state law.
3. Coordinates appeal requests
4. Screens and places students who seek to enroll in an Orleans Parish public school as a result of an expulsion from a school located in another parish or from a private school
5. Screens all safety-based Hardship Transfers and transfer requests related to bullying and fighting; Provides conflict resolution meetings, training opportunities, resources and other support to students, parents / guardians, schools, and community partners
6. In collaboration with the Youth Opportunity Center (YOC), coordinates the enrollment screening and placement of students returning to education post-incarceration in out of parish facilities and the Orleans Parish Justice Center (formerly Orleans Parish Prison)
7. Conducts accountability protocol to address enrollment violations related to Student Hearing Office policy.

For more information related to Student Hearing Office procedures, please see the following [link](#).

Confidentiality

All information concerning a student's status as a victim or perpetrator of behaviors resulting in disciplinary action by the Principal or their designees or its employees shall be retained in the strictest confidence by LFNO and its employees, except to the extent that disclosure is requested or consented to in writing by the student or is required by applicable federal or state laws. School employees shall refrain from sharing confidential student information with other school employees, students, or community members, unless disclosure is required by law or school policy or is necessary to protect the student's safety.

Student Supervision

With the exception of restroom use, students may never be in any part of the school unsupervised. If a teacher is not in the classroom at the beginning of class, students should line up in the hallway and wait for the teacher while one student goes to a neighboring classroom to notify the closest staff member.

Cell Phone and Electronics Policy

Cellular phones are not permitted during the instructional day. All cellular phones must be turned off and not on students during instructional time. Cell phones may be stored, turned off, in lockers or book bags during the school day. The use of cellular phones or any device capable of capturing audio recordings, visual recordings, or images is strictly prohibited in restroom areas while at school or at a school-related or school-sponsored event. The LFNO is not liable for lost or stolen cell phones. All confiscated phones must be turned in to the principal's office immediately, if possible, or as soon as practicable the day the phone is confiscated. All staff members must place confiscated cell phones in a secure location. Once the cell phone has been confiscated, the following procedure will be used to return the device:

1. The first time a cell phone is confiscated, parents/guardians will be notified and the phone returned to the student at the end of the school day.
2. The second time a cell phone is confiscated, the phone will only be returned upon a conference with parents/guardians and a \$10 administrative fee is paid.
3. If a cell phone is confiscated a third time, an administrative fee of \$20 will be charged and the parents/guardians must pick up the phone and pay the fee during business hours.
4. Any further cell phone confiscation will result in a repeat of step 3 above.

Any student refusing to give the device to school personnel will be subject to disciplinary actions.

Responsible Use Policy

All students are required to follow the Responsible Use Policy. This policy can be found at [this link](#).

Dating Violence Policy

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

Dating Violence is defined as a pattern of behavior where one person threatens to use, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. Warning signs include, but are not limited to:

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

	<ul style="list-style-type: none"> • Purposefully injuring an animal • Threatening to hurt oneself 	
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Instructions for reporting or seeking assistance for acts of dating violence

Code of Student Conduct

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

All information concerning a student's status as a victim or perpetrator of dating violence or sexual violence or as the petitioner or respondent of a protection order provided to Lycée Français or its employees shall be retained in the strictest confidence by the District and its employees, except to the extent that disclosure is requested or consented to in writing by the student or is required by applicable federal or state laws.

School employees shall refrain from sharing confidential student information with other students or community members unless disclosure is required by law or school policy or is necessary to protect the student's safety. The right to confidentiality extends to disclosures to a minor student's parent(s), unless disclosure is otherwise required by law or school policy.

Discipline Policy and Procedures for Students with Disabilities

Overview of Procedural Safeguards

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

- Has an IDEA or Section 504 disability; or

- A student who has a “suspected disability”

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

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

1. **More than 10 Consecutive Days of Suspension, i.e., Expulsion:** Any suspension that is for more than 10 consecutive days is considered to be a change in placement.
2. **More than 10 Total Days of Suspension in One School Year:** A series of suspensions with days that total more than 10 total school days in a school year is a change in placement. The Director, ESS, with assistance and documentation from the Administration, monitors the number of days each student has been suspended. Students with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all students.

Factors for Determining Patterns of Behavior

1. **Substantially Similar Behavior:** Is the student’s behavior substantially similar to the behavior for which the student has previously been suspended? (Factors may include the same type of behavior, same victim, same class, same day of the week or the same time of day, etc.) If the answer is yes, continue with the following analysis:
2. **Other Pattern Considerations:**
 - a. Length of each suspension, e.g., 1 day, 4 days, etc.
 - b. Total cumulative days of suspensions, e.g., 11 days, 20 days, etc.
 - c. Proximity of (time between) suspensions, e.g., 1 week apart, 2 months apart, etc.
 - d. A pattern is more likely to exist when the facts in each factor are more extreme, e.g., longer suspension lengths, more cumulative days of suspension and fewer days between each suspension. Also, consider whether the suspensions are: from the same class on a regular basis; on the same day of the week; at the same time of day; for the same activity; involving the same staff or other students.

3. **Consistent Decision-Making:** Determining whether a pattern exists is very subjective. Thus, school staff should consult with the Principal and other administrative staff to ensure that factors are considered consistently across schools.

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

Additional Considerations: The following considerations apply to in-school suspension; a suspension or removal for a portion of the school day; and for suspensions from transportation.

1. **In-school Suspension:** An in-school suspension will not be considered as a suspension for the above purposes as long as a student is given the opportunity to continue to: appropriately participate in the general curriculum; receive IEP specified services; and participate with nondisabled children to the extent (s)he would have in the current placement. Any in-school suspension that does not meet this standard must be considered as a suspension for purposes of these procedures.
2. **Suspension/Removal for Portion of School Day:** Students sent home from school in the morning because of misconduct are considered to have a full-day suspension. Students sent home in the afternoon are considered to have a half-day suspension. These conditions apply unless the student's BIP specifically calls for the student to receive a shortened school day when certain behaviors are exhibited.
3. **Bus Suspension:** The following standards apply based on whether transportation is a related service on the IEP:
 - a. **Bus Transportation Is an IEP Service:** When transportation is an IEP service, a student's removal from the bus is considered to be a suspension unless transportation is provided in some other way. In this case, transportation has been determined to be necessary for the student to access educational services.
 - b. **Bus Transportation Is Not an IEP Service:** When transportation is not an IEP service, the student's removal from the bus is NOT considered to be a suspension. In this case the student/parents have the same obligations for the student to get to and from school as any nondisabled peers suspended from the bus. However, school officials should consider whether the bus

behavior is similar to classroom behavior that IS addressed in an IEP and whether the bus behavior should be addressed in the IEP or through a BIP.

Manifestation Determination & Services

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

1. Making the Decision

- a. **Review Relevant Information:** The team participants review all relevant information in the student's file, including the IEP. If the IEP was not implemented, the team documents why it was not implemented and whether the failure to implement the IEP impacted the student's behavior.
 - b. **Observe Behavior:** The team also reviews documentation of staff observations regarding the student's behavior. This should include an analysis of the student's behavior across settings and times throughout the school day.
 - c. **Information from Parents:** The team reviews any relevant information provided by the parents.
- 2. Ask Two Questions to Determine Manifestation:** The team must consider the two questions below to determine if a student's behavior was manifested by their disability.
- a. **Relationship of Behavior to Misconduct.** Was the conduct caused by or directly and substantially related to the student's disability? Consider whether the behavior in question has been consistent and/or has an attenuated association with the disability:
 - i. **Consistent Behavior.** Behavior that has been consistent across settings and across time may meet this standard.
 - ii. **Attenuated Association.** Behavior that is not an attenuated association, such as low self-esteem, to the disability would not have a direct and substantial relationship to the student's disability.
 - b. **IEP Implementation.** Was the conduct a direct result of the school's failure to follow the student's IEP? If so, the principal and/or ODR must ensure that immediate steps are taken so that the identified deficiencies are remedied.

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

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.

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. 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. 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.
 - b. 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.
 - a. 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.

Removal

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.

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

Action during Removal. During the 45 school day period, the school must convene a meeting to determine whether the student's behavior is a manifestation of their disability. To comply with the law, a 45 school day emergency removal for serious bodily injury must be extremely serious, i.e., requiring medical treatment.

1. If the Behavior IS a Manifestation of Disability

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

2. If the Behavior is NOT a Manifestation of Disability

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

Appeals

1. Reasons for Requesting an Expedited Due Process Hearing

- a. **Parent Disagreement.** Parents who disagree with the appropriateness of the alternative placement or remedial disciplinary setting or services may request an expedited due process hearing.

- b. School Considers Student to be Dangerous.** If a school has documented reasons to believe that keeping the student in their current school is substantially likely to result in injury to the student or to others, the school should request an emergency hearing for the purpose of transferring the student to an IAES for up to 45 school days. Note: this standard is not as high as serious bodily injury; it does not allow for an immediate 45 school day removal. The school may repeat its request for an expedited hearing if it believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.
- 2. Authority of a Hearing Officer.** A hearing officer may:
 - a. Return the student to the placement from which the student was removed if the hearing officer determines that the removal did not comply with these procedures or that the student's behavior was a manifestation of the student's disability; or
 - b. Order a change of placement to an IAES for not more than 45 school days if maintaining the current placement of the student is substantially likely to result in injury to the student or to others.
- 3. Expedited Due Process Hearing Procedures**
 - a. 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.
 - b. Unless the parents and school personnel agree in writing to waive the resolution meeting or agree to mediate the dispute:
 - i. A resolution meeting must occur within seven days of receiving notice of the hearing request; and
 - ii. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the hearing request.
 - c. Evidence not disclosed to the other party three business days before the hearing is excluded, unless the parties agree otherwise.
 - d. Expedited due process hearing decisions are appealable to state or federal court.
- 4. Placement during Appeal of Discipline Decision**
 - a. **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.

- b. **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.
- c. **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.

Students Without IEPs or Section 504 Plans "Suspected Disability:" In some cases, a student without a disability will be deemed to have a suspected disability. The criteria for making this determination and the applicable procedures relevant to such a finding are discussed below.

1. **Knowledge Of Suspected 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; if any of the three factors are present, then school officials consider disciplinary action as if the student has a disability.
 - a. **Evaluation Requested.** The parent requested an evaluation.
 - b. **Written Concern.** The parent expressed concern in writing to the student's teacher or school administration about the student's need for special education and related services
 - c. **Specific Concerns by Staff about Pattern of Behavior.** The student's teacher or other school staff told school supervisory personnel of specific concerns about the student's pattern of behavior.
2. **NOT Deemed To Have Knowledge.** 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.
 - a. Parent did not consent to an initial evaluation of the student
 - b. Parent refused special education and related services for the student or
 - c. The student was evaluated and was determined not to have a disability.

3. **School Personnel Have No Knowledge and Parents 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

1. **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.
2. **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.

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

Bus Conduct

[Transportation Handbook Policy](#)

Behavioral Expectations

- All rules of student behavior in effect on the school campus apply to the bus.
- All students are expected to walk onto the bus and go directly to her/his assigned seat and remain there until arriving at their final destination.

- All students are expected to remain correctly seated at all times when the bus is in motion.
- No student will not eat, drink, chew gum on the bus, or create litter.
- All students will keep hands and limbs inside bus windows.
- All students will refrain from aggressive or disruptive behavior and language at all times.
- When requested by the bus driver, or LFNO staff member, the student will move to any seat assigned to them.
- No student will deface or damage any part of the bus.
- All students will follow any instruction given to them by the bus driver or any LFNO staff member.

Bus Infractions and Penalties

Class 1 Rules Violations may include:

- Littering on the vehicle
- Eating, drinking (water is okay), or chewing gum on the bus
- Putting any parts of the body outside the bus window
- Using offensive or obscene language
- Failure to comply with loading or unloading procedures
- Use of cell phones on the bus, if instructed that cell phones are not allowed.

Class 2 Rules Violations may include:

- Refusing to follow direction from a driver, monitor, or LFNO staff member
- Parent tardiness in picking up or dropping off a child at their bus stop. Parents are expected to be at the assigned stop 2010 minutes prior to the scheduled, published times of arrival of the bus (See Section: **Undeliverable Students**).
- Unnecessarily standing on the bus
- Bullying, harassment, or teasing
- Weapons or drugs brought on the bus
- Throwing items from the bus, at the bus, or in the bus
- Defacing or damaging the bus in any form
- Tampering with emergency exits
- Fireworks, Lighters, or explosives on the bus
- Any conduct that would jeopardize the safety and well-being of other students or the driver - including physically assaulting the driver or other personnel
- Fighting on the bus, at the bus stop, or during bus arrival or dismissal.
- Sexual contact of any nature
- Getting off the bus at any stop where their parent or designated adult is not present.

If a student commits a Class 1 discipline violation, sample actions could be as follows:

- 1st Violation: Warning is given to parent/guardian and student from the Transportation Team, with campus principal and behavior team copied. LFNO reserves the right to skip further down the consequence ladder.
- 2nd Violation: Student is suspended from the bus for 5 days
- 3rd Violation: Student is suspended from the bus for 10 days
- 4th Violation: Student may have her/his bus transportation privileges revoked.
- **The driver shall make attempts to enforce expectations (i.e. changes in seat, reminders, etc.) after a student's first violation. It is, however, his/her primary job to safely drive the bus and cannot be held responsible if a student continues to commit violations.

If a student commits a Class 2 discipline violation:

- The student may have her/his bus transportation privileges revoked for the remainder of the school year

In the event of any violation, the driver shall inform LFNO. The school will review the incident form, will take action pursuant to the above policy, and will inform both parent(s)/guardian(s) and the driver of any disciplinary actions, as well as the start date and end date for all suspensions. All bus suspensions include extracurricular trips of any type

In all cases of damage to the property of individuals and/or to the bus, parents are responsible for restitution.

In addition to receiving a loss of bus transportation privileges, students may also receive consequences for specific offenses listed within the school's code of conduct, such as the prohibition against cell phone use.

Loss of riding privileges does **not** excuse a child from school. If riding privileges are suspended, it is the responsibility of the parent to get the child to/from school.

BULLYING

Bullying

The Lycée Français de la Nouvelle Orléans believes that all students have a right to a safe and healthy school environment. Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully or intimidate any student through words or actions.

LFNO has developed and adopted a bullying policy that prohibits bullying from one student to another. Bullying is prohibited in the student code of conduct and includes but is not limited to the following:

- Any student who engages in bullying will be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- School staff and/or administrators will promptly investigate each complaint of bullying in a thorough and confidential manner.

What Is and Isn't Bullying

It is important to distinguish bullying from other unkind, mean and harmful behavior.

Calling someone a name or pushing someone once, being rude or having an argument with someone is not bullying. These behaviors should be addressed but may have different consequences and interventions, which is why the distinction is critical. "Bullying" is severe, pervasive, and persistent acts or behaviors that are often one sided.

Here is a chart that helps to detail other scenarios between students that may need adult intervention:

WHAT IS AND IS NOT BULLYING			
Teasing	Conflict	Mean Moment	Bullying
Everyone is having fun. No one is getting hurt. Everyone participates.	No one is having fun. Possible solution. Equal balance of power.	Hurt on purpose. Reaction to a strong feeling or emotion.	Hurt on purpose. Repetitive. Imbalance of power.

Definition of Bullying

Bullying is defined by the three criteria listed below:

1. It is a continuous pattern of one or more of the following behaviors:
 - a. gestures, including but not limited to obscene gestures and making faces;
 - b. written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors;
 - c. physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property;
 - d. repeatedly and purposefully shunning or excluding from activities.
2. Behavior defined as bullying is exhibited toward a student multiple times 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.
3. Bullying 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.

Impact of Bullying

Bullying behavior has short- and long-term effects on the individual who is bullied, the individual who bullies, the individual who is bullied and bullies others, and the bystander present during the bullying event.

Victims

Students who are bullied can experience negative physical, social, emotional, academic, and mental health issues. Students who are bullied are more likely to experience:

- Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist into adulthood.
- Health complaints
- Decreased academic achievement—GPA and standardized test scores—and school participation. They are more likely to miss, skip, or drop out of school.

Bystanders

Witnessing bullying creates a wide range of emotions and stresses that can take a toll on the bystander. Those who witness bullying behavior may:

- Be reluctant to attend school
- Feel fearful, scared and guilty for not doing anything
- Experience pressure to participate in the bullying
- Become anxious and worried

Perpetrators

Children who bully others are at a greater risk of getting into physical fights, verbal altercations, and are less likely to take responsibility for their actions. Research also shows that children who bully others are at risk of developing antisocial behaviors. These include significant academic problems, substance use disorders, and aggressive behaviors.

Prevention

Staff: All staff members have an obligation to promote mutual respect, tolerance, and acceptance among students. All new staff will participate in training each year for new school employees who have contact with students, including bus drivers, with respect to bullying. The training shall be two hours each following year for all school employees who have contact with students and have received the four-hour training. The training shall specifically include the following:

- how to recognize the behaviors defined as bullying;
- how to identify students at each grade level who are most likely to become victims of bullying, while not excluding any student from protection from bullying;
- how to use appropriate intervention and remediation techniques and procedures;
- the procedures by which incidents of bullying are to be reported to school officials; and
- information on suicide prevention, including the relationship between suicide risk factors and bullying.

Students: Students will be informed of the bullying policy orally and in writing (age appropriate) during the first few weeks of school each year. The school's Social Emotional and Learning Curriculum will also be used as a basis to build a safe environment and educate students about bullying throughout the school year.

Parents and Legal Guardians: Parents and legal guardians will be provided written notice through the student handbook regarding the bullying policy and the possible consequences.

Reporting

The following details the reporting procedures for any incidents that qualify as bullying as described in the definition of bullying:

- *Students and Parents:* Any student who believes that he or she is or has been the victim of bullying, or any student or parent or legal guardian, who witnesses bullying or has good reason to believe bullying is taking place, may report the bullying to a school official. A student, or parent or guardian, may also report concerns regarding bullying to a teacher, counselor, other school employee, or to any parent chaperoning or supervising a school function or activity.
- *School Personnel and Chaperones.* Any teacher, counselor, bus driver, or other school employee, whether full or part time, and any parent chaperoning or supervising a school function or activity, who witnesses or who learns of bullying of a student, shall report the incident to a school official. A verbal report shall be submitted by the school employee or parent on the same day as the school employee or parent witnessed or otherwise learned of the bullying incident, and a written report must be filed no later than two days thereafter
- The [Louisiana Department of Education Reporting Form](#) is used for the purposes of reporting bullying and it must be used for any bullying report.
- All reports of bullying must qualify as bullying under the definition of bullying as stated above. In the event that an incident was reported that does not qualify under the definition of bullying, the principal or assistant/vice principal will investigate and follow the code of conduct for such incidents as applicable.
- Any report of bullying shall remain confidential
- *False Reports.* Making false reports about bullying to school officials is prohibited conduct and will result in disciplinary action.

Investigation Procedures

When a qualified report of the bullying of a student by another student is received, the school shall conduct an investigation using the following procedure:

Timing

Upon receipt of any report of bullying, schools will direct an immediate investigation of the incident. The investigation will begin no later than the next business day and be completed

no later than ten school days after the date the written report has been documented. If additional information is received after the end of the 10-day period, the school official shall amend all documents and reports to reflect such information.

Parental Notification of Allegation of Bullying

- The principal and/or assistant/vice principal shall notify the parents or legal guardians of the alleged offender and the alleged victim no later than the following school day. The delivery of this notice shall not be the responsibility of the involved student and must be communicated directly to the parents using this [form](#).
- Before any student under the age of 18 is interviewed, his parents or legal guardians shall be notified of the allegations made and shall have the opportunity to attend any interviews conducted with their child as part of the investigation. If, after three attempts in a 48-hour period, the parents or legal guardians of a student cannot be reached or do not respond, the student may be interviewed.
- All meetings with the parents or legal guardians of an alleged victim or an alleged offender shall be in compliance with the following:
 - separate meetings with the parents or legal guardians of the alleged victim and the alleged offender;
 - parents or legal guardians of the alleged victim and alleged offender must be notified of the potential consequences, penalties and counseling options.
 - In any case where a school official is authorized to require a parent or legal guardian of a student under the age of 18 to attend a conference or meeting regarding the student's behavior, and after notice willfully refuses to attend, the principal or assistant/vice principal shall file a complaint with a court of competent juvenile jurisdiction, pursuant to *Children's Code* article 730(8) and 731.
 - the principal or assistant/vice principal may file a complaint pursuant to *Children's Code* article 730(1) or any other applicable ground when, in his judgment, doing so is in the best interests of the student.

Scope

The investigation shall include documented interviews by the school principal and/or assistant/vice principal, the alleged victim, the alleged offender, and any witnesses. The school official shall collect and evaluate all facts using the [bullying investigation form](#) and [witness forms](#) approved by BESE and available on the LDE website.

The principal or assistant/vice principal shall obtain copies or photographs of any audio-visual evidence.

Documentation

At the conclusion of a bullying investigation, the principal or assistant/vice principal shall:

- Ensure that the bullying investigation form has been completed which includes the findings of the investigation made by the principal or assistant/vice principal. The document shall be placed in the school records of both students. This report is sent to the superintendent/CEO. The reports/complaints and investigative reports will be maintained for three years.
- Promptly notify the reporter/complainant of the findings of the investigation and whether remedial action has been taken using the [confirmed](#) or [unconfirmed](#) forms.
- All reports/complaints and investigative reports are confidential, except where disclosure is required by law.
- The principal shall electronically report all such documented incidents of bullying to the LDE using the LDE behavior report and incidence checklist to document the details of each reported incident of bullying.

Disciplinary Action

Upon confirming that bullying has occurred, the accused student will be charged with bullying and will receive age-appropriate consequences which shall include, at minimum, disciplinary action or counseling. Disciplinary action will be taken following each confirmed incident of bullying and may include but is not limited to the following:

- Loss of a privilege
- Reassignment of seats in the classroom, cafeteria or school bus
- Reassignment of classes
- Detention
- In-school suspension
- Out-of-school suspension
- Disciplinary hearing (per NOLA disciplinary process)
- Expulsion (per NOLA disciplinary process)
- Assignment to an alternative school

When bullying includes criminal conduct, this will be reported to the law enforcement agency and provide them with any reports and investigative documents as applicable. Criminal consequences such as a student losing their driver's license is possible as determined by law enforcement.

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

Follow Up

If the complainant student or parent of the student feels that appropriate resolution of the investigation or complaint has not been reached after consulting the school principal, the student or the parent of the student should contact the superintendent/head of school. 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 allegations of bullying is prohibited conduct and subject to disciplinary action.

Appeal

If the school does not take timely and effective action to investigate, the student, parent, or other school employee may report the bullying incident to the LDE. The LDE shall track the number of reports, shall notify the superintendent/CEO and the president of the charter school board, and shall publish the number of reports by school districts on its website.

8. Parental Relief. If four or more reports of separate incidents of bullying have been made, and no investigation has occurred, the parent or legal guardian of the alleged victim shall have the option to request that the student be transferred to another school in Orleans Parish.

a. In order to exercise this option, the parent or legal guardian shall file a request with the superintendent of the charter school for the transfer of the student to another school under the charter school's jurisdiction by:

i. inform the student and the student's parents or legal guardians and facilitate the student's enrollment in a statewide virtual school; or

ii. offer the student placement in a full-time virtual program or virtual school under the jurisdiction of the charter school; or

iii. enter into a memorandum of understanding with the superintendent of another LEA or charter school to secure a placement and provide for the transfer of the student to a school serving the grade level of the student, pursuant to R.S. 17:105 and 105.1.

c. If no seat or other placement is made available within 30 calendar days of the receipt of the request by the superintendent, the parent or legal guardian may request a

hearing with the school board, which shall be public or private at the option of the parent or legal guardian. The school board shall grant the hearing at its next scheduled meeting or within 60 calendar days, whichever is sooner.

Harassment

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

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

This list is not all-inclusive.

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

[Our Title IX policy can be found here.](#)

The Title IX coordinator is :

Title IX Coordinator & Investigator

Chris Jeanne

Human Resources Generalist

1601 Leonidas

New Orleans, LA 70118

cjeanne@lfno.org

Policies

School Security Cameras

Our campuses are equipped with security cameras to ensure the safety of students, staff and visitors as well as to protect school property.

Students or staff identified on security cameras in violation of school policies will be subject to appropriate disciplinary action, in accordance with the disciplinary procedures set forth in this Handbook.

Violations of the law may be referred to law enforcement agencies, and video evidence may be provided to those agencies by the school. The school shall follow proper procedures regarding use, viewing, retention, and disposal of video recordings or photographs from security cameras in accordance with the law. A security camera video recording shall be the sole property of LFNO School. Access to video recordings from security cameras shall be limited to the superintendent and designees, and law enforcement officials. Access by others will be determined by the superintendent in consultation with legal counsel and in accordance with any applicable laws.

Property, Search, and Seizure

A student and his or her possessions can be searched if there is reasonable suspicion that a specific student violated the law or school rules. A school administrator or teacher may seize any contraband that is illegal or violates school rules, including but not limited to weapons and drugs. Students' desks, lockers, and any school property can be searched at any time and for any reason, with or without notice.

Drug and Alcohol Policy

LFNO considers alcohol/drug use among children a very serious threat to their well-being and to the well-being of the entire school community and we will seek a balance between non-disciplinary and disciplinary responses for the ultimate good of the entire student body. For our young students, expectations and rules that apply to both alcohol and substance use will be communicated through a school climate that encourages non-use.

Parent/Guardian Grievance Policy

The parent/guardian grievance policy is available [here](#).

Seclusion & Restraint Policy

The Seclusion & Restraint Policy is available [here](#).

Student and Parent Acknowledgment: Commitment Compact

The LFNO shall foster a climate of mutual respect for the rights of others. Each student is expected to respect the rights and privileges of other students, teachers, and LFNO personnel. The student's responsibilities for achieving a positive learning environment at school and/or school-related activities shall include the following:

- Attend all classes each day, and be on time
- Prepare for each class with appropriate materials and completed assignments
- Dress according to the dress code adopted by each individual school
- Know that the possession, use, and/or sale of illegal or unauthorized drugs, alcohol, and weapons are unlawful and prohibited
- Show respect toward all adults and other students
- Conduct yourself in a responsible manner
- Know and obey all school rules in the Student Code of Conduct and in the School-Based Discipline Management System
- Cooperate with staff members in investigations of disciplinary matters
- Understand that all cell phones must not be visible and must be turned off and in a backpack or locker during instruction time, unless given permission by campus administrator.
- Report threats for the safety of students and staff members as well as misconduct on the part of any other students or staff members to the building principal, a teacher, or another adult
- Be familiar with and comply with the Acceptable Use Policy for Computers and Technology
- Understand that principals, coaches, and sponsors of extracurricular activities may develop and enforce standards of conduct that are higher than the District-developed Student Code of Conduct.

The Student & Parent Handbook has been written to help your child gain the greatest possible benefit from his or her school experience. However, the school is in need of your help and cooperation to attain this goal. It is important that every student understands the Code and be expected by his or her parent(s) or guardian(s) to follow the rules and regulations set forth in the Code. **Please read and discuss the Code with your child. When you have done so, you and your child must sign the Commitment Compact ([Primary](#) & [Secondary](#)) and return it to the school.** Signatures of parents and the student acknowledge receipt of a copy of the Student Code of Conduct and certify that they have read and discussed the Code. It is expected that parents and students accept their responsibilities as described in the Student Code of Conduct.