



Student and Family Handbook

NON-DISCRIMINATION STATEMENT: Le Monde International School will not allow discrimination or harassment of students. It is the intent of LeMIS to be nondiscriminatory to all students regardless of race, color, sex, national origin, religion, disability, veteran status, sexual orientation, age, or genetic information. LeMIS also provides equal access to Boy Scout of America or other designated youth groups.

Disclaimer

The policies and regulations of the Le Monde International School Districts' Board of Education, or any changes to the Board of Education policies and regulations after the printing of this guide supersede all information provided in this handbook. For more detailed information, patrons are encouraged to refer to the Le Monde's Board of Education Policies and Administrative Regulations which can be accessed online at www.lemondennorman.org.

Student and Family Handbook	1
OUR SCHOOL	5
OUR MISSION:	5
PHILOSOPHY:	5
CHARTER DESCRIPTION:	6
LANGUAGE IMMERSION DESCRIPTION:	7
SCHOOL PRIDE:	7
VOLUNTEERING:	7
GENERAL INFORMATION	8
STUDENT AND FAMILY HANDBOOK:	8
OFFICE AND SCHOOL HOURS:	10
INCLEMENT WEATHER/EMERGENCY CLOSINGS:	11
HEALTH AND SAFETY	11
ATTENDANCE AND ABSENCES:	11
Late Arrivals/Early Dismissals	12
ILLNESS:	13
ADMINISTRATION OF MEDICATION TO STUDENTS:	13
IMMUNIZATION REQUIREMENTS:	13
BUILDING SAFETY PROCEDURES:	13
WEAPONS POLICY:	14
ELECTRONIC DEVICE, PHONE USE AND MESSAGE POLICY:	14
ACADEMICS	15
ACADEMIC EXPECTATIONS:	15
HOMEWORK:	15
WEEKLY MEMOS:	16
ACADEMIC DISHONESTY:	16
TEXTBOOKS/LIBRARY BOOKS/SUPPLIES:	16
Grading System:	16
Le Monde “I Can’ Statements” and the Oklahoma Academic Standards	17
Aligned Assessments	18
Standards-Based Grading (SBG)	18
Exceptional Learners/Specific Student Populations	18
What Scores Mean on the SBG Scale	19
RETENTION OF STUDENTS:	20

REPORT CARDS:	20
SPECIAL EDUCATION PROGRAMS:	21
COMMUNICATION:	21
NUTRITION	21
BREAKFAST AND LUNCH:	21
SHARING OF FOOD:	22
SNACKS:	22
SCHOOL PARTIES AND BIRTHDAYS:	22
GENERAL INFORMATION	23
LOCKERS AND DESKS	23
MOMENT OF SILENCE	23
PARENT TEACHER CONFERENCES	23
STUDENT GROUPS	23
CODE OF CONDUCT	23
BEHAVIORAL EXPECTATIONS:	24
MISTREATMENT OF OTHERS:	24
Sexual Harassment	24
Bullying	25
Hazing	35
DRESS CODE AND GROOMING:	36
TOBACCO/ALCOHOL/DRUG USE OR POSSESSION:	36
WEAPONS POLICY:	37
USE OF PERSONAL TELECOMMUNICATIONS AND OTHER ELECTRONIC DEVICES:	37
Acceptable Use of District Technology Resources	37
Unacceptable and Inappropriate Use of Technology Resources	38
Student Behaviors Covered by the Le Monde International District Handbook	38
This section identifies the specific inappropriate behaviors for which students will receive interventions and/or consequences. The behaviors are listed in six different groups, according to the degree of disruption to the learning environment.	38
Group 1 lists behaviors that are inappropriate.	39
Group 2 lists behaviors that disrupt.	39
Group 3 lists behaviors that seriously disrupt.	39
Group 4 lists behaviors that very seriously disrupt.	39
Group 5 lists behaviors that most seriously disrupt.	39
Group 6 lists behaviors that are illegal and most seriously disrupt.	39
Group 1- Inappropriate Behaviors	39

Group 2- Disruptive Behaviors	39
Group 3- Seriously Disruptive Behaviors	40
Group 4- Very Seriously Disruptive Behaviors	41
Group 5- Most Seriously Disruptive Behaviors	43
Group 6- Illegal and Most Seriously Disruptive Behaviors	45
Responses with Students for Effective Discipline	46
PARENTAL RIGHTS AND RESPONSIBILITIES	48
PARENTAL INVOLVEMENT:	48
REQUESTING INFORMATION:	49
Family Educational Rights and Privacy Act (FERPA)	49
CONSENT, OPTING-OUT, AND REFUSAL RIGHTS:	50
Limiting Electronic Communications with Students by District Employees	51
Consent to Conduct a Psychological Evaluation	51
Temporarily Removing a Child From the Classroom	52
PARENTAL ROLE IN CLASSROOM	52
OTHER BEHAVIOR & DISCIPLINE MATTERS	52
Acknowledgment of Electronic Distribution of Student Handbook	53

OUR SCHOOL

Welcome to Le Monde International School (LeMIS)! It is our hope that during your time at LeMIS you will form quality friendships, develop a life-long love of learning, and form self-discipline. Education is a team effort, and we know parents, students, teachers, and other staff members all working together will lead to a successful education.

OUR MISSION:

Le Monde International School, Public Charter of Norman, Oklahoma (LeMIS) educates children in a language immersion environment that honors the best international academic traditions. We unite the diversity found in Norman to develop critical thinkers and global citizens through immersion in world languages and culture. We empower students to reach their full potential through high academic standards and personalized curriculum. Our goal is to develop students who are inquisitive, reflective, communicative, caring, and ready to make a difference in the world.

PHILOSOPHY:

LeMIS strives to educate students to develop the following attributes:

1. *Excellent academic performance through language learning* - LeMIS will maintain rigorous academic standards. Research shows that students educated in an immersion environment perform better on standardized tests and have higher scores on college entrance exams. Furthermore, students

educated through immersion display better problem solving, critical thinking and listening skills, in addition to overall language proficiency. LeMIS intends to educate students to the highest academic standards through language education. We challenge and support each student, enabling them to reach their full potential.

2. *Global competence/cultural awareness* - Students' ability to engage in a global society and eventual global workforce is important for future success. Given this, the students at LeMIS will be taught to respect and learn their family heritage and culture, and the backgrounds of their classroom peers, school, and community. They will be exposed to other perspectives, teaching them to approach ideas with an open mind to understand the differences and similarities between themselves and those around them. LeMIS teachers will introduce International Mindedness and cultural proficiency, through meaningful group work, personal activities, and community projects to discover cultural similarities and differences, teaching respect and the value of diversity as they work locally to make a change.

3. *Community mindedness* - Students at LeMIS will not only be exposed to International Mindedness, but also encouraged to develop a sense of local community, both within the school and Norman community, leading to an increase in student well-being, a decrease in instances of bullying, and greater overall satisfaction with the school experience.

CHARTER DESCRIPTION:

Charter schools are nonsectarian public schools of choice. Publicly funded and open to all students with no admission testing or screening, each school has a charter, or contract, detailing its program, goals, and methods of assessment. Charter schools operate with increased autonomy in exchange for accountability to the school district that grants the charter.

LANGUAGE IMMERSION DESCRIPTION:

Immersion is a method of foreign language instruction in which the regular curriculum is taught through the medium of the language. The foreign language is the vehicle for content instruction; it is not the subject of instruction.

SCHOOL PRIDE:

Each student is encouraged to take pride in our school. Please use common courtesy by showing the proper respect for posters, bulletin boards, displays and signs placed throughout the building. Student assistance to the custodians is greatly appreciated. Students' desks are to be kept neat and clean at all times. Pick up papers and litter in the halls, classrooms, cafeteria, and on the grounds.

VOLUNTEERING:

There are many varied opportunities to volunteer at Le Monde International School. Whether a parent bakes cookies for an event, participates on a committee or serves as a president for an entire year, all levels of volunteerism are encouraged and appreciated. All parents are encouraged to engage in the life of our school through a variety of opportunities.

All volunteers who carry out tasks on school-grounds, at recess, or at school-sponsored events where they have responsibility for oversight of students, are required to be fingerprinted and have a confirmed clear criminal background check. This is coordinated through the main office and may take a number of weeks to be returned to LeMIS, so please plan accordingly. If you are serving as an official school chaperone, you should not bring any other children with you.

GENERAL INFORMATION

STUDENT AND FAMILY HANDBOOK:

The **Le Monde International School Student and Family Handbook** contains policies and procedures of the District. Questions about the guide should be directed to the Executive Director/Principal. The Executive Director/Principal will respond within 10-days and may request questions about the guide to be put in writing. Copies of the handbook are available online and in the school office. Any changes to the policies and regulations of LeMIS after the printing of this guide supersede all information provided in this handbook. All changes will be update in the online version of the handbook as soon as possible after changes are elected.

EQUAL OPPORTUNITIES

Le Monde International Schools, as an equal opportunity educational provider and employer, does not discriminate on the basis of race, color, religion, sex, gender, national origin, age, disability, sexual orientation, genetic information, or any other basis prohibited by law in educational programs or activities that it operates or in employment decisions and provides equal access to the Boy Scouts and other designated youth groups. The district is required by Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act; the Age Discrimination Act of 1975, as amended; as well as board policy, not to discriminate in such a manner. (Not all prohibited bases apply to all programs. If you suspect discrimination, please contact the individual corresponding to the area of concern listed on page 1 of this handbook.

The district receives federal financial assistance directly and indirectly and, as a consequence, has adopted and published grievance procedures providing for prompt and equitable resolution of student complaints alleging any action prohibited by Title IX of the Education Amendments of 1972. 34 C.F.R. 106.8(b). Title IX is the federal law that prohibits discrimination on the basis of sex: "No person in the United States shall, on the basis of sex, be excluded from participation in, denied the benefits of, or be subjected to discrimination by any district receiving federal financial assistance." 20 U.S.C. 1681 (a).

Grievance Procedure - Students or parents who wish to have a grievance considered under the District's Title IX policy or in connection with other complaints of discrimination should submit the complaint in writing to the site principal. The principal will then forward the grievance to the Executive Director/Head of School. A decision will be made by the Executive Director or his/her designee as to whether non-compliance exists and corrective actions will be taken if needed for compliance. If the parent or student feels that the alleged non-compliance has not been resolved in a satisfactory manner and continues to exist, they may appeal to the Board of Education by submitting the complaint in writing to the Clerk of the Board. A hearing will be scheduled at the next succeeding regularly scheduled meeting of the Board. The Board of Education shall serve as the final grievance committee within the Le Monde International Schools.

Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator. The following individuals have been designated to handle inquiries regarding the district's nondiscrimination policies: Lance Seeright (Executive Director) who serves as Title IX Coordinator.

OFFICE AND SCHOOL HOURS:

7:15 - Doors open. Students go to the cafeteria. Students leave the cafeteria and go to homeroom. Classes begin.

7:45 – School starts. Students having time to transition between home and school is important.

Please avoid being tardy. Students who arrive late miss critical classroom instruction time. Late arrival in the classroom disturbs other students and teachers, who are engaged in academic activities. Satisfactory school progress depends on regular attendance. Chronically late students receive poor training on the value of time and punctuality.

Chronic tardiness represent a financial burden for our school, as we need staff members to monitor tardies and record them. Also, the state of Oklahoma reimburses the school based on the actual time each student spends at school.

If a student arrives at school after 7:45 a.m., he or she will need to get a pass prior to joining the class. Regular school attendance is a major factor contributing to student success in school. We expect that LeMIS students will be punctual and will attend school regularly unless ill.

3:15 – School is dismissed.

4:00 – Office closes.

6:00 – After school care ends.

INCLEMENT WEATHER/EMERGENCY CLOSINGS:

Inclement weather may require the school or school related functions to be cancelled. If the school is cancelled, all school related activities are also cancelled. The decision to close the school due to inclement weather or other emergency circumstances will be made by the School Administration in accordance with Norman Public Schools.

Please listen to local news and radio reports. Days that the schools are closed due to inclement weather may create a need to extend the school year or shorten holiday breaks.

HEALTH AND SAFETY

ATTENDANCE AND ABSENCES:

Regular attendance is an important part of education. Class participation is one of the areas of student performance used to determine grades. Please schedule vacations and appointments for children when school is not in session. If excessive absences occur, parents will be notified and asked to participate in a meeting. Absences are noted on report cards.

Please notify the office as quickly as possible if a student will be absent for the day at 405-252-0931.

Students are subject to the school attendance and truancy laws as required by Oklahoma statutes and the regulations of the state board of education.

Absences

Absences fall into two categories: excused and unexcused.

Excused absences include any medical treatment that is substantiated by a physician's written note, serious illness or death of a family member or close relative, obligatory religious observance of the student's own faith, 48-hours to treat and clear head lice with appropriate medical documentation upon

returning to school, participation in a school-sponsored activity, emergency situation requiring immediate action, or an absence which has been requested and approved in writing in advance.

Unexcused absences include: family vacation during the school year or any undocumented absence.

If a student is absent, he/she is responsible for obtaining and completing all work missed in all classes. In general, previously assigned homework is due when the student returns. Students will have the same number of days absent to make up missed assignments, unless otherwise specified by the teacher. If the absence is unexcused missing work will not be counted into the final grade.

Should a student need to leave school early, parents should send a **signed, written note** in advance. Students should show this to the homeroom teacher in the morning and give it to the teacher whose class they will need to leave (before class begins). Should an unforeseen need arise during school hours to withdraw a student, the parent/guardian must come to the office to request the student's release.

Attendance in Grades K- 8

In grades K – 8, a student must be present 90% of the instructional time, unless the student has an excused absences. If a student is absent more than 10% of the instructional time, the Head of School will review the attendance records and make a recommendation for retention. Parents/Guardians will be notified in writing concerns about absences prior to reaching the 10% cut-off. Furthermore, if the Head of School determines retention is appropriate, the Parent/Guardian will be notified in writing.

Late Arrivals/Early Dismissals

Late arrivals and early dismissals are considered an absence for school promotion or retention purposes. Parents/Guardians are requested to

schedule appointments after the school day to avoid the need for a late arrival or early dismissal. If it becomes necessary for the student to be excused from school for a medical appointment, the Parents/Guardians must send a signed note from medical staff when the student returns to school.

ILLNESS:

Please do **NOT** send a child to school if he/she complains of **severe sore throat or headache**, has nausea or has been **vomiting**, has pink eye, a rash or has a **temperature of 99.6 degrees or higher**. Students must be fever-free and/or diarrhea-free (without the help of medication) for 24 hours before returning to school. Report absences due to contagious disease to the office so that precautionary measures may be taken for those exposed.

ADMINISTRATION OF MEDICATION TO STUDENTS:

Medication may only be administered to students by school personnel if necessary paperwork is completed by the parent, guardian, and the physician in advance.

IMMUNIZATION REQUIREMENTS:

State law and LeMIS policy require that each child enrolled in school provide proof of immunization. For more information about specific requirements, please see

https://www.ok.gov/health2/documents/IMM_Parents_School_Vaccines_Requirements_OK_English.pdf.

BUILDING SAFETY PROCEDURES:

Parents and visitors must use the main entrance to enter the building during school hours. Please be prepared to show identification and state the reason for your visit. All visitors must report to the office immediately upon entering the building, sign in and receive a visitor's pass. Any visitor without a pass will be asked to go to the office to get a pass.

In the mornings before school, parents may drop off students, but they may not accompany children to the classroom. Students arriving after 7:45 a.m. should be signed in at the front office to get a pass to class. Students can then proceed to class.

Please call ahead or send a note to the office and teacher if you are picking up your child early. Parents are asked to wait in the reception area when picking up their children early. The receptionist will call into the classroom for the student to come to the office.

If you need to meet with a teacher, counselor or other staff member, please call ahead to schedule your visit.

If you wish to drop off snacks, medication, classroom supplies, etc., please leave those at the front office. A staff member will make sure they get to the correct person.

The head of school has the authority to remove individuals from school property who are considered a threat or who negatively impact school business.

WEAPONS POLICY:

Le Monde International School's policy on weapons is clear: Weapons and weapon-related activities are prohibited in the schools, on school grounds, at school activities, and school sponsored activities.

Violation of LeMIS policy and/or Oklahoma laws relating to weapons in schools can result in out-of-school suspension.

ELECTRONIC DEVICE, PHONE USE AND MESSAGE POLICY:

Students will be allowed to use school phones for emergencies and with permission from their teacher and/or office staff.

Students may not use cell phones or other electronic devices during the school day on school grounds/property (including during recess or dismissal). If

found, seen or heard, the cell phone/electronic **device will** be confiscated, and taken to the office. The cell phone/electronic device will only be returned to a parent during the school day.

Personal phones/electronic devices are to be kept out of sight and turned off during the school day. The school is not responsible for lost/stolen phones or electronic devices should students choose to bring them to school. Students are not to video or photograph anything on school property at any time.

The office will give messages to students during the school day only for emergency situations.

ACADEMICS

ACADEMIC EXPECTATIONS:

Le Monde International School strives to teach students a passion for learning. While grades are an important form of progress about academic achievement, we strive to establish a school culture that fosters a love of learning process. The goal of LeMIS is to teach students to be independent thinkers, to establish their education interests, and to determine methods that help them learn best. LeMIS is established with the goal of a high caliber education, and we believe through immersion education and the joy of learning students will thrive.

HOMEWORK:

Each teacher has the freedom to establish his/her policy on homework. It is the goal of LeMIS to foster the development of well-rounded students, who are self-disciplined, and have good study skills. When homework is assigned, it is the responsibility of each student to complete the assignment.

We invite parents to be part of the process by providing a quiet place for students to complete their homework and by assuring that the work is done to the best of the student's ability. Please do not do the work for your student. If your student has difficulty doing his/her homework, please let the teacher know. We also ask that parents take part in engaging their child in a love of

learning and in having pride in their work. While we do want students to complete assignments independently, we strongly encourage parents to show interest in and communicate openly with their children about their academic pursuits.

WEEKLY MEMOS:

Each homeroom teacher or grade level team sends a weekly memo in English, either electronically or on paper, to let parents know the program of the week (lessons, planning of activities and tests). Reading this memo will help parents follow what is being done in class and help students when at home.

ACADEMIC DISHONESTY:

There will be no tolerance for cheating, plagiarism (copying someone else's work), or any other kind of academic dishonesty.

TEXTBOOKS/LIBRARY BOOKS/SUPPLIES:

If a textbook or library book is lost or damaged, students/parents will be assessed a fine or charged the replaced cost of the book. When students are given supplies that are intended to be returned, they are responsible for those supplies and will be charged a replacement fee if supplies are lost or damaged.

Grading System:

Achieving excellence means having the structures and strategies in place for all students to flourish. It demands students and teachers work together to meet identified goals. Excellence involves character and social development so students will become confident, engaged, and compassionate members of a community. Furthermore, Le Monde International Schools adheres to the [Reading Sufficiency Act](#) as a means of achieving excellence as a community.

At Le Monde International School, academic excellence focuses on Understanding by Design Units of Study and Oklahoma Academic Standards to guide instruction, proficiency, and growth. Literacy is embedded into all areas

of learning.

Le Monde uses [Standards-Based Grading](#) (SBG) to provide an accurate picture of what a student has learned and still needs to learn. Grading and reporting around specific standards, while using the accompanying strategy of formative assessment with feedback related to progress toward standards, has been shown to significantly boost achievement and motivation for students. The academic piece that is most meaningful for students in this policy is receiving grades that are both accurate and meaningful.

Le Monde “I Can’ Statements” and the Oklahoma Academic Standards

The Oklahoma Academic Standards are statements of minimum expectations for students at each grade level. The Oklahoma State Department is required to develop content area standards that are nationally and internationally benchmarked to ensure that Oklahoma students are prepared to participate in a global society.

While state law requires all Oklahoma districts to adopt the Oklahoma Academic Standards, the decisions about how we implement and the curriculum we use remains at our discretion locally. Further, the state is implicit in that state standards “do not prescribe all that can or should be taught”. Le Monde teachers and administrators have worked together to make sure our students reach the minimum criteria issued by the state but also extend the standards to be more rigorous and meaningful for our community. Le Monde ‘I Can’ Statements are parent and student friendly and developed by the individuals that know our students and the subject best. These statements were developed to be clear about the high expectations for each student, while extending the breadth and scope of their learning opportunities. “I Can” Statements are developed by the teacher and are available upon request at each site.

Aligned Assessments

Good instruction and assessment cannot occur in isolation from one another. Each informs the other, and they become the checks and balances that drive measurable student growth and achievement. Le Monde complies with all mandated state testing. Le Monde is committed to aligning our assessments to clearly identify how each student measures up against each standard to ensure that every Le Monde student is prepared for work beyond high school.

Standards-Based Grading (SBG)

Standards-Based Grading (SBG) provides a more accurate understanding of student academic achievement by measuring what a student knows and is able to do based on the ‘I Can’ statements carefully developed by Le Monde staff. Standards-based grading differs from traditional grading methods because it does not include feedback on a student’s work habits, completion of homework, or classroom participation. Although these behaviors are not graded, they are part of the student’s growth and development as a learner. In providing more specific and targeted feedback to teachers, students, and parents, the standards based grading approach promotes improved student learning, character development, and academic success. Standards-Based Grading is using evidence to determine each student’s mastery of content standards, and as such a typical letter grade, such as an “A” or a “B,” is unnecessary; however, due to state reporting needs and transcript formats for college, we provide a correlation between standard mastery and letter grade at the secondary level. This correlation is explained below, on pages 10-11.

Exceptional Learners/Specific Student Populations

Le Monde International School uses the Oklahoma Academic Standards to guide instruction at each grade level and content area. There may be times when a student may need a specific accommodation to reach a standard (standard accommodation), or have a special need that prevents the student from mastering the standard (a standard modification).

All standards will be assigned a score that is the teacher’s determination of the level of proficiency based on evidence from summative activities. In Student Information System (SIS), this will be automatically calculated by the mode of all scores attributed to this standard. There will also be a teacher override option if it is determined by the teacher that another score is appropriate.

The meaning of each score is explicit and is defined in the following chart.

What Scores Mean on the SBG Scale

	Phrase and I Can Statement	Levels of Understanding	Teachers Should Look for Students Who...
4	Exceeding- I can go above and beyond what is asked of me.	I understand this completely and I could teach another student the who, what, where, when, why, and how of what we are being taught. My understanding goes beyond the grade level standard.	<ul style="list-style-type: none"> ● Consistently use a variety of strategies, draw connections from previous learning, explain reasoning ● Synthesize ideas and create new meaning by combining learning from multiple standards ● Apply understanding of standards in a variety of settings ● Show a deeper understanding by making connections and communicating those connections to you
3	Meeting- I can do what is asked of me.	I understand what was taught and, with no help, I could do the task I am being asked to do.	<ul style="list-style-type: none"> ● Meet the standard ● Consistently demonstrate mastery/proficiency in multiple ways ● Independently and accurately apply grade level standards as demonstrated by a variety of work
2	Approaching- I can do what is asked of me, but only with help.	With help, I understand what was taught and will be able to do what the teacher is asking me to do.	<ul style="list-style-type: none"> ● Show inconsistent understanding ● Are beginning to progress toward a standard; may require regular support, monitoring, and/or assistance for clarification in order to progress ● Understand the basic concept or skill but have not yet reached the proficient level

1	Beginning- I cannot do what is asked of me.	Even with help, I do not understand how to do the task.	<ul style="list-style-type: none"> ● Rarely meet standards as demonstrated by a variety of work that shows minimal understanding ● Need continued support and/or time ● Often struggle even with assistance ● Have a limited understanding of concepts and skills
0	No Evidence- I did not do what was asked.	My understanding cannot be assessed because the teacher has no evidence	<ul style="list-style-type: none"> ● No evidence

RETENTION OF STUDENTS:

Kindergarten – Fifth Grade

Prior to the end of the school year, a determination about retention will be made after considering multiple factors (i.e., performance on school assignments, input from Parents/Guardians, age, social development, emotional maturity, and enrollment in special education). A meeting will be held with the Head of School, teachers, and other appropriate staff to make the final determination and Parents/Guardians will be notified. If the Parents/Guardians do not agree with the decision regarding retention, a request to place the student in the next grade must be submitted in writing. If State Law requires a student to be retained for other reasons, parents will similarly be notified.

Sixth Grade – Eighth Grade

Students who receiving failing grades (F’s) in core classes for two nine-week periods will be retained. Parents/Guardians will be notified on a regular basis if a student’s grades put them in jeopardy of being retained for a grade.

REPORT CARDS:

Report cards will be provided to Parents/Guardians every twelve-weeks.

SPECIAL EDUCATION PROGRAMS:

LeMIS provides special programs for gifted and talented students and for students with disabilities. The Head of School can answer questions about eligibility requirements, as well as programs and services offered. LeMIS does not tolerate harassment and / or the discrimination against any student with a disability.

COMMUNICATION:

We all know that it takes teamwork to help students succeed - this includes parents, teachers, staff, and students. **Communication is the key.** We plan to keep in contact with parents on a regular basis via the Agenda, telephone, texts, e-mail, conferences, Facebook page and our website. Parents are welcome to contact teachers at school anytime via email with questions or concerns about a student's academic or social progress.

Our goal is to work together. Communication is a part of everyone's responsibility towards the success of our students. Please let the school know if there are any issues or event at homes that may affect your student's participation or academic work at school. Teachers will do their best to clarify situations in the classroom and help with other issues. Team meetings will be regularly organized so all aspects of an issue can be discussed.

NUTRITION

BREAKFAST AND LUNCH:

Breakfast and Lunch guidelines, contractual partners, and prices are to be determined.

LeMIS complies with or exceeds all USDA requirements for healthy meals. In addition to providing meals for students, LeMIS hopes to take part in educating students about healthy meal choices and to foster this by providing a variety of healthy food choices for breakfast and lunch.

Students may also choose to bring a lunch from home.

SHARING OF FOOD:

In order to provide the safest environment for all our students, any shared foods or drinks must be free of all known classroom allergens. Known allergens will vary from class to class, however the most common are: Peanut, Tree nuts, Milk, Egg, Wheat, Soy, Fish, and Shellfish. Please check with the school nurse or the teacher to verify what the allergen concerns are for your student's class.

SNACKS:

Snacks are an important part of the student's day. Each teacher will have the discretion to choose how snacks are handled for their class and will let you know at the start of the school year. We do ask that you save sugary treats for home.

SCHOOL PARTIES AND BIRTHDAYS:

Holiday Parties will be held on the last Friday of each month and will be coordinated by the teacher and room parent. The teacher will also have the discretion of how/when to celebrate birthdays with their students. During all parties healthy snack choices are strongly encouraged. All snacks must still follow the guidelines for food safety.

Parents will often be asked to provide food for a school-designated function or for the children in the classroom on the child's birthday. Please be aware that children in the school may have severe allergies to certain food products. Therefore it is imperative to discuss this with the child's teacher prior to bring any food in these circumstances. Occasionally, the school or a class may host a certain function or celebration tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

GENERAL INFORMATION

LOCKERS AND DESKS

School personnel will have access to all school property, including lockers and desks, in order to ensure the welfare of students.

MOMENT OF SILENCE

The school will observe a one-minute moment of silence at the start of each day. This will allow each student time to reflect, meditate, pray, quiet their mind, or engage in any other silent activity. The student is free to choose how to exercise this time according to the student's belief system. Students and staff are not permitted to coerce or to attempt to persuade any person to engage in any particular activity during the moment of silence.

PARENT TEACHER CONFERENCES

In order to keep parents informed, two parent teacher conferences will be held annually. Parents/Guardians can request additional conferences as needed. We encourage parents to communicate with their child about the information discussed in the conference.

STUDENT GROUPS

All student groups require prior approval by the Head of School. Any student wishing to start a particular student group must submit a proposal in writing to the head of school.

CODE OF CONDUCT

The Code of Conduct is designed to encourage students to accept responsibility for their actions, teach students to respect the rights of others, facilitate learning and promote the orderly operation of LeMIS. The Code of Conduct contains different "classes" of misconduct, which will result in disciplinary action. The behaviors described are representative of the misconduct, which most frequently causes disruption of the orderly educational process. The list does not include all types of misconduct for which discipline will be imposed. A student who commits an act of misconduct

which is not listed in the Code of Conduct, but which is nonetheless disruptive to good order and discipline in the school or which tends to impair the morale or good conduct of students, will be subject to the authority of the classroom teacher or the Head of School. LeMIS will adhere to state and federal laws related to in-school and out-of-school suspensions, discipline of students with disabilities will be administered pursuant to federal and state law, and LeMIS will provide for education and related services to students on IEPs during suspension.

BEHAVIORAL EXPECTATIONS:

To be successful, students are expected to follow these guidelines at all times:

- Students will respect themselves and others.
- Students will respect the property of others, as well as school property.
- Students will arrive on time, sit down quickly and quietly, take out the proper materials and be ready to learn.
- Students will follow classroom rules and procedures.
- Students will engage in all academic endeavors with integrity. Cheating and plagiarism is not tolerated.
- Students will speak only in French/Spanish in classes (with the exception of English class) and remain quiet in the hallway.

MISTREATMENT OF OTHERS:

LeMIS has a firm policy of nondiscrimination to all students regardless of race, color, sex, national origin, religion, disability status, and sexual orientation, affectional preference, or gender identity. Discrimination and/or harassment of students or staff are prohibited at LeMIS.

Sexual Harassment

LeMIS does not permit or tolerate sexual harassment of students by other students, faculty, staff, administrators, and volunteers. As a school, we define sexual harassment as repeated and unwelcome sexual advances, requests for

sexual favors, or verbal, physical or sexually offensive conduct. Examples of sexual harassment include, but are not limited to:

- Writing unwanted sexually suggestive information to an individual or about an individual. This can include letters, emails, and posts made on social media.
- Making sexually suggestive comments, name calling, or solicitation of sexual intercourse or favors.
- Touching someone or his or her clothing in an unwelcome manner, brushing against another person, and unwanted sexual contact.
- Displaying or sharing pornographic or obscene material.

Bullying

I. Prohibition of Incidents of Bullying

It is the policy of Le Monde International School (LeMIS) to prohibit all bullying of any person at school. Prohibited conduct includes incidents of bullying instigated by use of electronic communication specifically directed at students or school personnel.

II. Definitions

The following words and terms used in this policy shall have the following meaning:

- **"At school"** means on school grounds, in school vehicles, at school-sponsored activities, or at school-sanctioned events.

- **"Bullying"** means any pattern of harassment, intimidation, threatening behavior, physical acts, verbal communication, or electronic communication directed toward a student or group of students that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results for the targeted individual or group; and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student.
- **"Electronic communication"** means the communication of any written, verbal, or pictorial information or video content by means of an electronic device, including, but not limited to, a telephone, a mobile or cellular telephone or other wireless telecommunication device, or a computer.
- **"Threatening behavior"** means any pattern of behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates potential for future harm to students, school personnel, or school property.

III. School Bullying Prevention and Intervention

LeMIS ensures compliance with the following strategies for bullying prevention and appropriate intervention when incidents of bullying occur at school:

- **Bullying Preventing Officers.** The Head of School shall designate at least one Bullying Prevention Officer ("BPO") who shall be the primary point of contact to receive reports of incidents of bullying. The duties of the BPO shall be as follows:
 1. To receive, promptly review, and track reports of incidents of bullying;
 2. To establish and maintain the confidentiality of reports of incidents of bullying as appropriate;
 3. To establish a method for receiving anonymous reports of incidents of bullying;

4. To publicize the procedures for reporting set forth in this policy to all students, parents/legal guardians of students, and school employees;
5. To educate the school and community about bullying prevention measures; and
6. To review, monitor, and suggest strategies for improvement of the school climate in order to facilitate prevention and intervention of bullying incidents in the school site and promote a school culture of intolerance of bullying behaviors;
7. To report the number of documented and verified incidents of bullying to the district and/or the State Department of Education in accordance with the requirements of 70 O.S. § 24-100.4(F) and accompanying regulations at 210:10-1-20;
8. To serve on the Safe School Committee and make recommendations for bullying prevention education, professional development, and/or policies and procedures pertaining to bullying prevention; and
9. Any other duties deemed necessary by school administrators and/or the Safe School Committee to facilitate bullying prevention at the school site.

- **Training and education in school bullying prevention and intervention.** All school administrators and school employees shall be required to complete annual professional development training in school bullying prevention, identification, response, and reporting that meets the requirements of 70 O.S. § 24-100.4(A) and 210:10-1-20. Selection of the required training at each school site shall be based upon the recommendation of the Safe School Committee established at the site.
- **Safe School Committee.** LeMIS shall establish a Safe School Committee that meets the requirements of 70 O.S. § 24-100.5(A). At least one of the members of the Committee shall be a BPO designated at the school site. The duties of the Committee shall be the duties set forth in 70 O.S. § 24-100.4(B).
- **Bullying Prevention Programs.** LeMIS shall implement a research-based educational program as designed and developed by the State Department of Education for students and parents in preventing, identifying, responding to and reporting incidents of bullying.

IV. Reporting Incidents of Bullying.

The system of incident reporting at LeMIS shall ensure that students are encouraged to report incidents of known bullying and shall remove unnecessary obstacles that would serve as a deterrent to reporting (e.g., ensuring availability of reporting procedures during the school day, ensuring a student is not penalized for tardiness or absence from a class incurred as a result of reporting an incident). Students shall be informed that they can report instances of bullying in person or in writing. Incidents of bullying can be reported on a “Bullying Report Form”, such as the one available at <http://sde.ok.gov/sde/bullying-prevention>. Students can request a copy of this form and it will be made available during regular school hours. Students shall be advised that they may obtain assistance from a school official if they have questions about completing the District Bullying Report Form or if they are unable to complete the form without assistance (e.g., students unable to write legibly due to age, disability, etc.).

- **Individuals who may report incidents of bullying.** Incidents of bullying at LeMIS may be reported by any student, parent, school employee, or member of the public. Any school employee who has reliable information that would lead a reasonable person to suspect that an individual at the school is currently or has been the target of one or more incidents of bullying shall be required to report the information to the school's BPO. Failure by school employees to report incidents of bullying in accordance with the requirements of this policy may result in disciplinary action.
- **Privacy and confidentiality.** Reports of bullying shall be kept confidential to the extent necessary to ensure compliance with the provisions of the Family Education and Privacy Rights Act (FERPA) and to protect students who report incidents of bullying from retaliation.
- **Anonymous reporting.** In order to ensure individuals may report incidents without fear of retribution or retaliation, LeMIS shall provide at least one method of anonymous reporting of incidents of school bullying that protects the identity of the individual reporting the incident. However, an anonymous report shall not be the sole

basis for formal disciplinary action in response to an incident of bullying.

- **Tracking reports of incidents of bullying.** All reports of bullying shall be tracked using methods that will enable the BPO and administrators of each school site to identify emerging patterns of bullying over extended periods of time.

V. Response to Reported Incidents of Bullying

LeMIS shall follow the following procedure in response to reported incidents of bullying. Upon receipt of a report of a bullying incident, the BPO shall take immediate steps to:

- Separately interview the individuals involved in the incident and witnesses to the incident to assess and ensure the safety of all individuals involved in the incident pending investigation of the incident;
- Locate and secure any records or physical evidence relating to the incident;
- Promptly notify the parent(s)/legal guardian(s) of all individual students involved in the incident and the steps taken by the school administration to ensure the safety of the students pending investigation of the incident; and
- Contact law enforcement if an incident reported involves an immediate threat to school safety or immediate harm to the safety of an individual student.

VI. Investigation, Determination, and Documentation of Reported Incidents of Bullying

The Head of School shall be the individual responsible for investigating incidents of bullying unless the Head of School designated principal

designates a BPO. The procedure for investigation of a reported bullying incident shall, at a minimum, meet all of the following requirements:

- **Initiation of investigation.** Within three (3) school days of receipt of a report of an incident of bullying, the Head of School or designated BPO shall initiate an investigation of the reported incident. All interviews with individuals involved in the incidents, their parent(s)/legal guardian(s), and/or witnesses shall be documented. A student's parent/legal guardian or attorney shall be permitted to be present at the interview of a student upon request of the student or the student's parent/legal guardian.
- **Documentation of investigation.** All investigations shall be documented on a form that includes, at a minimum, all of the following information:
 1. The date that the report of the incident was received by the BPO;
 2. The date investigation of the report was initiated;
 3. The name and title of the individual(s) assigned to conduct the investigation;
 4. Identification of all individuals involved in the incident;
 5. Identification of all individuals who witnessed the incident;
 6. A summary of the details of the alleged incident;
 7. A list of documentation available to investigate the incident; (e.g., written statement of student victim, written statement of student witnesses, medical information, incident forms, police reports);
 8. A summary of action taken to investigate the incident (e.g., interviews with alleged victim, offender, perpetrator, and/or witnesses; review of incident reports; review of history of prior student behaviors; review of evidence);
 9. A determination of whether sufficient evidence exists to verify occurrence of the alleged conduct;
 10. Identification of follow up actions taken with the victim(s) and offender(s);
 11. Identification of consequences implemented for the offender(s);
 12. Identification of remediation implemented to address harm to the victim(s);
 13. Date and method of notification of parents/legal guardians of victim(s) and offender(s) of completion and findings of investigation.

- **Findings and determination of alleged incident.** Upon completion of review of all facts alleged and available evidence, the school administrator shall:
 1. Document all findings of facts;
 2. Issue a determination as to whether the occurrence of the incident could be verified based upon the available evidence as follows:
 - Occurrence of the incident was verified;
 - Occurrence of the incident was unverified due to lack of proof (e.g., inability or unwillingness of victim to assist investigation or provide evidence in support of the allegations); or
 - Evidence exists beyond reasonable doubt to support a conclusion that incident was falsely reported by an individual as a means of bullying or retaliation or reprisal against a student for reporting an act of bullying.

- **Notification of results of investigation.** Upon completion of an investigation, the school administrator shall promptly notify the district, and the parents/legal guardians of the students involved:
 1. The findings of the investigation; and
 2. Any proposed consequences and remedial measures provided to the individual(s) affected by the incident.

- **Follow up referrals for the purpose of student support services.** Upon completion of an investigation, a school may recommend that available community mental health care, substance abuse, or other counseling options be provided to students involved in bullying incidents. A school may request the disclosure of any information concerning students who have received mental health, substance abuse, or other care pursuant to Oklahoma Statutes [70 O.S. §24-100.4(A)(14), 12 O.S §1376, 59 O.S. §1376], the Family Educational Rights and Privacy Act of 1974, the Health Insurance Portability and Accountability Act of 1996, or any other state or federal laws regarding the disclosure of confidential information. The school may request the disclosure of information in order to allow school officials to determine if it is safe for

the student to return to the regular classroom or if alternative education arrangements are needed.

VII. Remediation and Consequences for Incidents of Bullying

- **Consequences for Individuals Who Commit Incidents of Bullying.** Appropriate consequences shall be imposed for every individual who commits an act of bullying or an individual found to have falsely accused another student of bullying as a means of bullying or retaliation or reprisal for reporting an act of bullying. Consequences shall be determined, implemented and enforced in a manner that is consistent with the due process requirements set forth in the district's policies pertaining to student and employee discipline. Examples of appropriate consequences may include, but are not limited to the following:
 1. Verbal or written warnings;
 2. Conferences with the parent(s)/legal guardian(s) of the students involved in an incident of bullying;
 3. Detention;
 4. Loss of school privileges;
 5. Prohibition or suspension of participation in school activities;
 6. In-school or out-of-school suspension in accordance with the provisions of 70 O.S. § 24- 101.3 and district policies and procedures pertaining to student discipline;
 7. Restitution of a victim's property that has been damaged as a result of the bullying incident;
 8. Reassignment, suspension, and/or termination of school employment;
 9. Referral to law enforcement.

- **Factors for Determination of Consequences for Incidents of Bullying Behavior.** Every school administrator shall determine consequences for incidents of bullying behavior on a case- by-case basis in a manner that is proportionate to the severity of the conduct. Consequences for verified acts of bullying behavior shall be applied in such a manner as to ensure fair and impartial application of consequences (e.g., student's academic or athletic status shall not be considered as a factor for determination of appropriate consequences). In determining what consequences are appropriate for an individual

determined to have perpetrated an incident of bullying, every school administrator shall include the following factors in the consideration:

1. If the individual who perpetrated the incident was a student: (i) The age of the student;
 - The life skills of the student;
 - The grade level of the student;
 - The mental, physical and emotional development level of the student; and
 - Personal obstacles such as a history of abuse suffered by the student or negative family situation.
2. The existence of any previous bullying behavior or continuing or ongoing pattern(s) of behavior by the perpetrator
3. The circumstances in which the incident occurred;
4. The nature and severity of the bullying behavior involved in the incident;
 - The nature and severity of harm to the victim of the incident, including:
 - Consideration of documented physical, mental and emotional distress resulting from the incident; and
 - The existence of any mental, physical, or health conditions of the victim exacerbated by the incident;
5. The relationship between the individuals involved; and
6. The potential for future violent conduct.

- **Factors for Determination of Consequences for False Accusations.** The Head of School shall determine consequences for incidents in which an individual intentionally and knowingly reports a falsified accusation of a bullying incident as a means of bullying or as a means retaliation or reprisal against another student in response to a previous reported incident of bullying. Consequences shall be sufficient to deter false reports of conduct, but not so severe as to deter credible reports of bullying incidents. All of the following factors shall be considered in determining appropriate consequences for a falsified accusation:

1. The status of the individual (i.e., student, employee, volunteer, etc.);
2. If the individual who made the false accusation was a student:
 - The age of the student;
 - The life skills of the student;
 - The grade level of the student;
 - The mental, physical and emotional development level of the student;and
 - Personal obstacles such as a history of abuse suffered by the student or negative family situation.
3. Whether the individual who falsely accused another student of bullying has been the perpetrator of previous bullying incidents;
4. The nature and severity of the bullying behavior involved in the incident; and
5. The circumstances in which the incident occurred.

D. Determination of Remediation Measures in Response to Incidents of Bullying Behavior. Every school site shall implement appropriate remediation measures in response to incidents of bullying. Remediation measures shall include strategies for the protection of all persons involved in incidents of bullying, including targets and perpetrators of the bullying incident, and family members affected by the bullying incident. Such remediation measures shall be designed to prevent further incidents of bullying and to increase safety for the individuals involved in incidents of bullying as well as all individuals at each school site. Examples of appropriate remedial measures in response to incidents of bullying may include, but shall not be limited to, one or more the following:

1. Referral of students involved in incidents of bullying to appropriate support services, including school or community counseling services, mental health treatment, or therapy services;
2. Academic intervention;
3. Programs of age-appropriate instruction for students to support a student's life skills (e.g., conflict resolution, problem solving skills, life skills, social skills, anger management).
4. Parental education programs;
5. Peer support groups;
6. Modifications of student schedules;
7. Modification of hallway traffic at the school site;

8. Increased supervision;
9. Increased use of monitors or monitoring equipment in school facilities, hallways, cafeterias, playgrounds, and/or buses.

VIII. Annual Notice of School Bullying Prevention Policy

Every school site shall implement a strategy for publicizing and distribution of this policy and all accompanying forms and procedures for reporting and investigation of incidents of school bullying. Publication and distribution shall comply with the provisions of 70 O.S. § 24- 100.4 and 210:10-1-20, and shall at a minimum meet all of the following requirements:

- An annual written notice of the bullying policy shall be provided to parents, guardians, staff, volunteers, and students at each school. Notice of the policy shall be posted at various locations within each school site, including, but not limited to school cafeterias, bulletin boards, and administration offices. The written notice provided to students shall be written in age- appropriate language to ensure comprehension by younger students and provided with accommodations as necessary to ensure accessibility to students with disabilities.
- A copy of this policy shall be posted on the LeMIS website.
- LeMIS shall include a copy of this policy in its student and employee handbooks.

Hazing

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students.

LeMIS does not tolerate and form of harassment, bullying, or hazing. Students and parents are encouraged to contact any staff member to report harassment, intimidation, bullying, and cyberbullying. When harassment or bullying is reported to a teacher or staff member, the Head of School will investigate all reports with the support of other staff members. We will do

our best to resolve the problem immediately. First, we speak with the students involved to determine the severity of the situation and whether or not the behavior could be characterized as bullying. Next, we take the appropriate steps to stop the bullying behavior and counsel all parties involved. Consequences for students who have engaged in harassment, intimidation, bullying, and/or cyberbullying may include, but are not limited to, in-school and out-of-school suspension.

DRESS CODE AND GROOMING:

LeMIS's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. We realize that dress is an important form of self-expression, and we hope to establish an environment where students are free to express themselves through their choice of dress. While students and parents may determine a student's personal dress and grooming standards, LeMIS does not allow dress or grooming that is:

- Lewd, offensive, vulgar, or obscene.
- Advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance prohibited under FNCF (Legal)

If the Head of School determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

TOBACCO/ALCOHOL/DRUG USE OR POSSESSION:

- Smoking, distributing, possession, or use of tobacco or devices designed to deliver nicotine (i.e., electronic cigarettes or vapor) is prohibited on district property.

- Use, possession, or distribution of alcohol is prohibited on district property.
- Use or possession of illegal drugs and/or use or possession of prescription drugs in a manner other than prescribed (and outside of administration of an approved medication by a designated district employee) is prohibited on district property.

This ban is in effect 24 hours a day, seven days a week and is in effect on any school property and at any school functions (on or off district property). This ban applies to students, faculty, staff, and visitors.

WEAPONS POLICY:

Le Monde International School's policy on weapons is clear: Weapons and weapon-related activities are prohibited in the schools, on school grounds, at school activities, and school sponsored activities.

Violation of LeMIS policy and/or Oklahoma laws relating to weapons in schools can result in mandatory out-of-school suspension.

USE OF PERSONAL TELECOMMUNICATIONS AND OTHER ELECTRONIC DEVICES:

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for

instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to discuss with your child appropriate and inappropriate behavior using technology.

In addition, any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of out-of-school suspension.

Student Behaviors Covered by the Le Monde International District Handbook

This section identifies the specific inappropriate behaviors for which students

will receive interventions and/or consequences. The behaviors are listed in six different groups, according to the degree of disruption to the learning environment.

- Group 1 lists behaviors that are inappropriate.
- Group 2 lists behaviors that disrupt.
- Group 3 lists behaviors that seriously disrupt.
- Group 4 lists behaviors that very seriously disrupt.
- Group 5 lists behaviors that most seriously disrupt.
- Group 6 lists behaviors that are illegal and most seriously disrupt.

Group 1- Inappropriate Behaviors

Inappropriate Behavior	Intervention and Consequences
<ol style="list-style-type: none"> 1. Running and/or making excessive noise in the hall or building 2. Leaving the classroom without permission 3. Engaging in any behavior that is disruptive to the orderly process of classroom instruction 4. Loitering, or occupying an unauthorized place in the school or on school grounds 5. Failing to attend class without a valid excuse 6. Persistent tardiness to school or class (3 or more incidents per semester) 7. Use of the school network for the purpose of accessing non-approved materials 8. Unauthorized use or possession of cellular telephones or other information technology devices (See BYOD Policy) 	<ul style="list-style-type: none"> ● Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence ● Recommended instructive, natural, or restorative response (see Responses <i>with Students</i> for Effective Discipline) ● Detention – lunch, before school, after school, or Saturday

Group 2- Disruptive Behaviors

Disruptive Behavior	Intervention and Consequences
<ol style="list-style-type: none"> 1. Posting or distributing unauthorized written materials on school grounds 2. Interfering with school authorities and programs through walkouts or sit-ins 3. Initiating or participating in any unacceptable minor physical actions 4. Failing to abide by school rules and regulations not otherwise listed in the SCC 5. Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, matches, or cigarette lighters 6. Disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities 7. Unauthorized use of school parking lots or other areas 8. Disruptive behavior on the school bus 	<ul style="list-style-type: none"> ● Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence ● Recommended instructive, natural, or restorative response (see Responses <i>with Students</i> for Effective Discipline) ● Detention – lunch, before school, after school, or Saturday ● Skill-building in-school suspension up to three days

Group 3- Seriously Disruptive Behaviors

Seriously Disruptive Behavior	Intervention and Consequences
<ol style="list-style-type: none"> 1. Gambling – participating in games of chance or skill for money or things of value 2. Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability 3. Second or more documented violation of a Group 1 or 2 behavior category 4. Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the educational process 5. Forgery – false and fraudulent making or altering of a document or the use of such a document 6. Plagiarizing, cheating and/or copying the work of another student or other source 7. Overt display of gang affiliation 8. Bullying behaviors – conduct directed towards a student that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student’s ability to participate in school or school activities (see Anti-Bullying Policy for full definition before assigning an intervention or consequence) 9. Cyber Bullying behaviors-Use of cellular telephones or other information technology device to harass, incite violence or interrupt other students’ participation in school activities, including use of device to record others without permission or unauthorized distribution of recordings (see Anti-Bullying Policy for full definition before assigning an intervention or consequence) 10. Use of the Le Monde network for a seriously disruptive purpose not otherwise listed in this SCC 11. Leaving campus without permission 12. Use of the Le Monde network for the purposes of distributing or downloading non-approved material 	<ul style="list-style-type: none"> ● Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence ● Recommended instructive, natural, or restorative response (see Responses <i>with Students</i> for Effective Discipline) ● Detention – lunch, before school, after school, or Saturday ● Skill-building in-school suspension up to three days ● Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to 10 days ● Request for disciplinary reassignment

Group 4- Very Seriously Disruptive Behaviors

Very Seriously Disruptive Behavior	Intervention and Consequences
<ol style="list-style-type: none"> 1. False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified 2. Extortion – obtaining money or information from another by coercion or intimidation 3. Assault– an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery 4. Vandalism (willful or malicious destruction or defacing of the property of others) or criminal damage to property at a cost less than \$500 5. Battery (unwanted bodily contact with another person without legal justification) or aiding or abetting in the commission of a battery which does not result in a physical injury 6. Fighting– physical contact between more than two people with intent to harm, or physical contact between two people with intent to harm 7. Theft (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers or bags) of stolen property that costs less than \$150 8. Possession, use, sale, or distribution of fireworks 9. Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process 10. Trespassing on SFS property – entering SFS property when previously prohibited or remaining on school grounds after receiving a request to depart 11. Knowingly or intentionally using the Le Monde network or information technology devices to spread viruses to the Le Monde network 12. Possession of any dangerous object, first documented behavior 13. Use or possession of alcohol in school or at, before, or after a school related function, first documented behavior 14. Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student, with no intent to harm school personnel 	<ul style="list-style-type: none"> ● Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence ● Recommended instructive, natural, or restorative response (see Responses <i>with Students</i> for Effective Discipline) ● Detention – lunch, before school, after school, or Saturday ● Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension ● Request for disciplinary reassignment

Group 5- Most Seriously Disruptive Behaviors

Most Seriously Disruptive Behavior	Intervention and Consequences
<ol style="list-style-type: none"> 1. Aggravated assault – assault with a deadly weapon or done by a person who conceals his/her identity, or any assault against school personnel 2. Burglary – knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein 3. Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$150 4. Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. Intimidation is behavior that prevents or discourages another student from exercising his/her right to education, or using force against students, school personnel and school visitors. 5. Gang activity 6. Inappropriate sexual conduct, including unwelcome sexual contact, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which do not involve the use of force 7. Engaging in or attempting any illegal behavior which interferes with the school’s educational process 8. Persistent or severe acts of sexual harassment – unwelcome sexual or gender-based conduct (either physical or verbal) and/or conduct of a sexual nature which is sufficiently severe, persistent, or pervasive to limit a student’s ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment 9. False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified 10. Second or repeated violation of Behavior 4-13, possession of any dangerous object 11. Battery, or aiding or abetting in the commission of a battery, which results in a physical injury. Battery means unwanted bodily contact with another person without legal justification. 	<ul style="list-style-type: none"> ● Out-of-school suspension or combination in-school and out-of school suspension ● When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs. <p>Additional Consequences</p> <ul style="list-style-type: none"> ● Recommended instructive, natural, or restorative response (see Responses <i>with Students</i> for Effective Discipline) ● Request for assignment to an intervention program by the Principal ● Request for disciplinary reassignment to another Network school, or to an alternative school program for a set term ● Request for expulsion hearing ● For behaviors involving the improper use of the Le Monde network or information technology devices, revocation of network privileges for up to two years

Group 5- Most Seriously Disruptive Behaviors (cont'd)

Most Seriously Disruptive Behavior	Intervention and Consequences
<p>12. Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others. Or, hacking (intentionally gaining access by illegal means or without authorization) into the SFS network to access student records or other unauthorized information, or to otherwise circumvent the information security system</p> <p>13. Vandalism (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding \$500 or that is done to personal property belonging to any school personnel</p> <p>14. Inappropriate consensual sexual activity</p> <p>15. Use or possession of illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, or contraband, or use of any other substance for the purpose of intoxication in or before school or a school-related function</p> <p>16. Second or repeated violation of Behavior 4-14, use or possession of alcohol in school or at, before or after a school-related function</p> <p>17. Participating in a mob action – a large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption after being directed to cease by school personnel or Police</p>	

Group 6- Illegal and Most Seriously Disruptive Behaviors

Illegal and Most Seriously Disruptive Behavior	Intervention and Consequences
<ol style="list-style-type: none"> 1. Use, possession, and/or concealment of a firearm/destructive device or other weapon or use or intent to use any other object to inflict bodily harm 2. Intentionally causing or attempting to cause all or a portion of the Le Monde network to become inoperable 3. Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others 4. Bomb threat – false indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated 5. Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$500 	<ul style="list-style-type: none"> ● Out-of-school suspension or combination in-school and out-of school suspension. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs. ● The principal may request an expulsion hearing for any Group 6 violations. <p>Additional Consequences</p> <ul style="list-style-type: none"> ● Recommended instructive, natural, or restorative response (see Responses <i>with Students</i> for Effective Discipline) ● Request for assignment to an intervention program by the Principal ● Request for disciplinary reassignment to another Network school, or to an alternative school program for a set term ● For behaviors involving the improper use of the SFS network or information technology devices, revocation of network privileges indefinitely

Responses with Students for Effective Discipline

This section expounds on effective discipline responses available to administrators. This may be used exclusively or in conjunction with other interventions or consequences. The purpose of these responses is to offer high support to the student and their families while demanding high expectations for acceptable behavior. These responses can be given as a means to defer or reduce punitive responses. For these interventions to be the most meaningful and effective, students should be given the option to opt out of these responses free of coercion.

Instructive Response

An administrator may identify that the student's discipline issue is rooted within a gap in knowledge or skill regarding appropriate behavior. In that case the appropriate response is to provide the space and support to allow students to grow in the identified areas. This may include, and is not limited to, assigning reading material, classes offered on the topic, online modules, or a special project. For instructive responses to work well, they need to be executed in such a way that the work is meaningful and relevant. The process by which students gain new knowledge and skill should be presented as an opportunity for growth and not as a punishment.

Natural Response

Consequences that are natural and relevant are the most effective for helping students understand how their behavior impacts themselves and others. In certain situations the administrator could help the student find ways to fix or help the situation they have caused. For instance, if a student breaks a chair during a time of misbehavior, replacing the chair would be a natural response.

Restorative Response

Restorative responses help students understand how their actions have harmed others, and allowing students to "make it right" thus restoring their

relationship with the community. Restorative responses do not focus on broken rules, instead facilitating reconciliation with broken relationships. Restorative responses to discipline issues include affective statements, restorative questions, and restorative conferences.

- **Affective Statements:** Statements that help students understand how their actions have affected others. Students would then be guided to “make it right”.
- **Restorative Questions:** A set of questions that help students think through their actions and how it has affected others. The restorative questions are as follows.
 - What happened?
 - What were you thinking at the time?
 - What have you thought about since?
 - Who has been affected by your actions, in what way?
 - How will you make it right?
- **Restorative Conference:** Administrators may bring community members together including the offender, offender advocates, victim, victim advocates, school advocate, and other community members as appropriate. During this process the group will come together to make a plan for the student to make amends. At the end of the process the facilitator will create a contract for the student that reflects the decision made by the members of the conference. If the student fails to meet the terms of the contract the discipline plan will revert back to the more punitive response. This is highly controlled situation. Facilitators of these conferences should be trained before conducting a restorative conference.

Restorative Response PreK- 5

We invest in prevention first. All members of our learning environment should experience an effective and relevant foundation of academic, social,

and behavior support that emphasizes arrangement of high quality teaching and learning environments: (a) direct and explicit teaching of social skills, (b) continuous progress monitoring, (c) multiple opportunities to practice in applied settings, (d) specific and contingent encouragement and recognition when social skills are used, and (e) re-teaching when behavior errors occur. Administrators will:

- Inform parents in a timely manner when an incident occurs and provide written documentation that clearly explains the incident and steps taken.
- Identify nature of incident: examples but not limited to bullying, physical harm to himself, peer or staff, major disruption to a classroom or school area.
- Review data provided by the teacher and student(s) and decide appropriate action based on referral.
- Follow up with teachers and parents for children that show patterns of behavior that are either disruptive, unkind or unsafe to themselves, peers, or staff.
- Continue monitoring/data gathering for any student referred for unsafe behaviors.
- Update student record to document discipline referrals.
- Referral to school counselor or outside professional services may be necessary.

PARENTAL RIGHTS AND RESPONSIBILITIES

PARENTAL INVOLVEMENT:

As a parent/guardian, you have a say in your child's education. We believe that a child will be more successful in their education when there is a strong partnership between home and school. Your involvement may include:

- Encouraging your child to put a high priority on education and working with your child to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects.
- Ensuring that your child comes to school each day rested, prepared, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs offered at the district.
- Discussing with your child's teacher or the head of school about the options and opportunities available for your child.
- Monitoring your child's academic progress and contacting his/her teacher if you have concerns.
- Attending scheduled conferences and requesting additional conferences as needed.
- Becoming a school volunteer.
- Participating in school parent organizations.
- Attending school board meeting to learn more about the district.

REQUESTING INFORMATION:

As a parent/guardian, you may request information regarding the professional qualifications of your child's teacher. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

As a parent you have a right to review teaching materials, textbooks, and other teaching and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

Family Educational Rights and Privacy Act (FERPA)

FERPA gives parents certain rights with respect to their children's education records. Parents should understand that their rights transfer to the student when he or she reaches the age of 18 or attends a postsecondary school at any age. FERPA gives parents and eligible students these basic rights:

- The right to inspect and review the student's education records maintained by the school;
- The right to request that a school amend the student's education records;
- The right to consent in writing to the disclosure of personally identifiable information from the student's education record, except under certain permitted situation;
- The right to file a complaint with the Family Policy Compliance Office (FPCO) regarding an alleged violation under FERPA.

Please see <http://familypolicy.ed.gov/ferpa-parents-students> for additional information.

CONSENT, OPTING-OUT, AND REFUSAL RIGHTS: Student Directory

LeMIS will have a student directory, which may include: student name, address, and telephone, birthdate, grade level, and a photograph. Similar information may be utilized, as appropriate, in school programs, newsletters, or yearbook. Parents/guardians have the right to exclude any or all of the directory information from public access by notifying the head of school in writing.

Consent to Display a Student's Original Works and Personal Information

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website,

and in district publications, which may include printed materials, videos, or other methods of mass communication.

Limiting Electronic Communications with Students by District Employees

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities.

For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

However, instant or text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity.

If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal. Participation in Third-Party Surveys

Consent to Conduct a Psychological Evaluation

A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirement for special education or for child abuse investigations or reports.

Temporarily Removing a Child From the Classroom

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by state law.

PARENTAL ROLE IN CLASSROOM

Multiple Birth Siblings

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.), you may request they be placed in either the same or separate language track, if you requested this in writing prior to enrollment.

Use of Service/Assistance Animal by Student

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the Head of School at least ten district business days before bringing the service/assistance animal on campus.

OTHER BEHAVIOR & DISCIPLINE MATTERS

To the extent not otherwise addressed in this Student and Family Handbook and as may otherwise be required by law, LeMIS will adhere to the policies, procedures, and regulations of its sponsor, the State Department of Education, concerning Student Behavior and Discipline (Policy 4002 and corresponding procedures and regulations).

Acknowledgment of Electronic Distribution of Student Handbook

My child and I have been offered the option to receive a paper copy of or to electronically access the handbook at <http://lemondenorman.org>.

I have chosen to:

- Receive a paper copy of the Student Handbook and the Student Code of Conduct.
- Accept responsibility for accessing the Student Handbook and the Student Code of Conduct by visiting the web address listed above.

I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook or the Code of Conduct, I should direct those questions to the principal at my child's school.

Printed Name of Student

Signature of Student

Date

Printed Name of Parent/Guardian

Signature of Parent/Guardian

Date