





TYPE 2

TYPE 4

TYPE 5

CHARTER SCHOOL APPLICATION PAGES

APPLICATION DUE SEPTEMBER 10, 2010

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EXECUTIVE SUMMARY:

1) Provide an Executive Summary for the proposed school that describes the following:

a. A clear statement of the mission, academic philosophy and values:

THE LYCEE FRANÇAIS DE LA NOUVELLE ORLEANS **MISSION STATEMENT**

Lycée Français de la Nouvelle Orléans students will matriculate into the finest colleges and universities throughout the world.¹ Lycée Français will provide the opportunity for its students to achieve both the French Baccalauréat and the Louisiana high school diploma in an academically challenging and culturally diverse educational environment.

In an ever changing and rapidly evolving world, the Lycée Français founders believe that it is imperative for children to become multi-lingual. In fact, the global marketplace our students will enter demands it right now. By implementing the comprehensive French national curriculum (recognized worldwide for its excellence²), and providing the environment for students to develop the ability to think multi-dimensionally, Lycée Français will be the first public Pre-K through 12th grade French school within the universe of U.S. Charter Schools. At Lycée Français, it is not just the belief that “all children can learn,” it is the core concept that “all children can excel academically and succeed in the expectations and experiences of life itself.”

The Board of Lycée Français believes:

- A broad base of pre-K (three and four-year old) and Kindergarten classes are necessary to build a robust student body able to withstand the inevitable attrition a rigorous curriculum produces. With a strong student body and committed families, LFNO will develop the class sizes necessary to sustain the *College* (middle school) and *Lycée* (high school).
- The acquisition of a third language during the *College* (middle school) years leads to greater success at the *Lycée* (high school) level and beyond. This multiplicity of language fluency will provide our students with more global access to professional career opportunities.
- The *Lycée* Baccalauréat exams (both oral and essay) test a student’s raw knowledge of subject matter. The “Bac” increases their analytical and cognitive skills which provides them with a fundamental basis for reasoning, sound decision making and problem solving.
- The Board of Directors’ responsibility is the academic success and financial stability of the school. This responsibility includes hiring a principal that will be required to have a proven record of creating and managing an academically challenging school. The Board is accountable for conducting rigorous independent audits while monitoring the school’s finances and academic progress. It is also the Board’s role to develop policies that foster, encourage, and create an atmosphere of harmony and a culture of excellence. Finally, the Board is mindful that the day-to-day management of the school rests with the Principal. It is the Board’s duty to evaluate his or her administrative skills and leadership.

b. An overview of the school structure, leadership team and governance:

¹ Please see list “Universities that have accepted graduates of American French Schools in the past 5 years” at the conclusion of this Executive Summary

² Over 95% of French citizens enjoy a high degree of literacy: *Fr. Ministry of Education*

- i. **STRUCTURE:** Lycée Français will be a Pre-K through 12th grade School, organized per the French education model into four distinct sections. The sections, known as cycles, are *Maternelle* (Pre-K – K), *Primarie* (1st – 5th), *Collège* (6th – 9th), and the *Lycée* (10th – 12th). At the conclusion of 9th grade, all students take the Brevet, the French middle school exit exam. While in the *Lycée*, Lycée Français students will pursue a French Baccalauréat in one of three majors: Math & Science, Economics & Social Studies or Literature and Language.
- ii. **LEADERSHIP:** Lycée Français will be led by an experienced and respected former French school principal, Jill Otis, who was recognized by the French government for creating a school of outstanding academic achievement.
- iii. **GOVERNANCE:** Overseeing the entire Lycée will be the LFNO, Inc. Governing Board. The Board’s primary responsibility will be to establish and implement formalized best practices policies. The Board, mindful of potential minefields, will not “micro-manage” the school.

c. A description of the school’s short and long-term goals:

- i. Be approved for a Charter, sign an Operating Agreement with the Authorizing Body, and open in mid-August 2011.
- ii. Organizational competency: Our goal is to create a top-notch academic and multicultural school environment that will inspire our students to reach their potential. We understand that to create a School of Excellence, we must attract and retain inspired administrators and professional educators to ensure our objective. In order to meet that challenge, we will utilize our financial resources efficiently and fundraise within and without our community to enable our Board to provide highly competitive salaries in order to attract the best and brightest. We are committed to going the extra mile to accomplish our goals.
- iii. High Academic Achievement: Lycée Français will prepare students for success on national accountability exams required by the State of Louisiana, college and university admissions’ officers, as well as the national exams required by the French Ministry of Education. Our targets for student achievement will be 1500+ on the SAT’s, 23+ on ACT’s, & AP’s that average > 90% of class size. In addition, Lycée Français will meet or exceed Adequate Yearly Progress (AYP) guidelines established under the No Child Left behind Act (NCLB) for all sub-group populations disaggregated by race, income, special education status, and English proficiency. Lycée Français will maintain an accountability system that includes criterion-referenced assessments and comparative assessments, value-added assessments, and internally developed assessments. We will continually use data-driven instruction to monitor our performance, and make adjustments in curriculum, instructional methods and practices as needed.
- iv. To develop college ready students for the Finest Colleges and Universities: Lycée Français will promote high academic achievement to ensure all of our students can enroll in top tier colleges and universities. During our first five years, we will measure our progress toward preparation for middle and high school success based primarily on academic goals established by the French government and Louisiana State Department of Education. After receiving a second charter term, we will continue to measure our success based on our goal that 100% of Lycée Français students earn and receive the LA high school diploma and > 80% earn the French Baccalauréat. We will also measure the academic success of our students based upon the colleges and universities they matriculate into. Lycee Français students will be wanted by the finest colleges and universities worldwide and many will receive full scholarship offers.

Inside the walls of Lycée Français, our students’ academic performance will be measured using accepted, clear, and proven methodologies. Outside the walls of LFNO, we will be held accountable to our goals by LFNO families’ desire to entrust their children to LFNO year after year. We believe student retention and families’ participation in annual school fundraising will be a basic, pragmatic, and primary barometer of

LFNO's success. Additionally, our success will be measured by the community's recognition of LFNO as a highly desirable school for their children, and by the State Board of Elementary and Secondary Education's acknowledgement that LFNO is academically successful by awarding the school long term chartering status.

d. An explanation of the research-base that demonstrates the school model will be effective in improving student achievement:

Extensive educational research has demonstrated a positive link between second language proficiency and academic and cognitive ability. Studies show that those who learn a second language have superior divergent thinking skills, are more creative and are better at solving complex problems than those who do not³. Other studies correlate second language proficiency with higher scores on standardized tests as well as tests of both verbal and nonverbal intelligence⁴. Further, the longer a student studies a second language, the greater the academic benefits the student accrues as shown on standardized tests of academic achievement⁵.

Lycée Français will follow the high performance standards of the French national curriculum as set by the French Ministry of Education and will also meet or exceed the educational benchmarks as set by the Louisiana core curriculum. Lycée Français students will target the Baccalauréat Français Américaine (the BFA formulated by the French Ministry of Education in cooperation with the American College Board) – a distinction of the highest order. Ongoing testing and data collection emphasizes that in the United States, experienced college admissions officers increasingly recognize the French Baccalauréat as a strong indicator of academic promise and achievement⁶.

French-American Education is a learner-centered system that provides for the personal development of each student. It is designed to encourage creativity and curiosity, while surrounding the child with a disciplined working environment. The curriculum begins at the pre-kindergarten level and continues through the 12th grade. Students are assigned groups that correspond to the American levels of pre-school/kindergarten, elementary, middle and high school. High school level studies focus on preparing students for the French Baccalauréat as well as a Louisiana high school diploma.

Unlike the American system in which students work toward a single high school diploma, French school students earn two diplomas: the Brevet des Colleges, awarded at the end of the 9th grade, and the French Baccalauréat, awarded at the end of the 12th.

To receive the Brevet, students take a mandatory exam administered and overseen by an official French examination center. Their scores on this test, combined with their performance in the 8th and 9th grades, determine whether they will receive the diploma.

In contrast, the “French Bacc” (Baccalauréat Français-Américaine) is based solely on Baccalauréat test scores. It is taken in two stages through an examination center. The first portion of the test, which covers French Language Arts and the Sciences for students in literary and economics tracks, is taken at the end of the 11th grade. The remaining subjects are covered by exams taken at the end of the 12th grade. Students with passing scores are awarded the French Baccalauréat, whose requirements are more stringent than the typical American high school diploma.⁷ The test format is fill in the blank, essay and oral. There are no multiple-guess or true/false questions. All answers are written by the examinee from his/her own body of knowledge.

³ Landry, 1974; Bamford & Mizokawa, 1991

⁴ Armstrong & Rogers, 1997; Hakuta, 1986; Thomas, Collier & Abbott, 1993

⁵ Taylor-Ward, 2003

⁶ US College Entrance Examination Board.

⁷ Association of French Schools in America

e. An explanation of how this model is appropriate for all students and will lead to higher levels of academic achievement for the target population:

Valuable insights into the benefits of language learning are provided by linguistics and brain research. Some researchers suggest a *critical period* or a *window of opportunity* for optimal second language learning begins at the onset of speech and continues through about age ten.⁸

Advances in neurobiological research have revealed how the brain functions with regard to language learning. A newborn baby's brain is likened to a new computer waiting to be programmed. Some of the brain's functions are already developed by the time of birth, yet trillions of connections in the brain are waiting to be made or *programmed* in the early years of life. After about age ten, some of these connections are no longer made, rendering second language acquisition more difficult and the attainment of native-like pronunciation far less likely.⁹

Researchers agree that those who master several languages develop better cognitive skills, including enhanced creativity, adaptability, analytical skills and multi-tasking abilities. (See enclosed documentation). Such abilities help explain why these students typically score better in verbal intelligence, conceptualization and global thinking, and more easily discover creative solutions to problems. In addition, attending class in a diverse cultural and socioeconomic environment positively affects relationships, attitudes and behaviors. Students gain an understanding of and appreciation for other cultures.

For those students who may experience problems with French language instruction, Lycée Français will provide daily tutorials for those students. A French tutor will work with small groups of children that need assistance throughout the day to provide additional instruction. This activity will ensure that students stay on grade level within their French academic cycles. Additional help will be available within our after care school program and during our two-week summer camp. Although tuition will be charged for the summer camp, those in financial need will be awarded scholarships through fundraising activities.

Our model has been proven academically successful for students for the following reasons:¹⁰

Fact: Success in school depends upon the child's command of cognitive/academic language, which is very different from the social language used at home or acquired through traditional language courses.

Fact: Children who master multiple languages develop learning strategies that help when learning additional languages.

Fact: Children learn an additional language in different ways depending upon their cultures and their individual personalities.

Fact: The development of cognitive/academic language requires time: 4 to 7 years of formal instruction until complete fluency.

Fact: Students fluent in multiple languages consistently outperform their peers on standard language and academic achievement tests.

GROWING DEMAND – The number of students enrolled in typical or traditional French classes is down 43% from the 1998-99 school year, however, despite those trends, enrollment in immersion programs is up 48% from a decade ago.¹¹ Reflective of such trends, Audubon Charter School's French

⁸ Penfield and Roberts, 1959; Lennenburg, 1967; Asher and Garcia, 1969; Oyama, 1976).

⁹ Hakuta, 1986; Harley, 1986; Bagley, 1996)

¹⁰ These **Facts** provided by the Association of French Schools in America

¹¹ Baton Rouge Advocate: May 10, 2009

School¹² and its spin-offs - the International School of Louisiana (ISL), École Bilingue, Edward Hynes, J. C. Ellis, and the Haynes Academy have more applicants than available desk space. The greater New Orleans area is in need of the desks Lycée Français will provide existing and future applicants of foreign language schools. This overabundance of applicants to these foreign language schools exemplifies the demand for quality, public, foreign language education. Lycée Français will reflect the cultural diversity not only of New Orleans and its environs, but also of Louisiana and the world.

f. An explanation of the school’s core values about teaching and learning:

It is especially evident that early childhood is “the” most opportune period for language development. Furthermore, learning is facilitated in rich and stimulating environments and enhanced in a highly diverse multi-cultural setting. High expectations and exposure to multi-lingual learning opportunities provided at LFNO, as well as encouragement of independent thinking and varied experiences with the creative arts, are the keys to well developed young scholars. Keeping the aforementioned stated core values in mind, Lycée Français will abide by the following:

- i. **COLLEGE PREPARATION FOR ALL STUDENTS:** Our goal of college preparation, whether for U.S. colleges and universities or European ones, will guide our decision-making in all areas of instruction and school culture. Moreover, our academic and enrichment programs will be created to ensure our students meet the admissions criteria of selective universities. Lycée Français students will be taught in multiple languages, learn study habits essential to academic success, and leadership skills to be successful in college and throughout life.
- ii. **RECRUITMENT OF OUTSTANDING EDUCATORS:** Educational research directly correlates teacher quality and student achievement. Recruiting and training superior teachers will be Lycée Français’ first priority. Teacher recruitment will come from an experienced pool of well-trained educators provided by the French Ministry of Education through CODOFIL (Council for the Development of French in Louisiana). Lycée Français will provide teachers with at least three hours of professional development per month. CODOFIL (Council for the Development of French in Louisiana) will conduct in-service workshops in Baton Rouge, Lafayette, and other areas throughout the State. Some of our teachers will be released to attend these meetings. The Board recognizes the need for a strong academic culture, and clear accountability systems that are linked to the best practices of the teaching profession.
We will create a teacher collaborative network to provide staff an avenue to share information with colleagues of any academic problems or disciplinary issues that students are experiencing, and how they can work together to best resolve these problems. The meetings will be held weekly, after school on Mondays. These meetings will also be a springboard in which teachers and staff can voice their opinions about school problems, and reflect upon any changes that need to be made within the school’s environment. The Board believes strongly in teacher and staff input in the day-to-day academic operation of the school.
- iii. **DISCIPLINED CULTURE AND VALUES:** In order for students to achieve full potential academically, a school culture based on discipline and self-control must exist. Students must know what to expect as well as what is expected of them. Appropriate classroom behavior and social values must be modeled and taught explicitly through continually practiced routines. Our positive behavioral support system models will require appropriate conduct and make clear consequences for inappropriate behavior. These behavioral lessons will be a beacon for our students to use throughout life to create a civic-minded and personally responsible individual.

¹² In 2009, & 2010 60% of the ACS French School applicants were denied due to a lack of space: Public Information Request to Audubon Charter School, June, 2010. *Please see Appendix E.S. # 1*

MISSION AND VISION:

1. A clear statement of the mission, academic philosophy, and values:

THE LYCEE FRANÇAIS MISSION STATEMENT

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

In an ever changing and rapidly evolving world, the Lycée Français founders believe that it is imperative for children to become multi-lingual. In fact, the global marketplace our students will enter demands it right now. By implementing the comprehensive French national curriculum (recognized worldwide for its excellence¹³), and providing the environment for students to develop the ability to think multi-dimensionally, Lycée Français will be the first Pre-K through 12th grade French school within the universe of public U.S. Charter Schools. At Lycée Français, it is not just the belief that “all children can learn,” it is the core concept that “all children can excel academically and succeed in the expectations and experiences of life itself.”

The Board of Lycée Français believes:

- The Board of Directors’ responsibility is the academic success and financial stability of the school. This responsibility includes recruiting, hiring, and holding accountable the principal that will be required to have a proven record of creating and managing an academically challenging and superior school. The Board is accountable for conducting rigorous independent audits while monitoring the school’s finances and academic progress. It is also the Board’s role to develop policies that foster, encourage, and create an atmosphere of harmony and a culture of excellence. Finally, the Board is mindful that the day- to- day management of the school rests with the principal. It is the Board’s duty to evaluate his or her administrative skills and leadership.
- A broad base of Pre-K (three and four-year old) and Kindergarten classes are necessary to build a robust student body to expand grades to create the *College* (middle school) and *Lycée* (high school).
- The acquisition of a third language during the *College* (middle school) years leads to greater success at the *Lycée* (high school) level and beyond, and provides the students more global access to professional job opportunities.
- The *Lycée* Baccalauréat exams (both oral and essay) test a student’s raw knowledge of subject matter and increases their analytical and cognitive skills which provides them with a fundamental basis for reasoning, sound decision making and problem solving.
- A strong partnership with NOCCA (New Orleans Center for the Creative Arts) for students wishing to pursue intensive training in dance, media arts, vocal or instrumental music, drama, musical theatre, theatre design, and visual or culinary arts is a “good fit” with the French educational philosophy and culture.

¹³ Over 95% of French citizens enjoy a high degree of literacy: *Fr. Ministry of Education*

- An Outreach program partnering Lycée Français and First Steps, 2601 S. Claiborne Avenue, a leading day care center, will provide French language instruction to the Center's one and two-year old children. This partnership is one way Lycee Français will provide community service to some of the at-risk population in the city, and to also create early childhood French language skill experiences for toddlers whose parents choose to enroll their children in our Pre-K three and four year-old classes.

To promote a sense of community and school spirit within the confines of Lycée Français, the school will ultimately:

- Have a French cultural presence on campus – in the front office, in our daily food service program menu, on the playgrounds, in the library, in art classes, and during announcements, assemblies, and P.E.
- Answer the school's telephone by a French and English speaking person saying "Bonjour, ceci est du Lycée Français, how may I help you?"
- Have English and French International signage throughout the school.
- Have a French and English speaking Hospitality Committee to greet foreign dignitaries, prospective families, and other school visitors.
- Fly the American and French national flags in front of the school.
- Provide an English/French dictionary for every child.
- Ensure French symbol computer keyboards are available at all computer study stations.
- House an extensive library with English and French books, music CD's and MP3 files, and a variety of games.
- Conduct interactive internet classes with other French schools around the world.

2. Describe the community and students you wish to serve:

Initially, as a Type II charter school, Lycée Français will market to, recruit from, and enroll students from the greater metropolitan New Orleans region. Lycée Français will have the privilege of drawing students from the entire State of Louisiana and in the future we hope to provide dormitory space for high school boarders. That day is far into the future (well past our initial five year projections). Prospective families will be New Orleanians, French ex-patriots, International business transferees, and families whose children have attended French schools in other states or parishes (counties).

Lycée Français de la Nouvelle Orléans will recruit and educate students who are at-risk or not at-risk, black or white, Asian or Hispanic, rich or poor. What unifies the students of Lycée Français? They and their families are interested in the gumbo of cultures that make up New Orleans and our world.



3. Complete the enrollment projection chart in Appendix E, providing enrollment for each grade level for years one through five. Provide an enrollment projection:

ENROLLMENT PROJECTION TABLE*

Lycée Français de la Nouvelle Orléans – a Type II Charter School

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-K 3 (ENTRY POINT)	20	20	20	20	20
Pre-K 4 (ENTRY POINT)	40	40	40	40	40
K (ENTRY POINT)	75	75	75	75	75
First		71	71	71	71
Second			67	67	67
Third				64	64
Fourth					61
Fifth					
Sixth (ENTRY POINT)				12	12
Seventh				12	12
Eighth (ENTRY POINT for Immersion Schools that do not go past 7 th Grade)					12
Ninth (ENTRY POINT)					12
Tenth					
Eleventh					
Twelfth					
Total (Pre-K/K-9/10-12)	60 / 75	60 / 146	60 / 213	60 / 277	60 / 338
TOTAL # OF STUDENTS	135	206	273	361	446
TOTAL # OF CLASSROOMS	6	9	12	17	22

* Please see further notes in the Appendix on Appendix page 14

IN SUMMARY, Lycée Français de la Nouvelle Orléans will stand among the highest *open access* performing schools of Louisiana. Lycée Français will be an inspiration for all parents in Louisiana who desire French language acquisition within a French school. What better gift can we give our state, with its strong ties to France, than Lycée Français de la Nouvelle Orléans' alignment with the Louisiana Department of Education's and the Louisiana Charter School Law's vision to create a school of excellence for students in Louisiana. What better gift can we give our children than the gift of fluency in a foreign language and its concomitant exposure to global and cultural diversity?

Universities that have accepted graduates of American French Schools in the past 5 years* :

Graduates of U.S. based French Schools – particularly those who have studied at the *Lycée* level and have obtained a French Baccalauréat – go on to attend some of the world’s best colleges and universities. Recent graduates have been accepted at:

American Universities

Barnard College	Rice University
Boston College	Stanford University
Boston University	Syracuse University
Brandeis University	Tulane University
Brown University	University of California, Berkeley
California Institute of Technology	University of California, Los Angeles
College of William and Mary	University of Chicago
Cornell University	University of Florida
Dartmouth College	University of Illinois
DePaul University	University of Maryland
Georgetown University	University of Michigan
Harvard University	University of Pennsylvania
John Hopkins University	University of Virginia
Loyola University	Vassar College
Middlebury College	Virginia Polytechnic Institute and State University
Massachusetts Institute of Technology	Wellesley College
New York University	Wesleyan University
Northwestern University	Williams College
Pennsylvania State University	Yale University
Princeton University	
Purdue University	

Canadian Universities:

Bishop's University	University of Quebec-Montreal
Concordia University	University of Ottawa
HEC Montreal	University of Toronto
Laval University	University of Waterloo
McGill University	University of Windsor
University of Montreal	

French Universities:

University of Paris	University of Lyons
La Sorbonne	University of Nice
University of Aix-Marseille	University of Strasbourg
University of Bordeaux	University of Toulouse
University of Grenoble	

* Association of French School in America

Universities of the United Kingdom:

Brunel University
City University London
Durham University
Imperial College London
King's College London

London School of Economics and Political Science
Queen Mary University of London
University of Cambridge
University of Oxford
University of Warwick

Netherlands:

University of Leiden





Education is the nest of knowledge

LFNO motto and Philosophy

EDUCATIONAL PHILOSOPHY, CURRICULUM AND INSTRUCTION

4. Discuss the school's educational philosophy and how it aligns with the mission.

The mission of LFNO is defined by our belief in the benefits to learners of bilingual education. We firmly believe that the French curriculum, due to its rigorous academic standards, supplies the best “roadmap” for the success of our students. LFNO provides a link to the historical past of New Orleans and is proud to join the international family of French schools. The following subjects will be taught in French: French Language Arts and Literature, Mathematics, Science, Social Studies, Physical Education, Arts and Music, World History, Geography and Philosophy. The following subjects will be taught in English: English Language Arts and Literature, American and Louisiana History. Our program is organized in a series of multi-year cycles during which students must acquire specific knowledge and demonstrate given competencies. This pedagogical design, which is mandated by the French Ministry of Education, provides an exceptionally strong developmental approach to learning. There are three cycles of progression in the primary school: the Early Learning Cycle 1 (Cycle des Apprentissages Premiers), the Basic Learning Cycle 2 (Cycle des Apprentissages Fondamentaux) and the Consolidation Cycle "In-Depth Learning" (Cycle des Approfondissements) 3-5th. This framework provides teachers with a system that allows for the natural development of each child. It is by offering students a structured learning environment with clearly defined grade level expectations and a systematic approach to learning reading, writing, mathematics and other curricular content along with exposure to the arts, that we prepare them to be successful citizens of the world. It is a truth that mastery of a field of knowledge helps students to develop self esteem which in turn charges them with valuable motivational energy that helps to ensure their academic success.

a. Describe the instructional methods to be used that support the educational philosophy.

At LFNO, we believe that all children can learn. Learning is enhanced when expectations promote high achievement, when the instructional program is challenging, and when the students are encouraged to realize success. To this end, LFNO's instructional method supports the development of an outstanding bilingual educational experience and is rooted in the philosophical backbone of the school. Because of the nature of the school, and the fact that most entering students will speak only English, the instructional methodology is critical to the development of communication and understanding. LFNO will use the Direct method. This method mirrors the natural development of language as babies develop language. Students will be “immersed” in French. More emphasis will be placed on oral presentations and demonstrations. From the first day of school, the teachers will speak in French to the students. In the early days of school, the teacher will use much repetition. Four areas of skill development will be stressed: oral (speaking), aural (listening), and eventually, reading (comprehension) and writing. The teacher will model the language, assisting students to understand by using props and visual aids. The teacher will present language concepts in logical order, and then assist students to categorize concepts (Sequential Principle). Students catch on quickly, as the teacher makes the connection between what is known and what is new information explicit. Gradually students begin to understand. Listening comprehension develops more quickly than speaking ability. Teachers provide opportunities for students to review and practice (Repetitive Principle). Children learn the meanings of common words and phrases more rapidly and very quickly are using the familiar terms. This method is a natural process, and extremely successful with young children

b. Provide evidence that this educational philosophy and/or approach are effective and will result in high academic achievement for the anticipated student population.

The mental discipline required to learn a new language system enhances the acquisition of English language arts, mathematics and other skills. Extensive educational research has demonstrated a positive

link between second language proficiency, academic and cognitive ability. Studies show that those who learn a second language have superior divergent thinking skills, are more creative and are better at solving complex problems than those who do not.¹⁴ Other studies correlate second language proficiency with higher scores on standardized tests as well as tests of both verbal and nonverbal intelligence.¹⁵ Further, the longer a student studies a second language, the greater the academic benefits the student accrues as shown on standardized tests of academic achievement.¹⁶ Proficiency in a second language can lead to expanded career opportunities and increased learning power. More importantly in today's world, development of values and self-esteem are encouraged when students are guided to compare their culture to another. Furthermore, competence in more than one language enables people to communicate within a variety of cultures and settings.¹⁷

An important part of the educational process is that students be encouraged to analyze texts and documents, to interpret and construct an argument and to use their knowledge and skills in ever increasingly complex situations. They must be taught to question, research and reason by themselves. They must decode words, comprehend what they are reading, and communicate orally as well as in writing. They must use logic. They must apply their knowledge in productive ways. The aforementioned is core of the French National Curriculum. The reasons outlined in the preceding paragraphs are why the LFNO Board of Directors believe that Lycée Français de la Nouvelle Orleans will develop students that will meet the challenge of today's global market.

5. If proposing to use the Louisiana Comprehensive Curriculum, provide the rationale for your selection and the methodology that will be used to implement the curriculum.

If proposing to use an alternative curriculum, provide details regarding how it aligns with the state standards, rationale for your selection and methodology that will be used to implement the curriculum.

a. Provide an outline of the major curricular programs that the school has selected for use, including textbooks, and literacy program

LFNO will use the French National Curriculum. LFNO Teacher Teams, within each cycle, will align the French National Curriculum with the Louisiana Core Curriculum¹⁸. These two curricula will provide the academic guidance for LFNO. There will be professional development sessions for all teachers regarding the two curricula¹⁹ and the Teacher Teams will devise an administrative plan to ensure that the faculty understands the differences between the curricula, develop an alignment document, and a method to address updating the alignment document as necessary. These Teacher Teams will meet before each reporting period (quarterly) to assess progress made, and will make any needed adjustments on the alignment document. This document will be tied to the schemata of the school and ensure that the requirements of both curricula are adhered to. This *living* document will get its strength from two comprehensive curricula, one from France and the other Louisiana, and is the underpinning of Lycée Français de la Nouvelle Orléans. Our graduates (*Bacheliers*) will receive a Louisiana High School diploma and the Baccalauréat Français-Américain.

¹⁴ Landry, 1974; bamford & Mizokawa, 1991; SDE website; Curriculum Development

¹⁵ Armstrong & Rogers, 1997; hakut, 1986; Thomas, Collier & Abbott, 1993.

¹⁶ Taylor-Ward, 2003

¹⁷ Louisiana Department of Education, Division of Curriculum Standards, LA Dept. of Ed. website

¹⁸ Please see Appendix *pages 16 – 80* for “snapshots” of the Fr. Curriculum and it’s alignment with the LCC

¹⁹ Please see Education, Professional Development, pp. 36 - 39

AN OVERVIEW OF THE FRENCH EDUCATION SYSTEM²⁰:

The System of Cycles: The French curriculum is organized as a series of multi-year Cycles, during which students must acquire specific knowledge and demonstrate given competencies. The concept of Cycles acknowledges that learning occurs in a different way, and at a different pace, in every child. For example, some may be proficient readers very early, while others, equally bright, take longer. Children begin learning to read at the start of 1st grade. By the end of 2nd grade, which is also the end of a Cycle, all should be readers.



Preschool (Maternelle) - 2 1/2 years through Kindergarten:

France's renowned École Maternelle has been imitated in many countries. The French preschool is an integrated and essential first phase of the educational system. Maternelle teachers, who have the same 4-year college degree as primary teachers, have solid training in child psychology and physical development, as well as education. They begin preparing the youngest children for the work they will be asked to do later in elementary school. Each subject and every activity in Maternelle is linked to the others. Rather than arithmetic, science and language being treated separately, the curriculum focuses on general concepts, such as logical thinking, which incorporate something from each field. For example, recognizing that learning has a physical component at early ages, the Maternelle program includes a daily gymnastic session, in which preschoolers must navigate a par-course of balance beams, climbing structures and crawling tubes. The par-course is specifically designed by the teacher to reinforce a concept, such as placing oneself in space: top-to-bottom, and left-to-right. Similar motions are then practiced on a smaller scale, during graphic exercises on paper. Although it would not be apparent to a casual observer, the children are learning pre-writing skills. By Kindergarten, they should be able to reproduce any shape in a defined space. Once actual writing begins in 1st grade they are able to write legibly, in cursive, within a few weeks. Similarly, the gymnastic sessions can be designed to help acquire mathematical concepts.

Music, art, stories, theater, puppets and field trips complement the “academic” subjects introduced during the Maternelle years. Although reading does not formally begin until 1st grade, preschoolers learn to write their own names and to recognize the names of their classmates and familiar words such as the days of the week. Each LFNO campus will have bilingual libraries and video collections, with a rich selection of preschool-level books and tapes for classroom and home use. Teachers frequently read to the class, and children can listen independently to their favorite books on audiocassette during free periods in the classroom. During their Maternelle years, they become enthusiastic “readers.”

From the very first day of preschool, the French teacher addresses the children in French. For the first few weeks, the teacher will frequently repeat the sentence in English. Children quickly learn the meanings of common words and phrases, and before long, they begin to use these familiar terms themselves. By the middle of the first year, the teacher rarely needs to use English. Listening comprehension develops more quickly than speaking ability. Midway through the first year, most children readily understand the French they hear every day at school. During their second year, they begin to speak well and in 1st grade, with the addition of reading skills, most are truly “fluent.” In addition, Maternelle students spend at least five class hours per week in English language activities with a native English-speaking teacher.

Another essential aspect of Lycée Français’s Maternelle program is socialization. The school day is highly structured, incorporating specific periods for free, self-directed play. Children learn to express themselves in a manner appropriate to the time and place, and to distinguish the difference. They are taught to respect others, and to understand the consequences of their behavior. Teachers rarely resolve disputes directly – this is something the children are encouraged to do themselves, acquiring both autonomy and a sense of responsibility and mutual respect.

²⁰ Lycée Français La Perouse, San Francisco, CA

The Maternelle program is characterized by a high esteem for the intelligence and abilities of the preschool-age child. In a warm, supportive environment adapted to their age, children are challenged, encouraged to think independently, and to act responsibly, thus fully realizing their potential at each developmental level.



Elementary School (Primaire) - 1st through 5th Grades:

1st grade is the middle year in the Cycle des Apprentissages Fondamentaux (1st cycle - acquisition of fundamental skills). Kindergarten and primary teachers have the same preparation and, in many cases, have taught both levels. As a result, transition from Kindergarten to 1st grade is easy for the child. Reading is taught first in French. 1st grade teachers use a combined method approach based on research concluding that different people learn to read in different ways, and perhaps some of us learn in more than one way. After the first ten weeks, 1st graders also begin to read in English. They are taught to write in cursive and to read all written forms. Language skills and oral expression are high priorities. A significant part of every school day is devoted to poetry, creative writing, formal composition, speech and spelling.

The teaching of mathematics is another point of pride and renown for the French educational system. It is a global approach in which students are exposed early to a wide range of mathematical concepts: geometry, addition, subtraction and multiplication, algebra, fractions, the decimal system, etc. Each year these mathematical concepts are expanded and students' comprehension deepens. Logic and expression are always prioritized. Calculating the correct answer is not sufficient; a student must explain how the answer was obtained, and why. Logic and the ability to articulate one's reasoning are emphasized in every grade and field. Multiple-choice and true/false questions are virtually nonexistent. In all subjects, students are required to develop answers in thoughtfully organized essay form. Presentation, neatness, and respect for one's study materials are viewed as necessary preconditions for serious learning. In primary grades, students learn study methods which they will use through high school and later in university.

As students advance through the primary grades, they study computers, astronomy, earth and life sciences, U.S. and French history, geography, civics, music, art, and physical education.



Middle School (Collège) - 6th through 9th Grades:

Beginning with 6th grade, each subject is taught by a specialist whose university training differs from that of colleagues who teach primary grades. There is the equivalent of a homeroom teacher/advisor for each class. 6th graders have the choice of Mandarin or Spanish. Those with proficiency in other languages such as Russian, Italian or Japanese can pursue them individually through the Lycée's correspondence program administered in affiliation with the CNED (Centre National d'Enseignement à Distance.) Computer classes, including courses on the Internet, are offered beginning in 6th grade. Science is expanded to include biology, geology, chemistry and physics. Statistics and functions are added to the mathematics program. Students also study English literature, U.S. and world history, and geography.

The 9th grade is the Orientation Cycle, designed to help students select a field of specialization for high school. At the conclusion of 9th grade, students take the Brevet des Collèges examination in French, mathematics and history-geography.



High School (Lycée) - 10th through 12th Grades:

In France, students choose a technical, professional, or pre-university high school. Lycée Français will offer only the college preparatory track of the French educational system. In addition to preparing for the Baccalauréat Français-Américain, our students obtain an American high school diploma. At the conclusion of 10th grade, LFNO students choose one of three general areas of study for the 11th and 12th grades, corresponding to the three most prestigious Baccalauréat diplomas. Students choose among these tracks:

S = mathematics/biology/physics/chemistry

ES = economic sciences/math/history/languages

L = literature/languages/philosophy

General studies continue, but approximately 50-70% of students' course work will be in classes specifically oriented toward their chosen program. For example, all students take math, but the type of math class varies according to the diploma being sought. Every course is a year in duration, as opposed to quarter or semester-length classes.

The Baccalauréat examinations are administered by the French Ministry of Education. Over a period of several days students will complete a 3 to 4-hour written and oral examination in each of four or five subjects. The questions are theoretical, testing the student's thorough knowledge of the field, ability to use abstract reasoning, and written and oral communication skills.

The French Baccalauréat and the Louisiana High School Diploma Compared: The French Baccalauréat and Louisiana High School Diploma have similarities and differences. They are awarded at the culmination of high school. They both provide the applicants of colleges and universities the possibility of entry into the realm of higher education. They have specialties (French) or concentrations (Louisiana) attached to their diplomas. They require exams to graduate. The major difference is that the French Baccalauréat is extremely rigorous. The students select a specialty area upon entry into high school. The areas of choice are: L(languages, literature and philosophy), ES(economics and social sciences) and S(mathematics and experimental sciences.) The students work intensely for two years, going to school seven to eight hours a day in preparation for the exams. An exam is given at the end of each year of study. All parts of the exam require essays that allow a candidate to demonstrate his or her in-depth knowledge in all the subject matter being tested; it also reveals his or her skills in analysis, synthesis and extrapolation. The Louisiana diploma's concentration is in general academics rather than the specialized academics of the French system. Both degrees allow access to post high school education. In France, this degree is considered the first diploma of higher education and therefore it grants its holder the right to enter any French University. In America, the French Baccalauréat is used as a tool to precisely identify the value of a candidate because of its rigor and grading system.

INTRODUCTION OF A FRENCH BACCALAURÉAT TAILORED FOR AMERICA:

The Baccalauréat Français-Américain (BFA) was established in 2007 in a cooperative endeavor between the French Ministry of Education and the American College Board (ACB) and it is integrated within the framework of the general French Baccalauréat. At first, the BFA will be offered only in United States' schools that have a French program. Eventually, hopes are that international schools around the world will be able to participate in the BFA program. In each series of the general Fr. bac, the BFA will replace three French tests with three Advanced Placement (AP) tests, corresponding to the dominant disciplinary field of the series. For example, in the scientific series, the French exam for "Sciences de la Vie et de la Terre" (Life and Earth Sciences) will be replaced by the ACB AP Biology test. Likewise, the English exam under the French system will correspond to the ACB AP English Literature exam. The computation of grades will resemble the same system as the general bac – grades for the AP exams (between 1 and 5) will be converted on a scale of 1 to 20.

Successful achievement of one's BFA will reflect the student's mastery of knowledge within both the French and American education systems. This double proficiency will allow students to easily matriculate into North American university programs, due to their familiarity with the various techniques and skills associated with pedagogy in the United States. In addition, this advanced knowledge will naturally benefit those pursuing higher education in Colleges and Universities worldwide.

Grade Equivalents between American and French Education Systems

American Grade	French Grade 6th through 9th	French Grade 10th through 12th
A+	16-20	15-20
A	15	14
A-	14	13
B+	13	12
B	12	11
B-	11	10
C+	10	09
C	09	08
C-	08	07
D+	07	06
D	06	05
D-	05	04
F	04	03

Baccalauréat Français-Américain:

For the Baccalauréat Français-Américain, students choose one of the three possible areas of concentration (*séries*) mentioned above: L, or Literary (*littéraire*); ES, or Social and Economic (*économique et sociale*); and S, or Scientific (*scientifique*). All students take a wide variety of subjects: French, two other languages, mathematics, sciences, history-geography, philosophy, physical & sports education and, if they wish, one or two elective subjects. The level of difficulty of some subjects depends on the *série* chosen. Students study the main subjects in their *série* in greater depth: mathematics and three sciences for *série* S; economics and mathematics for *série* ES; literature, philosophy and languages for *série* L. Each subject is weighted on the final Baccalauréat exams by being assigned a specific coefficient, which varies according to the *série* chosen by the student.

In their junior year, students must complete a personal research project, known as the TPE (*Travaux Personnels Encadrés*, or “guided personal work”). The TPE is a piece of original research designed to allow students to study an interdisciplinary topic linked to the dominant subjects in their chosen *série*. In their senior year, students choose a *spécialité*, which is similar to a major. The contact hours for that subject, as well as its weighting, are then increased. Students are also encouraged to choose one or two *options*, or electives, which could include a fourth or fifth language, art, or another sport.

In order to obtain the Baccalauréat Français-Américain, students must pass a rigorous set of exams, a few of which are taken in the junior year (these include the French exams and a formal presentation of the TPE), but the majority of which are taken at the end of the senior year. The granting of the Baccalauréat is based solely on the final grade average, weighted by the coefficients and calculated on a 20-point scale. With a final grade average of 10/20 or more, the Baccalauréat diploma is awarded; with a grade average of more than 10/20, an additional mention (level of distinction) is given: *assez bien* (12/20), *bien* (14/20), *très bien* (16/20). Should a student obtain a score between only 8 and 10, in the week following the

announcement of the results, the student may take oral examinations in certain subjects in an effort to improve the grade average to over 10/20. A Baccalauréat jury will then review the student's school record of the past two years along with the results of the oral examinations. If the general grade average is then recalculated to be 10/20 or greater, the student will be awarded the Baccalauréat diploma.

LFNO will educate students from Pre-Kindergarten through 12th grade. Each cycle provides a foundation for the cycle that follows. The transition through the cycles flows naturally according to the individual development of each child. For example, some children begin reading at a very early age while others take a little longer. This is not a reflection of the child's intelligence but rather of the pace of his/her development. This system allows for these differences in developmental timetables, by looking at growth at the end of the cycle rather than yearly, an especially relevant approach in early childhood.

The structure of the *French cycles* is:

PRIMAIRE (PRIMARY)

Maternelle

- K1 (Pre-K 3)
- K2 (Pre-K 4)
- K3 (Kindergarten)

Elémentaire

- CP (1st grade)
- CE 1 (2nd grade)
- CE 2 (3rd grade)
- CM 1 (4th grade)
- CM 2 (5th grade)

COLLÈGE (MIDDLE SCHOOL)

- 6ème (6th grade)
- 5ème (7th grade)
- 4ème (8th grade)
- 3ème (9th grade)

LYCÉE (HIGH SCHOOL)

- Seconde (10th grade)
- Première (11th grade)
- Terminale (12th grade)

PLEASE SEE APPENDIX page # 80: FRENCH CURRICULUM: CLASS LEVEL EQUIVALENTS

LFNO will use Success for All as its literary program.

Success for All: The Success for All language arts and reading program in the early childhood years (Pre-k and k) promotes, develops and enhances language and literacy skills. LFNO's youngest students will be provided an experiential and child-centered curriculum that provides the necessary foundation for success in elementary school. During the elementary years (1st-5th) SFA helps students achieve grade level performance, whatever the challenges or abilities are, through prevention, early intervention, and pacing. Middle School SFA is designed to add well-structured curricula, instructional methods and professional development to help students reach full potential. It is a comprehensive model serving many at-risk adolescents and works to improve literacy through use of novels. High school SFA targets the needs of adolescent learners through systematic instruction to create a culture of high expectations for students which allows them to develop skills and strategies necessary in honors or AP. The literacy program will be balanced, meaning-centered, and contextualized. Instruction will involve reading, and responding to literature. The Daily 6 – Trait Writing will guide students to the refinement of their writing. Enhancement of writing and development of skills takes place in collaborative teams working to provide collaborative feedback and motivation to one another. Students are taught to develop their critical sense not only as writers, but also as writing evaluators. The National Assessment of Education (NAE) gave a writing exam in 2002. The disturbing results indicated that only 22-26% of test takers scored as proficient writers. Students scoring as advanced writers were practically non-existent. With this more relevant, and

stimulating approach- in essence, a “writers’ workshop,” LFNO is confident that we will produce excellent writers.

Textbooks/Materials: French textbooks will be the primary resource for instruction. The Director of Academics, when hired, will provide a complete list of textbooks and materials to be ordered for the school. Listed below are some of the books that we plan to use for our students. Teacher manuals will be ordered as well as consumable workbooks for the students.

PLEASE SEE APPENDIX page # 81: SAMPLE SELECTION OF TEXTBOOKS

Computer Lab: LFNO recognizes that a computer lab is an important part of the education process. Although we do not have sufficient funds to create a computer lab during the first year of school (Pre-K 3, 4, & Kindergarten) LFNO is committed to finding the funds for such before the fourth year of the school’s operation.

LFNO will create a computer lab for its students for the 2014-2015 school year. The lab will contain 25 desk-top computers, monitors, computer tables, and chairs, will be networked, and connected to a printer. Initially, our business manager will oversee this effort, and instruct our students for part of his/her work-day. Teachers will also assist and use the computer lab with their students.

b. Discuss what instructional method will be used to support the educational philosophy.

Direct Method: The direct method is one that refrains from using the learner’s native language. It is based on the premise that learning a second language must be an imitation of the process of acquiring a first language, as this is a natural way that humans learn language. In a school setting, this is seen as the children being “immersed” in the target language. This is reflective of the philosophical foundation of LFNO, as we believe that children learn best when they follow their own developmental timeline in a nurturing environment. The teacher is seen as a facilitator. The belief that all children can learn and are capable of meeting high expectations ensures their ultimate academic success.

Other Instructional Methods: LFNO is committed to providing the best bilingual education for its students. Because the majority of students will be English speaking upon entering the school, much emphasis will be placed on oral presentations and demonstrations. From the opening day of school, the teacher will speak French to the students. In the early days of school, the teacher will use much repetition. Four areas of skill development are especially highlighted: oral (speaking), aural (listening), reading (comprehension) and writing. The teacher will model the language, helping students to understand by using props and visual aids. The teacher will present language concepts in logical order and assist students to categorize concepts (Sequential Principle). Students are aided because the teacher makes the connection between what the student knows and new explicit information. Gradually, students begin to understand. Listening comprehension develops more quickly than speaking ability. Teachers provide opportunities for students to review and to practice (Repetitive Principle). Children quickly learn the meaning of common words and phrases, and soon are using the familiar terms themselves. It is a natural process and extremely effective with young children.

Instructional Consistency: The French and Louisiana curricula provide direction for our teachers. These two documents define the knowledge and skills to be attained within each cycle. They help to establish benchmarks. Our faculty will adhere to a common lesson plan, a best practice used by French Schools across America. Because the teachers of each cycle will meet together four times annually to assess alignment of the curricula, student progress, and to make adjustments when necessary. These efforts will create an on-going school-wide improvement of instructional practices. This fine-tuning allows for meaningful professional development, as some areas of concern that arise will be included in our professional development portfolio for the year. From these sessions, interdisciplinary learning is

facilitated creating cross-curricular units of study, as teachers build a common vocabulary and themes. The aforementioned is incorporated into the details of their lesson plans from week to week.

Data Driven Instruction: The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. The data driven cycle of assessment, analysis and action is indispensable for increasing student achievement. To be successful it must be deeply embedded in the school's culture and a top priority of school-wide improvement. All teachers will work toward the same standards and assessments for all students in a given grade level and content area. LFNO will implement school-wide assessments that address the scope and sequence of the French Curriculum and the Louisiana Core Curriculum to ensure students are on track to meeting the state's Grade Level Expectations (GLE). This will entail teacher teams meeting to design effective interim assessments. For an interim assessment to provide useful information about how students will perform on the state tests, each question needs to be clearly aligned to a standard. In this way, assessments define standards and make them meaningful. These assessments will be used to evaluate the effectiveness of curricular decisions and to suggest modifications or additional interventions that may need to occur to ensure student success. The assessments will serve as a guide for classroom instruction and lesson planning as well as provide the data needed to address concerns in the quarterly curriculum and alignment sessions. The results will provide teachers with ongoing feedback about their students' progress in meeting the state GLEs. With this data, teachers will be better prepared to specifically target any student's weakness that is revealed by the test without waiting for the end of the year assessment.

c. Articulate how the curriculum aligns with the school's mission.

The mission of LFNO is defined by our belief in the benefits of bilingual education. We consider that the French curriculum, held in high regard internationally, supplies the best "roadmap" for the success of our students. The excellent results achieved by the French system of schools around the world lends credence to the tremendous strength of the French Curriculum as graduates attend the best colleges and universities on national and international levels.

d. Explain anticipated professional development needs.

LFNO's administration and faculty will work in partnership with CODOFIL and the French Ministry of Education to select and design effective professional development experiences. In addition, the faculty will work together collaboratively to select topics for professional development that are relevant to them. This is viewed as a critical component to our professional development program as one of the most important aspects of a strong P.D. program is the faculty's participation and "buy-in". It is with this approach that we will identify LFNO as dedicated to the ideals of a "learning community." (See further details contained in the Professional Development section, Question 18.)

e. Explain how the curriculum aligns with the class schedules and calendar.

LFNO has selected an academic program fulfills the mission statement of our school. We have programs and support materials for all aspects of the instructional expectations of the school, more daily instructional time than is mandated by SBESE, and more school days than required to ensure that our instructional program will meet the needs of our students. Additionally, we have longer school days than is mandated by SBESE. We feel confident that we will be able to ensure the success of our students with a calendar and a longer school day.

6. Describe the school’s target population and provide evidence of the proposed curriculum’s effectiveness, rigor and relevance to the target population.

LFNO will be open to all students from Metro New Orleans and the River Region. We are committed to an ethnically, economically, culturally and socially diverse student body; the school will be a reflection of the society in which we live. It will be a place where many cultures and languages coexist creating a stimulating and multicultural environment, and will reflect the analogy that New Orleans is like a “bowl of gumbo” -- full of diverse ingredients which blend to make a deliciously unique recipe. Some French-speaking students will apply to the school. Others will apply to LFNO due to their parents’ desire to provide their children with a bilingual education. The fact that LFNO will be one of two public charter schools²¹ in America offering a French Baccalauréat degree is a special allure, as well. In order that we attract a wide variety of students, we are building a relationship with the Haitian community and we are partnering with First Steps, 2601 S. Claiborne Avenue²² and will provide a French teacher to work with their one and two-year olds. Our objective is to create interest within the community about LFNO. We believe that our curriculum instruction will directly benefit all children. The design of the curriculum in “cycles” takes into consideration the developmental timeline for children’s readiness to learn. The French cycles will provide natural growth periods for our students. LFNO will align the curricula with several types of assessments that will ensure our students academic success. Research shows that alignment of curricula can increase student achievement and help to defy those usual indicators of socioeconomic status, race and gender. Additionally, bilingual education stresses continual repetition as a teaching strategy. It is through repetition, practice and reinforcement that language learning occurs. This is a principle of instruction that is beneficial to all children and is especially relevant to students learning a foreign language.

7. Discuss the school’s plan for meeting the requirement to serve an “At-Risk” student population, to include strategies for attracting and retaining a comparable or greater enrollment percentage of at-risk students when compared to the enrollment figures for such students in the school district in which the charter school will be located.

In keeping with the mission of LFNO, that of providing a bilingual school that is open to all students, we will work to ensure that our school has a diverse student body, ethnically, economically, socially and culturally. In reaching out to the greater New Orleans community, our aim is to entice parents to apply to LFNO who may be unaware of the benefits of a bilingual education. To meet this objective, we have launched a program to educate the public. We have made connections with area day care centers and are targeting neighborhood organizations. The following are LFNO’s outlined strategies to attract and retain at-risk students to Lycee Français:

Haitian Community Outreach

It is clear that New Orleans would not be what it is today without the intermixing of culture that occurred between New Orleans and Haiti. Beginning with the Haitian Revolution of 1804, 90% of the immigrants escaping the violence from the revolution settled in New Orleans. With them, they brought a distinct culture and architectural tradition.

A significant impact of the influx of Haitian immigrants and free people of color in New Orleans was the establishment of the Treme neighborhood. Faubourg Treme was among the first predominantly African American neighborhoods in the country, and is still an important center of African American culture. After all, one can hardly imagine New Orleans without the brass bands and second line traditions that continue to center in this neighborhood.

²¹ The *New York French American Charter School* opened its doors this September.

²² Please see *Appendix page # 10:Letter of Intent/Memo of Understanding with First Steps Day Care Center*

Unfortunately, New Orleans now shares a new connection to Haiti, as it will struggle greatly to overcome a natural disaster that threatens to tear their country apart at the seams.²³”

In the aftermath of the January 2010 earthquake in Haiti “according to the international aid group, UNICEF, an estimated 90% of schools in the Port-au-Prince area were damaged or destroyed. Throughout the country, up to 2 million children might not be attending any kind of school.²⁴”

Lycée Français is honored to have as one of its board members, Loyola University Professor Dr. Jean Montès, and advisory board members, the Honorary Consul of Haiti - Dr. Sylvain Francois, Fenelle Guillaume and Jacqueline Simon --- all active Haitians in the New Orleans community.

There are an estimated 4000 French-Kreyol (Creole) speaking Haitians living in the New Orleans area²⁵. The Association Haïtienne de Développement Humain, Inc. (AHDH) is a non-profit organization founded in 1986 to promote the welfare of Haitians in Haiti and in Louisiana. Lycée Français, with its unique French educational environment will partner with AHDH to bring a nurturing, safe haven to the Haitian community and its young newcomers.

On August 15th, 2010, Dr. Montes presented the French educational opportunities of Lycée Français to the Haitian community at Saint Katherine Drexel Church, formerly Holy Ghost Catholic Church²⁶. Similar presentations will be made to other Haitian churches in September. The New Orleans Haitian Relief Task Force is developing a Haitian radio network. Lycée Français will advertise on this and other local radio and TV networks to reach the community. The “We Care Charitable Foundation” and AHDH also sponsor elementary education in the Port-au-Prince area (Petits Frères de Ste. Tèreèse) and English language for High School students in La Vallée, Haiti²⁷. Lycée Français looks forward to collaborating with these and other schools in Haiti.

According to Dr. Montès, interaction with the Haitian community and the reality for Haitian parents to raise their children in the United States is the most challenging adaptation issue for them. The parents often do not have access to or the means to send their children to a French system similar to the one they attended in Haiti. They often are not fluent in the English language to the point where they cannot assist their children with homework. Furthermore, the cultural differences are so drastic that parents end up giving up with their children’s education, therefore providing significant hurdles for the children to overcome. LFNO will provide another option for the 4,000 Haitian families residing in New Orleans who are eager to have access to a French School education.

With its deep, historic roots and a new connection with Haiti, New Orleans has yet another chance to give back and reach out to Haiti, as others did for New Orleans post-Katrina.

In order to ensure the academic success of our at-risk students, we recognize that some will need intensive support. LFNO’s emphasis on the following areas is designed to provide support and assistance to our students:

Teachers: We will work closely with the Council of the Development of French in Louisiana (CODOFIL) to ensure that ‘highly qualified’ teachers are identified and hired from France. These teachers are selected by the French Ministry of Education due to their certification, teaching experience, and professionalism. The teachers from France have an outstanding command of curricular and

²³ *Haitian Roots in New Orleans*, Preservation Resource Center publication, January 13, 2010.

²⁴ Recovery School District superintendent Paul Vallas will stay in New Orleans another year. The Times-Picayune, June 3, 2010.

²⁵ *Local Haitians Worry About Family Members*, WWL-TV.com January 13, 2010.

²⁶ Please see **Appendix page # 82**

²⁷ *We Care Charitable Foundation* GrandboulageHaiti.org and the *Association Haïtienne De Développement Humain, Inc.* haitiahdh.org

instructional issues that are relevant to their areas of expertise.²⁸ Our LFNO English teachers will also be selected for their mastery of curriculum, pedagogy and experience. Also important is the teacher's knowledge of English in a bilingual school. The teachers will be involved in professional development sessions that will assist them with an appreciation of the standards and benchmarks of the Louisiana Core Curriculum. The teachers will also participate in professional development activities to address the needs of struggling learners.²⁹ Additionally, there will be development sessions that will stress the effectiveness of collaboration strategies in which all teachers will be required to participate.

Success For All: Our reading program for English was selected for its ability to help students succeed, especially "at risk" students. SFA is a model that includes reading, writing, and oral language. It is phonetics based and designed for its intervention capabilities to address the needs of struggling students. In pre-school and kindergarten, SFA promotes, develops and enhances language and literacy skills as well as listening and social skills and positive self-esteem. It provides young children with an experiential and child centered curriculum that gives them the necessary foundation for success in elementary school. The elementary program offers a proven solution to help students achieve grade level performance,, given their challenges and abilities. The research-based principles, early intervention, and relentlessness guide the content, methods of instruction, and pacing inherent in the program. The middle school program is designed to add well-structured curricula, instructional methods, and professional development for teachers to help students reach their full potential. The design is a comprehensive model for at-risk young adolescents also.

Teaching Strategies: The teaching strategies utilized in bilingual schools are aimed at helping students to develop comprehension of a foreign language. Because the children are taught in French from the first day of school, students will experience difficulties understanding what the teacher is saying. Therefore, teachers use specific strategies that ease the passage to comprehension in the classroom. Such techniques as using visual aids, pantomime, structured overviews, and peer tutoring reinforce these concepts, and guided work cards, worksheets, games and songs have proven successful for stimulating learning. These techniques can be especially useful for struggling students.

Tutors: French tutors will be hired to provide academic support for students whose teachers have identified them to be in need of additional French assistance. The tutors will be trained by the Director of Academics. They will work with students at established times designated by the teacher, during the school day, and will follow a specified plan created by the teacher. The tutors will be selected from among the most experienced applicants and will be comprised of retired educators, college students and community members interested in bilingual education.

After School Homework Center: LFNO will have a homework center. The center will be staffed by LFNO French teachers on a daily or weekly rotation for 60 minutes, Monday through Thursday. There will be a student fee assessed to attend the homework center. However, no child will be denied access to the center due to financial constraints. Arrangements will be made for financial assistance through fundraising projects. The homework center will be especially beneficial to struggling students, as the French teachers will have knowledge of the students' needs, and how to provide the resources to assist students who might be having conceptual difficulties due to learning in a foreign language. During homework center, teachers will be able to work with students on a one to one basis to enable them to meet most challenges.

Summer Camp ICU: LFNO will hold a summer camp for incoming students or for those LFNO students who have been identified as in need of assistance. This camp will be an Intensive Care Unit. It will be staffed with French teachers and specialists whose main objective is to assist students to meet the particular challenges that they are facing with French education. ICU will provide more individualized

²⁸ See *Governance*, pages 52 - 53 re: CODOFIL.

²⁹ Please see *Education, Professional Development*, pp. 36 - 39

work for students, and an environment in which children can have an opportunity to learn and grow in French within a relaxed environment. Summer camp will be fee based. There will be scholarships provided for students who have qualified for free or reduced price lunch.

Outreach Partnership with First Steps Early Childhood Day Care Center: Lycée Français is partnering with First Steps, a New Orleans day care center that serves at-risk children. LFNO will provide a French teacher, funded through a grant, to teach French to one and two year olds who attend the center. Because early childhood is the optimal time for language development, LFNO's objective is to work in partnership with this neighborhood day care center to provide opportunities for their children to develop skills in the French language. This is LFNO's opportunity to establish yet another Outreach Program to give back to our community, and to expand future educational opportunities for the children's parents to consider.

In addition to the above-mentioned programs, we recognize that reading is essential to school success. Although we have many assets built into our program to ensure the success of our "at risk" students, we also want to ensure that no child experiences difficulty without immediate assistance. Therefore, we are providing a safety net designed to identify children who might be in need of remediation. In such cases, the Academic Director will work with the French teacher to identify students in need of assistance, assess them, develop a student profile and design an intervention. Our Pre-K and Kindergarten students will also be given an early childhood developmental screening the first week of school. This screening will result in a developmental profile of each child.



8. Provide a description of specific and measurable goals for student academic performance and operational management associated with the performance outcomes listed.

<u>Performance Outcome</u>	<u>School's Internal Goal</u>
Daily Attendance	LFNO's annual attendance rate will be 95% or higher and will exceed the LA State attendance average.
State Tests	Students at LFNO will perform at basic or above on all State Criterion Referenced tests (LEAP, iLEAP, GEE).
Diagnostic Tests	LFNO students will perform at basic or above on all Louisiana State and French National Evaluations.
Matriculation	100% of LFNO students will receive multiple college admissions offers
Graduation/Promotion	LFNO's 8th grade students will score at basic or above on the LEAP. 100% of LFNO students will take and pass the GEE. LFNO 12th grade students will pass the French Baccalauréat at a 90% rate.
Teacher Retention	Teacher attrition rates will not exceed 10%.
College Placement	90% of LFNO Graduates will receive Advanced Placement
Other – SBESE	LFNO will attain an SPS Assessment Index baseline of 90.0 or above.

LFNO will meet or exceed its annual SPS Assessment Index growth targets, as established by SBESE.

9. Describe the school's plan for monitoring and reporting the effectiveness of the curriculum, instructional methods and practice during the first school year, at year 3, and at year 5.

Academic accountability planning cannot be done in isolation from the faculty. Therefore, the administration and faculty will work as a team to design a detailed accountability plan. They will collaborate to identify long-term goals, break them into manageable interim benchmarks against which growth can be measured. The SBESE *Framework for the Evaluation of Louisiana Charter Schools* and the No Child Left Behind Act AYP goals will serve as the core academic accountability framework. We will also breakdown the School Performance Score (SPS) to its component elements to ensure that the school can ascertain easily understood operational goals. Additionally, the LFNO alignment document works to ensure that the Louisiana and French curricula support one another. The LFNO teachers will meet quarterly to monitor performance, review alignment, make adjustments in curriculum and/or instructional methods, if needed. Analysis of the CRT, NRT, attendance and dropout goals of the SBESE's indices will establish annual targets for growth that will result in specific LFNO achievement level goals. On the four records days, our students will be dismissed at 1:00 so that the administration and staff can determine if adjustments in curricula are necessary. As the school's inaugural year kicks off with Pre-K and Kindergarten, our students will need baseline scores by which to measure growth. We will use a nationally normed assessment such as DIBELS to determine student progress and the effectiveness of the school's educational program. The assessment process will include pre-testing and post-testing to develop a baseline by which to measure growth throughout the year.

STUDENTS WITH EXCEPTIONALITIES

Charter Schools are required to serve students with exceptionalities and any students with a special need including but not limited to physical, mental, emotional and social disability. Applicants should review state and federal laws regarding meeting the requirements of students with Individualized Education Plans (IEP). All schools must comply with these requirements and thus responses to the questions below should not restate the law and compliance requirements. Your responses should articulate the school's philosophy regarding educating these populations, including but not limited to strategies for recruitment, retention, and support.

10. Describe how the proposed school will provide students with disabilities access to a free, appropriate education in the least restrictive environment.

Overview: Lycée Français de la Nouvelle Orleans' mission is to provide a premier French education to all students. LFNO is committed to ensuring that special education students receive school community support enabling them to excel and meet high academic performance standards. In accordance with all applicable state and federal laws and regulations, including Title II of the Americans With Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974, Louisiana Board of Elementary and Secondary Education Bulletin 1706, and other relevant regulations/legislation, Lycée Français will offer students with disabilities the least restrictive learning environment possible within the guidelines of each student's Individualized Education Plan (IEP). LFNO will ensure a quality French education for all students by providing special education and related services that meet all State Board of Elementary and Secondary Education (SBESE) standards. Lycée Français will not discriminate against students in student recruitment or enrollment practices who have or may have disabilities, as it is our mission to provide a French education to the underserved and at-risk students in New Orleans, Jefferson, St. Bernard, and St. Charles.

All of our students, including those identified as disabled under Louisiana State Law and Federal IDEA law (hereinafter IDEA students), will achieve the school's mission of being prepared to receive both the French Baccalauréat and a Louisiana High School diploma, and be ready to matriculate in colleges or universities, and obtain highly sought professional careers. We stand by our belief that LFNO has incorporated a system that is designed to have students achieve their full creative potential.

a. Explain the kinds and types of services and related services the school is likely to provide directly (as opposed to those that will be provided by a third-party contract).

LFNO plans to provide the following services directly:

- Diagnostic and evaluative medical services
- Remedial tutoring
- Student and/or parent counseling
- Health Education

⇒ Each school year LFNO will make available to its high school students enrolled in Health Education, at least thirty minutes of age and grade appropriate classroom instruction relative to the state's safe haven relinquishments law, Children's Code Articles 1149 through 1160. The state's safe haven relinquishments law provides a mechanism whereby any parent may relinquish the care of an infant who is not more than thirty days old to the state in safety and anonymity and without fear of prosecution. La. R.S. 17:81.

b. Describe the personnel that the school will devote to serving students with disabilities (and the significant administrative responsibilities associated with special education).

The Special Education Coordination (SEC) will act as a steward of all special services administered at LFNO. While all LFNO staff will be directly responsible for upholding all the principles of LFNO's vision for special education, the Special Education Coordinator will coordinate and supervise the entire program of special services. The SEC will develop and oversee the LFNO's plan that stipulates (1) how students will be identified and evaluated for exceptionalities; (2) the procedures for developing and implementing IEP's; (3) how students with exceptionalities will be integrated in the school's instruction and culture; and (4) specific procedures and expectations for including parent and other stakeholders in the process of delivering special services.

The SEC will assemble an IEP team, coordinate the meeting and activities of the IEP team, coordinate staff professional development regarding the delivery of special services, encourage the participation of stakeholders such as regular education teachers, parents, and administrators in decisions about a student's exceptionalities, ensure delivery of IEP services, and compliance with all reporting and documenting requirements.

c. Explain how the school will assess, review, revise and implement the IEP.

Assessment: When any student enrolls at LFNO, the Lycée Français staff will visit the student's home to introduce the student and the student's family to the policies, procedures, and culture of the school. The LFNO staff will review the student's past academic experiences, if any, with the student's parent or guardian, including the student's disabilities and/or exceptionalities. If applicable and available, the LFNO staff may ask to see the student's IEP from his/her previous school, if there was one, as a starting point for the evaluation process. All students entering LFNO with an IEP will be reevaluated upon enrollment to ensure the accuracy of the IEP.

Lycée Français will offer all parents the option to have their children evaluated to determine the necessity of special accommodations. If a parent or guardian requests an evaluation for his/her child, LFNO staff will record this request in writing and convey the request to the LFNO's Special Education Coordinator (SEC). For all newly enrolled students, the Special Education Coordinator will review the student's records from their previous school, if any, to determine whether the student has previously been evaluated or classified as a student with special needs regardless of whether his/her parent or guardian reports any special needs. For newly enrolled students who have no reported history of exceptionalities, the SBLC (School Building Level Committee, appointed by the principal) will examine these students for any signs of possible exceptionalities. The SBLC is empowered to report the need for evaluation to the Special Education Coordinator (SEC) or recommend further observation. If a student demonstrates a possible area of special need after his/her enrollment, the LFNO staff may refer the student for evaluation. The teaching staff will be trained by the SEC to recognize signs of special needs and strongly encouraged to refer students who may need accommodations.

Prior to any evaluation, LFNO will obtain parental consent for the evaluation. If the parent does not consent to the evaluation, the LFNO staff may conduct a hearing with a mediator to determine whether an evaluation is appropriate.

In creating an IEP, Lycée Français will create measurable and achievable goals for our students with special needs. The effectiveness of an IEP and the LFNO's staff implementation of the IEP will be measured by the student's achievement of these goals. An IEP will serve as a meaningful blueprint for individualized programming. The aforementioned asserts that an IEP should establish specific data points, both for present level of performance and for the level of performance that the student is trying to attain by the end of the school year. Specific data points will be derived from norm-referenced test measures and curriculum based assessments.

Review: Throughout the school year, the Special Education Coordinator will meet with the student's parent or guardian and teachers on an as needed basis to address any changes, concerns, or share successes. If the student is not making satisfactory academic progress, the IEP team will review and consider modification and revisions to the IEP, if appropriate.

At the conclusion of the school year, administrators, the Special Education Coordinator, and the teachers will examine each IEP goal and related modifications to assess how they should be revised for the following year. LFNO will re-evaluate a student upon request of a member of the Lycée Français staff, occurring once per year. At a minimum, every student who has been identified with an exceptionality will be re-evaluated every three years.

Revision: After a review of the student's IEP, the IEP team may determine that the IEP needs to be revised. This determination may result from a variety of factors, including student success or failure in reaching IEP goals. If the student has been successful in meeting his/her IEP goals, the student will be encouraged to continue progressing with new goals and challenges. If a student was unable to attain his/her IEP goals from the previous year, the quality and types of services that the student received will be reviewed and revised, if necessary.

Once the IEP team has determined that an IEP needs to be revised, the team will investigate all the factors within the LFNO curricula that affect or are affected by the student's exceptionality. The aforementioned process will be guided by the Special Education Coordinator and conducted in compliance with LFNO's commitment to providing a quality education for our special students. Lycée Français will include all stakeholders' input to ensure that the investigation is a complete snapshot of the student's learning profile and reflects LFNO's commitment to our special needs students.

After a thorough investigation of the student's learning needs, the curricula, and the stakeholders' responses, the IEP team will use the findings to create an effective revision of the IEP, if necessary.

Implementation: The most important feature of a school of excellences' implementation procedures are the drafting of an effective IEP and the consummate delivery of accommodations provided in the IEP. Without exception, Lycée Français will exemplify the aforementioned two standards in the LFNO's special education program.

Lycée Français will hire and train all teachers in the most current and research-driven best practices for differentiated instructional methods. Differentiated instructional methods permit teachers to address many different learning profiles in the same lesson, and when appropriate, capitalize on the variety of learning profiles in the classroom by encouraging students to participate in cooperative learning groups. Some instructional methods that LFNO plans to use to increase the achievement of students with exceptionalities are:

- To incorporate a combination of direction instruction and practice
- Small group/paired instruction and practice
- Independent instruction and practice

LFNO's teachers will use a variety of instructional and practice groups to optimize student understanding by requiring the students to interact with the material in different settings. In grouping the students for instruction/practice, teachers will use both heterogeneous and homogeneous groups; heterogeneous groups will be used for group practice; homogeneous groups used for instruction. However, heterogeneous groups are preferred at LFNO as they encourage the greatest integration of students with exceptionalities into the regular education population.

- Frequent checks for understanding

LFNO teachers will frequently check all students for their understanding of both assignment instructions and substantive content. This permits teachers to quickly respond to the student's academic struggles and identify students who may need extra instructional time on the concept.

- Special education/content collaboration

LFNO will not permit a departmental divide between content area teachers and the Special Education Coordinator/teacher. The content area teachers will actively collaborate with the SEC in order to develop inclusive units, lessons, and classroom activities. At Lycée Français, the SEC and content area teachers will work together as partners in realizing the school's mission for preparing every student to achieve a Louisiana High School diploma, a French Baccalauréat, and college matriculation.

d. Describe the school's plan to ensure parents of children with exceptionalities are informed of how their children are progressing on annual IEP goals and in the general curriculum.

Parents of children with exceptionalities will be engaged in the student's IEP plan from the very beginning, when the Lycée Français staff makes a home visit with every accepted student before each school year begins. At that time, staff will lay out expectations for parental involvement and participation in the education of each student and sign an Accountability Contract that outlines expectations of parents, teachers, and students in collectively ensuring high academic performance for every child. The Special Education Coordinator will take steps to ensure that one or both of the parents of the student is present at each IEP meeting or are at least afforded the opportunity to participate. Parents will be notified at least 5 school days in advance of an IEP meeting to ensure that they will have an opportunity to attend. The Special Education Coordinator (SEC) will schedule the meeting at a mutually agreed upon time and place, indicating the purpose, time, and location of the meeting and who will be in attendance. A meeting may be conducted without a parent in attendance if the parents decline to attend, and other methods of parental participation such as conference telephone calls and in-person home visits are unsuccessful. In such a case, the SEC will keep written records of his/her attempts to arrange a mutually agreed upon time and place. The SEC will attempt to schedule the IEP meeting at least three times before proceeding without parental or adult student involvement. Lycée Français will take whatever action necessary to ensure that the parents understand the proceedings of a meeting, including arranging for an interpreter for parent(s) who are deaf or whose native language is not English.

Parents of students with exceptionalities will receive regular Friday checklist reports of student progress in the general education program and IEP objectives through the school's school-wide monitoring and reporting process, including quarterly parent-teacher conferences and report cards. In addition, the Special Education Coordinator will be responsible for making special phone calls home on a regular basis, no less than once per month, to update parent(s) on a special education student's academic and behavioral performance in the regular education performance, including updates of actual performance against benchmark goals set in the student's IEP, when applicable. Parental involvement is an integral part of Lycée Français' French education program for every child, and students with exceptionalities will receive priority attention from all staff to go above and beyond the school's standard expectations and policies for involvement of every child's parents or legal guardians.

e. Describe how the school will provide accommodations for students with disabilities who require extended school year services.

LFNO will offer extended special education services through its four-week French summer camp. The Special Education Coordinator will be hired on a hourly basis to coordinate with the summer school teaching staff to ensure that the student's IEP needs are being met.

- f. Include a description of the specific efforts to attract and retain a comparable or greater enrollment of students with disabilities when compared to the enrollment figures for such students in the school district in which the charter school will be located.**

Attracting: The idea that charter schools are not welcoming to students with exceptionalities is perhaps the most harmful misconception about charter schools. It is of paramount importance that LFNO's commitment be clear and consistent regarding our open enrollment policy of student's with all learning profiles. In conjunction with LFNO's marketing strategy, our materials will include a clear sign that all students are welcome, that we are an open enrollment, tuition free public charter school, except for Pre-K and that we will welcome students with exceptionalities, disabilities, and limited English proficiency.

Retaining: The lynch pin of retaining students with exceptionalities is the effective delivery of educational services to those students. LFNO plans to effectively deliver needed services, clearly communicate progress to parents, and promote student success in reaching IEP goals. At LFNO, a high rate of student retention for students with exceptionalities will occur if our school meets the aforementioned aims.

11. Explain how the proposed school will serve students with Limited English Proficiency (LEP). Provide details regarding how the school will:

Overview: While we do not anticipate a large population of non-English speaking students or French only speaking students enrolling in Lycée Français, based upon the historical demographics of the Orleans Parish Public Schools, we will hold the same rigorous academic standards for these students that we hold for all LFNO students. In order to support our Limited English Proficient (LEP) students, we will equip them with targeted instructional support necessary for their academic success.

LFNO will use shared services to contract with Orleans Parish School Board to hire a LEP teacher, on a hourly basis, who will use a structured English immersion methodology to fulfill this goal, as this strategy has been shown to demonstrate the best results with English language learners. In addition, our English teachers will assist LEP students in our after care program that will provide needed additional learning time for these students to work towards mastery of the English language. English teachers will be assigned on a rotating basis Monday through Thursdays to provide such services. We firmly believe in avoiding the common pitfall of assigning LEP students to special education services simply because of their limited language proficiency. For parents whose English proficiency is also limited, we will make sure that all school information is translated using Microsoft Word or through a staff member fluent in a particular language.

All staff will receive professional development in effective instructional strategies for teaching LEP students immersed in our general educational program.

a. Identify LEP students.

In order to ensure appropriate identification of Limited English Proficient students, Lycée Français may mail a Home Language Survey to all students' homes shortly after enrollment or hand deliver it during the summer home visit. All students who were born in another country or come from a home where language other than English is spoken will be subject to an informal interview conducted by school staff or a contracted translator (in the student's native language).

If the interviewer determines that the student speaks no English, that student will be classified as an LEP student. If the interviewer determines that the student speaks some English, the school will administer a Language Assessment System (LAS) test. If the student fails to pass this assessment, the student will be

classified as an LEP student. The target date for all Home Language Surveys data to be collected and Language Assessment System tests to be completed is October 1st of each school year.

Prior to the start of the school year, the school's teachers will receive training through Professional Development activities, coordinated by the Director of Academics, on the proper identification and education of LEP students. All teachers will be responsible for observing their students' performance in the classroom to identify any signs of limited English proficiency that may not have been properly screened from the Home Language Survey and/or summer home visits. Any student suspected of having limited English proficiency will be tested to determine what level of services, if any, are necessary to ensure targeted language instruction and LEP student academic success.

b. Ensure students are not tracked inappropriately

Once LEP students are identified, the Director of Academics will meet with teachers of LEP students and review the results of the Language Assessment System (LAS) test. The Director of Academics will be responsible for mapping the Proficiency Level Expectations (PLEs) outlined in the Louisiana English Language Development Standards (ELDS), which identify what LEP students should learn at five levels of English language proficiency in the domains of language, listening, speaking, reading, and writing.

Each LEP student will have an individualized annual plan of sequenced benchmark goals based on the student's entering level of proficiency and a rigorous plan for growth in proficiency during the school year. Once the measurable benchmark goals are identified, the Director of Academics will work with the general education teachers to plan additional instructional supports to ensure LEP students reach their goals for English proficiency. We will utilize the LAS Benchmark Assessments once every quarter, modified as necessary to ensure alignment to PLEs, in order to monitor the progress of our LEP students in achieving their interim proficiency goals throughout the year.

In addition, LEP students will participate in the state's English Language Development Assessment (ELDA), LEAP, iLEAP, and/or GEE administrations in the spring of each school year to monitor and report the effectiveness of our LEP program and supports.

Exit Criteria: Once an LEP student demonstrates mastery of the English language, as defined by passing both the oral and written portions of the Language Assessment System, the student will no longer be considered Limited English Proficient. In addition, the student must reach a proficiency level of 5 on the English Language Development Assessment (ELDA). Once these criteria have been met, the student will no longer be considered LEP, but will be monitored by his/her teachers for the following two years. This process of monitoring will include assessment of the student's written and oral contributions to class, as well as performance on internal and state standardized assessments. Should it appear that the student is struggling due to a lack of language mastery, a meeting will be called to include parents, teachers and the student (if appropriate) to re-visit the status of LEP designation.

c. Implement strategies to ensure academic success for students.

Lycée Français will provide additional one-on-one tutoring after school with our English teachers on Monday through Thursday for our LEP students, home visits by staff members who speak the same language or other supportive services. LFNO will partner with other charter schools that may offer extra curricular activities in the child's native language, paying for such services.

12. Articulate a plan for providing support and ensuring success for homeless students enrolled in the school. The plan should include steps that will be taken to ensure immediate enrollment, access to all activities, and additional support.

Many families have been displaced since Hurricane Katrina and the BP oil rig crisis that have increased the number of homeless families and students in Orleans Parish. Lycée Français will recruit students by door-to-door street canvassing, and partnering with active local community organizations providing youth services to homeless children. LFNO's philosophy and mission is to provide a quality French education program that meets the needs of students at-risk of academic failure, including homeless students. The school's academic program builds in individual tutoring with children who are struggling academically or behaviorally when they first arrive at the school.

LFNO follows an open admissions policy, and has built its educational program for a target student population that is expected to be 55% at-risk, as we are accepting children from surrounding parishes (those parishes have a lower percentage of at-risk students). No student will be denied admission to the school based on a lack of forms or documents that may result due to homelessness. The school will be able to identify homeless students, or students being at risk of homelessness, through the pre-school initial staff meeting with parents whose children have been accepted to LFNO. These visits with the student and his/her guardians are a pre-requisite to enrollment at Lycée Français. If, during the visits, the student is determined to be homeless, or without guardians, the school will work in coordination with appropriate local entities and agencies to determine resources available, including shelter, food, and guardianship.

Once enrolled, students who are homeless or become homeless over the year will be eligible to receive all services as outlined in No Child Left Behind. Through our commitment to continuous communication with parents, families, and students, the LFNO staff will be able to identify if students become homeless after their initial enrollment at the school. Lycée Français will seek partnerships and referral relationships with state and non-profit social service agencies in the community to ensure adequate resources for supporting homeless children in receiving a French education that creates upwardly mobile socio-economic opportunities for their future as adults.

13. Explain how the school will identify and meet the needs of gifted/talented and academically advanced students.

Lycée Français is committed to providing a free and appropriate public education to all its students, including those that are identified as gifted/talented (G/T). The Special Education Coordinator (SEC) will be responsible for ensuring all identification, screening, parental involvement, and procedural safeguard requirements are followed in accordance with the SBESE Pupil Appraisal Handbook. Incoming students with an IEP identifying them, as G/T will receive a re-evaluation in accordance with the procedures outlined in question 9 with regard to special education services. For non-identified students suspected of being G/T, the School Building Level Committee (SBLC) will be convened by the Special Education Coordinator (SEC) to consider eligibility for G/T designation. The committee will draw upon information from a variety of sources, including state standardized and internal interim assessments, parent input, teacher recommendations, and social or cultural background. If a student is determined to be G/T, the SEC will develop a new IEP.

The Special Education Coordinator will coordinate the development and delivery of differentiated curricula to meet the needs of G/T students. Differentiated curricula will contain the following:

- a. Content that is compact and accelerated in such a way that the amount of time usually involved in mastery is significantly reduced
- b. Content that reflects a higher degree of complexity, emphasizes abstract concepts, and develops higher-level thinking processes than is found in regular course work
- c. Content that goes beyond the prescribed curriculum to involve the application of learning to areas of greater challenge
- d. Multi-disciplinary content that increases student's abilities to formulate and test new generalizations and/or products

Differentiated curricula will be offered within the regular French classes. We will collaborate with other selective and non-selective charter schools in New Orleans to learn best practices and share resources proven effective in the education of gifted and talented students.

A G/T student's IEP will include specific strategies for ensuring that the student is appropriately challenged both within the regular classes, as well as outside of the regular school schedule. Support services for G/T students is well aligned with Lycée Français' mission to prepare each of its students for a French Baccalauréat and matriculation into a college or university, and G/T students will have access to the same college counseling and preparation training that all of our high school students will receive. While we expect that some of our students will not be academically advanced when they enter the school, Lycée Français will follow the same diligent, customized, and rigorous identification and intervention strategies for students determined to be G/T as we will with all students with exceptionalities.

STUDENT EVALUATION

14. All charter schools are required to administer state-standardized assessments (LEAP, iLEAP, etc.). In addition to these state-mandated tests indicate any additional assessments the proposed charter school will administer.

a. Explain how chosen assessments will be used to support the selected curriculum.

Lycée Français will participate in the Louisiana School Accountability System, including LEAP, iLEAP and GEE, and will meet School Performance Score (SPS) growth targets, as established by SBESE in its "Framework for the Evaluation of Louisiana Charter Schools". While the state-testing program provides important end-of-year criterion and norm-referenced performance data, LFNO will have an internal accountability system that includes measures of criterion-referenced assessments (LEAP, iLEAP, GEE), comparative assessments, value-added assessments, and internally developed assessments. LFNO will compile the data from all of these assessment tools to monitor our students' performance and make adjustments, if necessary in both the French and state curricula, instructional methods and practices.

The Brevet, the French national assessment tool, is administered in the Ninth grade and is based upon the foundation years of LFNO. The French Baccalauréat, the French national assessment tool, is administered in two sessions, in the Eleventh and the Twelfth grades.

Value-added Assessments: LFNO will administer the SAT-10 at the beginning and end of each school year in order to establish a baseline of performance and monitor growth in achievement longitudinally from year to year, both at the student level and grade level. Lycée Français will use the data from these tests to evaluate teacher effectiveness in improving student achievement over the school year, and to compare student performance to local, state, and national benchmarks. The SAT-10 will serve as an important comparative and value-added assessment within our overall assessment schedule and accountability plan.

Internally Developed Assessments: LFNO will employ two types of school-developed assessments: classroom quizzes and interim assessments.

Interim Assessments: Every six weeks, LFNO will administer interim assessments in core academic subject areas with LEAP-like questions that assess student mastery of the GLEs. Assessments will be designed collaboratively by teachers at each grade level and subject area. They will measure how fully the students have mastered the standards and objectives for the given interval.

This chart displays the LFNO standardized assessment schedule by grade level:

GRADE	iLEAP	LEAP	GEE	SAT 10	Interim Assessments (Internal)	Fr. Brevet	Fr. Bacc
K				X			
Grade 1				X	X		
Grade 2				X	X		
Grade 3				X	X		
Grade 4		X		X	X		
Grade 5				X	X		
Grade 6	X			X	X		
Grade 7	X			X	X		
GRADE	iLEAP	LEAP	GEE	SAT 10	Interim Assessments (Internal)	Fr. Brevet	Fr. Bacc
Grade 8		X		X	X		
Grade 9	X			X	X	X	
Grade 10			X	X	X		
Grade 11			X	X	X		X
Grade 12				X	X		X

Classroom Quizzes: Teachers on a weekly basis or as needed, will administer classroom quizzes, created from published textbooks or developed by teachers, in order to gauge student mastery of material recently covered. The standards tested are to be explicitly aligned with the GLEs. Quizzes take only a small part of a class period and enable teachers to efficiently and promptly understand which students have mastered which aspects of material taught in the previous few classes. These quizzes are aligned with Louisiana GLEs, and serve as a reliable, ongoing way to ensure that students are making progress to overall mastery of the standards.

b. Explain how data will be used to improve instruction.

LFNO believes that one of the most important elements of our school design is the careful review of assessment data by teachers, school leaders, and board members. Moving students to mastery requires knowing what students already know and what they need to learn. Knowing how well our students are performing relative to mastery is essential for assessing the efficacy of our curriculum, instructional methodology, professional development programs, and overall academic program.

Data from State tests and the Stanford 10 will allow us to accurately and objectively measure our progress towards our student achievement goals. Specifically, data from these assessments will allow for two types of analyses:

- i. **Criterion-referenced:** Are a high percentage of our students achieving mastery of the material as indicated by the percentage scoring proficient or advanced on the Louisiana state assessments?
- ii. **Value-added:** How have our students improved from year to year relative to students at their grade level nationally, as indicated by the change in their percentile scores on the iLEAP norm-referenced components and the Stanford 10?

Classroom teachers and the Director of Academics will carefully review baseline data on performance of incoming students from the Stanford 10 as soon as it is available. This review will result in any necessary adjustments to the curriculum planned for that year and in the creation of any necessary interventions for particular students. All of this is planned with the aim of ensuring student mastery of the Louisiana Grade Level Expectations (GLEs).

Results from classroom quizzes and interim assessments will be used in several ways:

- Tracking progress of individual students towards mastery throughout the (year and allow for timely intervention where needed to ensure mastery additional tutoring or disability evaluations)
- Tracking progress of the class as a whole in order to transform instruction (the need for re-teaching or speeding up the pacing of material)
- Providing insight into the individual teacher's effectiveness in moving students to mastery on particular topics, thereby allowing teachers and school leaders to design effective, efficient professional-development programs
- Allowing for evaluation of the overall efficacy of the school's curriculum and overall instructional program and suggest where changes may be needed (refinement of the curriculum, allocation of additional class time to a particular subject, and adjustments to the school-wide professional development program)
- Forming the basis of valuable communication with and accountability to families, sharing data with families through report cards, progress reports, and parent-teacher conferences (all occurring at a minimum of four times per year)
- Determining, in conjunction with coursework grades, which students are required to attend tutoring during and/or after school
- Determining, in conjunction with coursework grades, whether students are promoted
- Determining whether the school is making progress towards its academic accountability goals of mastery of the Louisiana Grade Level Expectations and preparation for the French Baccalauréat.

Teachers will take into account the above-mentioned strategies when preparing lesson plans in order to meet each student's needs. This provides a cohesive instructional pace for students in their area of weakness to ensure appropriate interventions to strengthen their work.

c. Explain how the school will provide accommodations and modifications for students with exceptionalities.

LFNO will take appropriate steps to ensure that students with exceptionalities participate in any and all state assessment programs including but not limited to iLEAP and LEAP state assessments. We will provide necessary accommodations needed to give all students with special needs the greatest chance at success on the assessment. In order to ensure that all special education students receive the accommodations as dictated by their IEPs, the Special Education Coordinator will be responsible for the following:

- Providing students who, according to their IEPs, are eligible for Louisiana Alternate Assessment with the correct assessment and reporting to the Department of Education to ensure compliance with federal and state law
- Reviewing student IEPs to ensure appropriate accommodations are arranged during testing week and are reported to the Department of Education to ensure compliance with federal and state law
- Providing the appropriate technology necessary for completion of the state/district assessment, including but not limited to, hearing or communication devices, if specified by IEP

- Organizing appropriate space and adequately trained personnel to ensure that students that require small group testing will be placed in groups of no more that eight (8) students during test taking;
- Organizing appropriate space and adequately trained personnel to ensure that students that require tests to be read aloud take the assessment under conditions dictated by their IEP
- Reporting to the Department of Education the appropriate demographic and testing information for special education students to ensure compliance with federal and state law

While the Special Education Coordinator will follow the assessment modifications required by a student’s IEP, LFNO will seek to be conservative to ensure students with exceptionalities are challenged and receive the least restrictive environment during assessments, while still providing necessary supports to ensure all our students succeed and achieve at high levels.

d. Plan for evaluation that is sufficiently frequent and detailed to determine whether students are making adequate progress.

Our plan for student evaluation and instructional intervention, as described above, is both comprehensive and ongoing, incorporating criterion-referenced, internally developed and value-added assessments that allow for school-wide, standards-based student performance reporting at least once per week. Below is a summary of the Lycée Français academic evaluation plan:

Lycée Français Academic Evaluation Plan

Assessment Tool	Administration Dates	Subject Areas	Purpose
LEAP/iLEAP/GEE	Spring	English Language Arts / Math / Science / Social Studies	Mandatory criterion-referenced tests that measure student mastery of LA standards and GLEs.
Stanford 10	Upon initial enrollment and every Spring	English Language Arts / Math / Science / Social Studies	Nationally-normed test for longitudinal measurement of individual and cohort student growth and to compare achievement on a local, state, and national scale.
Interim Assessments (internally developed)	Every 6 weeks	English Language Arts / Math / Science / Social Studies	Internal criterion-referenced assessments that will allow teachers to monitor individual student growth on a timely basis and adjust instruction based on this data.

Classroom Quizzes <i>(internally developed)</i>	Once per week	English Language Arts / Math / Science / Social Studies	Internal teacher-created assessments of weekly lesson content
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These assessments work together in a coordinated plan to provide a diverse and frequent source of student-level data than enables teachers and administrators to monitor performance and adjust instructional strategies in a data-driven manner. All LFNO assessments, working together as a coordinated system, provide vital information throughout the year to inform refinement of curriculum content, teaching methodologies, and student support – long before end-of-year external state assessments are conducted and reported.

e. Indicate the person(s), position(s) and/or entities that will be responsible and involved in the collection and analysis of assessment data.

All school staff will be involved in the collection and/or analysis of assessment data as this is our performance-driven plan and educational approach. LFNO will implement a school-wide information management system, through Blackbaud, our software company, as well as an internal shared database to make sure that data and information are readily accessible to all faculty members. Assessment data will be collected on a daily, weekly, and monthly basis and will include results from classroom quizzes, six-week assessments, diagnostic testing, and state and national testing. Collecting this data will allow us to measure student mastery on an ongoing basis and will greatly increase the instructional staff’s ability to analyze particular students, efficacy of lesson plans, and to improve teaching techniques and student support services.

In order to ensure quality data, teachers will receive support and professional development from the school’s administrative staff and a system specialist in the effective use of the information management system. Reports will be designed with the assistance of the principal and the academic director, compiled and produced by the office manager, a position that will be filled by someone with technological literacy and experience in Microsoft Excel and database applications. Performance data from daily and weekly assessments will be reviewed closely during weekly staff meetings, where individual teachers will be acclaimed for strong assessment results. LFNO will have intensive professional development training with our staff on how to use the data as a tool to help them tailor their teaching skills to meet the student needs most efficiently. Data will also be used in the review and professional development of faculty members.

By our 6th year of operation, we intend to hire a Director of Data & Accountability to be responsible for all student data collection, reporting and analysis. This person will be a specialist in database management and statistical techniques and will work with our teachers to help them use student-level, GLE-linked data to improve their instruction throughout the school year.

f. What is the School’s plan for collecting the following data as per LA R.S. 17:3911?

- The results of all tests required by law or board regulation, including results from any state required criterion-referenced test, norm-referenced test, and graduation exit exam.
- College readiness test information, including American College Test scores.
- School performance scores pursuant to R.S. 17:10.1.
- Dropout rates, as defined by board rule.
- Student attendance rates.

- High school completion rates.
- Faculty information.
- Financial information.
- Student discipline information, including suspensions and expulsions.
- Class size information.
- Faculty attendance rates.
- Number of students in advanced placement classes.
- Number of National Merit Scholarship finalists and semi-finalists.
- Socio-demographic student information.

Lycée Français shall comply with the provision of RS 17:3911 as it pertains to Type II Charter Schools. Working with the LA Dept. of Ed. (RS 17:3911 C. [1], [2], & [4]), and following the guidelines and policies set forth in Bulletin 741, Chapter 7; LFNO will acquire and complete all necessary forms to gather, collate, and submit the data outlined above to the State of LA, Dept. of Education. Should the desired reporting forms not be available from the State Dept. of Ed, LFNO shall create the necessary forms and seek State approval for the use of LFNO proprietary data collection and reporting forms.

15. Provide the school’s improvement plan for developing and implementing a corrective action plan, in the event student performance does not meet projected goals. Include in the response specific details regarding how the school will determine the need for corrective action and respond to the labels as assigned according to the State Accountability Program.

Lycée Français will follow all school improvement requirements as outlined by SBESE Bulletin 111 - **The LA School, District, and State Accountability System**. LFNO will enter Academic Assistance Level 1 (AA1) should any of the following occur:

- The school receives a 1 star performance label based on the current year's score release fails to meet the growth target
- The school receives a 2 star performance label and does not make at least 0.1 SPS points of growth based on the current year's score release
- The school receives a 3 star performance label and declines more than 2.5 SPS points based on the current year's score release

If LFNO enters academic assistance, we will solicit additional support and assistance from parents, teachers, administrators, and Orleans Parish School Board (OPSB) to improve student achievement at the school. We will begin the remedies required at the level that the school is in (AA1 – AA6) as a result of the fall final accountability release. We will exit academic assistance when the fall accountability results indicate the school has achieved its growth target and its new growth target is less than or equal to 8.0 SPS points. Based on student achievement data assessed by SBESE, LFNO may enter school improvement one of two ways:

- Lycée Français is labeled “Academically Unacceptable” (SPS below 60.0) and enters school improvement 2
- The school fails the subgroup component in the same subject for two consecutive years and enters school improvement

We will exit School Improvement when the fall accountability results indicate:

- The school is no longer “Academically Unacceptable” and has not failed the Subgroup Component for 2 consecutive years

- The school is in school improvement for failure to pass the subgroup component, and it passes the subgroup component for two consecutive years and is not academically unacceptable
- The school is in school improvement for failure to meet its required growth on the SPS component, and it meets its required growth for one year and is not academically unacceptable and has not failed the subgroup component in the same subject for two consecutive years

All Louisiana schools were required to have school improvement plans (SIP) in place by May of 1998. LFNO will create a SIP within 90 days of being placed into School Improvement. Our academic director and teachers will write a SIP according to the guidelines established by the Louisiana Department of Education. LFNO will receive input and public comment from parents, teachers, administrators, the board and the community before finalizing the SIP and submitting it to the Division of School Standards, Accountability, and Assistance.

If Lycée Français enters School Improvement 2, we will implement the following solutions:

- If the school's initial identification for school improvement 2 occurs with the summer preliminary accountability release, the school shall offer the parents the names of other alternative charter schools prior to the first day of school of that school year
- If a school's initial identification for school improvement 2 occurs with the fall final accountability release, the school shall offer the parents names of other alternative charter schools in January of that school year

If Lycée Français enters School Improvement 3, we will implement the following solutions:

- Explore a partnership with the LDE to provide a distinguished educator (DE) for the school, as available. Should we pursue this option, we will delineate in writing, with the approval of the Board of Directors, how the expertise and recommendations of the DE will be utilized and implemented to facilitate school improvement in the assigned school. The DE will work in an advisory capacity to help the school improve student performance. The DE will make a public report to the Board of recommendations for school improvement. LFNO will publicly respond to these recommendations.
- If the school has failed the SPS component, or the subgroup component in the same subject that caused it to enter SI 2, we will offer supplemental educational services to our students as stated in Chapter 27 of SBESE Bulletin 111
- With the assistance of the academic director and teachers, the school will revise its School Improvement Plan to address the findings of the Scholastic Audit that will be conducted by an external team assigned by the LDE

If Lycée Français enters School Improvement 4, we will implement the following remedies:

1. With Board approval, we will select from the following corrective actions list:
 - Replace school staff
 - Decrease management authority
 - Contract an outside expert
 - Extend the school year or school day
 - Restructure
2. The school will continue to implement its School Improvement Plan to address the findings of the Scholastic Audit that will be conducted by an external team assigned by the LDE.

If Lycée Français enters School Improvement 5, we will implement the following solutions:

- If the school enters SI5 due to AUS status, we will implement the reconstitution plans approved by SBESE while the school was in SI 4
- If the school enters SI 5 due to subgroup component failure, we will develop alternate governance plans

If Lycée Français enters School Improvement 6, we will implement the following solutions:

If the school enters SI 6 due to subgroup component failure, we will implement the alternate governance plans. If the school enters SI 6 due to AUS status, we will operate under alternate governance. Alternate governance will be defined as:

- Replace all or most of school staff (may include school leader)
- Turn operation over to the state or any other major restructuring of a school's governance arrangements that makes fundamental reform

16. Provide the school’s policy and plan for reporting, at the end of each semester, student performance goals and attainment to parents, community, local school board, and SBESE.

LFNO is committed to frequent and detailed reporting of student performance to parents, the community, the Board of Directors, and SBESE. Parents will receive course descriptions that outline academic objectives as well as teachers’ school contact information at the beginning of the year for each of their child’s classes. LFNO will require families to pick up report cards in person four times per year at the end of each quarter. On those four days, and throughout the year as needed, parents and faculty will have formal opportunities to conference about the students’ academic and behavioral progress.

LFNO will publish a comprehensive Annual Report in the summer following every school year to inform families, the community, private funders, LDE, and SBESE of the effectiveness of its educational program in driving high student achievement and French mastery. We will utilize a diverse base of reporting mechanisms, including our website, mailings, brochures, etc. to make up-to-date performance results and general information available to parents and the community.

The Board of Directors will review the results of all school-wide assessments. These reviews will enable the Board to carefully monitor management’s progress towards the agreed-upon student achievement goals. The Board will work closely with the principal to facilitate these formal reviews and stay up to date on interim and other assessments as results become available. LFNO will provide the results of such data to SBESE and to the public through the issuance of our Annual Report.

17. Provide the school’s policy for promotion and graduation. If the school is serving 12th grade, please include details regarding high school graduation requirements.

Promotion Policy:

Students at Lycée Français de la Nouvelle Orleans must demonstrate sufficient mastery of material in all subject areas in order to earn promotion to the next grade. Mastery will be demonstrated by earning an average grade of 70% or higher in every core academic class – English, Reading, Math, Social Studies, and Science – by the end of the final quarter. Students whose performance does not meet this standard will not be promoted to the next grade. Students who do not meet the school’s attendance requirements will also face retention.

LFNO will provide French tutoring service during the academic day, homework assistance and tutoring after school to ensure substantial extra learning time for everyone – students will have multiple opportunities to catch up if they have fallen behind. Promotion from one grade to another will be based on the following evaluative criteria:

- 1) In order to be eligible to receive grades and be considered for promotion to the next grade, elementary and middle school students must be in attendance a minimum of 160 days a school year, and high school students must be in attendance a minimum of 81 days per semester. (Per SBESE Bulletin 741 - §1103)
- 2) Students must achieve an average grade of 70% or higher in every core academic class – English, Reading, Math, Social Studies and Science – in order to be promoted to the next grade.
- 3) Students must meet all requirements of the Louisiana Educational Assessment Program:
 - a. An Eighth grade student will not be promoted until he or she has scored at or above the "Basic" achievement level on the English Language Arts or Mathematics components of the LEAP for the 21st century (LEAP 21) and at the "Approaching Basic" achievement level on the other components (the "Basic/Approaching Basic" combination). Individual waivers to this policy will be considered in accordance with SBESE Bulletin 1566 – *Pupil Progression*.
 - b. Exceptional students participating in LEAP 21 will be provided with accommodations as noted in the students' IEPs.

Graduation Policy:

LFNO believes that all students must have the skills and knowledge to succeed in competitive colleges and in the world beyond. The Lycée will be a rigorous college preparatory program in accordance with our mission to prepare each of our students for college readiness and matriculation.

To receive a LA High School Diploma all LFNO students will have to meet the following criteria as spelled out in SBESE *Bulletin 741: LA Handbook for School Administrators*:

1. Students must complete a minimum of 23 Carnegie units of credit as required by SBESE to graduate and receive the LA High School Diploma³⁰
2. In addition to completing a minimum of 23 Carnegie units, students must pass the English language arts and mathematics components of the GEE and either the science or social studies portions of the GEE to earn a standard high school diploma. Individual waivers to this policy will be considered in accordance with SBESE Bulletin 1566 – *Pupil Progression*.
3. All students will complete a TPE (*Travaux Personnels Encadrés*, or “guided personal work”) in their Junior year
4. All students will meet the current minimum grade-point average requirement for the TOPS Opportunity Award
5. All students will achieve an ACT Composite Score of at least 23 or the SAT equivalent
 - a. All students will take the ACT or SAT tests prior to graduation.
 - i. LFNO will fundraise to pay the costs of these tests for our low-income students through fundraising efforts

To receive the Baccalauréat Français-Américain, a student will have to score a minimum average of 10 out of 20 points (equivalent to a “B”) over all Bac Exams.

³⁰ Please see *Appendix page # 84: Carnegie Credits needed for Graduation*



PROFESSIONAL DEVELOPMENT

18. Describe the professional development standards and opportunities that will be offered to teachers and staff.

One hallmark of a high performing school is the success its administrators and teachers have in creating professional learning groups who work together to analyze and improve their classroom practice. This is accomplished through engaging in an ongoing cycle of questions that promote deep team learning. Research demonstrates that collaboration among teachers can be a powerful tool for professional development and provide a drive for school improvement. These collaborative activities create opportunities for teachers to learn and collaborate about how to improve their practice to increase student achievement. LFNO has designed the following to complement our professional development activities with our staff.

School Orientation: This is a one-week session of professional development activities as discussed in the following pages.

Weekly Team Meetings: Teachers will gather for collaboration by “cycles”, subject level and grade level meetings. This will also be a time for teachers to collaborate with teachers outside of their grade or content area. These sessions will occur weekly, after school on Mondays. The principal and academic director will participate with the teachers in the discussion of school-wide issues, improving student performance, and collaborating with colleagues in regard to individual students who may require remediation assistance. Some time will be provided to create a forum for teachers and staff to discuss any topics or issues that are not related to the classroom, but with their staff position or day-to-day operations of the school.

Monthly Professional Development Session: On a Friday of each month, school will dismiss at 1:00 pm so that teachers can attend professional development sessions. (See the following pages)

Classroom Observations and Teacher Meetings: The Director of Academics will visit classrooms on a daily basis doing informal observations, giving teachers support and providing timely feedback. This provides a more casual environment than formal evaluation and is a time of support for the teacher. This informal observation may reveal areas of weakness that will be addressed through coaching, observing fellow teachers, teacher peer observation that will be finalized with specific recommendations, and/or professional readings. This strategy will be an ongoing process. The Director of Academics will work with the teacher in need of remediation to analyze the data collected from the interim assessment at the end of the first quarter to assist in developing a plan to help students make improvements in achievement.

a. Indicate the lead person responsible for developing, implementing and evaluating professional development plans.

The LFNO Director of Academics, in collaboration with the principal, coordinator of special education, and faculty will advance a comprehensive approach of professional development activities for the school. The interests of teachers will have a large impact on prospective topics to be addressed. The concerns of the principal, director and special education coordinator will be critical to the strategic plan, as well.

b. Provide a schedule for ongoing professional development and planning that will take place prior to school opening. Include the teacher’s typical weekly schedule and opportunities for teacher collaboration.

The LFNO professional development activities will take place at the orientation session for faculty and staff in the opening days of the 2011 school session beginning on August 8-13, 2011. Although much of

the professional development agenda for the year will be a collaborative effort, specific topics selected by the administration will be addressed in the first week of staff development activities. These activities will include an introduction to the New Orleans metro region for all foreign teachers, an understanding and appreciation of LFNO's mission, the LFNO Board and its function, an orientation to LFNO's policies and procedures, data analysis and its effective use, annual goal setting, interim assessments, standards and curricula alignment, behavioral expectations and discipline strategies with future topics suggested from teacher collaboration. Once a month, on Friday afternoon, students will be dismissed at 1pm (counted as a full day of school as per the Department of Education to provide teacher professional development. The faculty will meet from 1:30 pm - 4:30 pm. Additionally, teachers will meet every Monday after school for collaborative sessions. See weekly team meetings above.

CODOFIL:

The **Council on the Development of French in Louisiana** collaborates with French organizations, the LA Department of Education and local school systems annually to create professional development workshops for French teachers. LFNO will annually send two pairs of French teachers to attend two of the workshops identified by CODOFIL. LFNO will pay for their expenses and if necessary, provide substitutes for their classes. CODOFIL workshops are free of charge. The teachers will be required to present the workshop information to the faculty on one of LFNO's Friday professional development days. Below is a listing of workshops identified for 2010-2011.

October 22: Institute 1 (all French language and immersion teachers - space limited to 50 teachers):

Mind on Louisiana French and Culture
Le Franco-louisianais à sa place dans ma classe.
Amanda La Fleur, LSU Coordinator of Cajun Studies
Location TBA

November TBA: Institute 2 (all French Immersion teachers, grades 4-8 - space limited to 30 teachers)

Mind on Social Studies
Collaboration professionnelle en sciences sociales
Mario Charest, Social Studies Specialist
Location TBA

December 2010: Institute 3 (all French immersion teachers, space limited to 30 teachers)

French Language Art Objectives
Objectifs de l'enseignement du français en immersion
Michelle Broussard, Associate Professor, McNeese State University
Nicole Boudreaux, World Languages Resource Teacher
Location TBA

January 2011: Institute 4 (all French as a foreign language teachers)

French Language learning portfolio
Mon portfolio d'apprentissage du français en Louisiane
Soazic Pougault, Teacher of French and Lingua Folio Specialist
Roxanne Coron, French Programs Consultant
Claiborne Building, Baton Rouge

February 2011: Institute 5 (all PK-1 teachers - space limited to 40 teachers)

Mind on Early Childhood
Chemins de la Créativité
Florence Thunissen, New Iberia Resource Teacher

Célinie Stewart, Alice Boucher World Academy, Lafayette
Lafayette, TBA

March 2011: Southern Conference on Language Teaching (SCOLT) (<http://scolt.webnode.com>)

Louisiana Foreign Language Teachers Association (LFLTA)
(www.ulm.edu/languages/LFLTA.html) joint conventions, Baton Rouge, Louisiana.

April 2011: French and Spanish Teachers ' space limited to 40 teachers

Mind on New Technology
Nouvelles technologies et enseignement d'une langue étrangère
C. Newman, Technology Integration Specialist
Riverdale High School Computer Lab, Metairie

LFNO will develop professional development workshops in the following areas for 2011-2012:

- **August** – the opening five-day school orientation professional development days are described above.
- **September** – Review and alignment of the Louisiana curriculum and the national French curriculum; Special education in the French classroom – Guest speaker
- **October** – Teaching students with learning challenges – Guest speaker
- **November** – CODOFIL workshop
- **January** – French teachers presentation of CODOFIL workshop
- **February** – Strategies for multi-disciplinary teacher – Guest speaker CODOFIL workshop
- **March** – Strategies for assisting students in taking standardized tests – SDE
- **April** - French teachers presentation of CODOFIL workshop
- **May** – What have we learned? A retrospective.

c. Describe how the proposed professional development will include and support both general and special education teachers.

Our Special Education Coordinator (SEC) will be included in all relevant professional development at LFNO. He or she will work with the Director of Academics to customize professional development activities that train teachers to use strategies for working effectively with special education students. The SEC will attend external training sessions to keep abreast of new strategies for assisting special needs students and presenting that information with the teaching staff.

d. Explain how the professional development program is aligned with the school's pedagogy and curriculum.

In keeping with our commitment to bilingual education, the vast majority of professional development activities will reflect our mission. The uniqueness of our school, one of a kind in the American public school system, mandates specific areas of professional development to ensure the integrity of curricula and methodology. LFNO will select curricular professional development based upon the national French curriculum and Success for All. LFNO teachers will draw from the aforementioned curricula to develop their daily lesson planning. The Louisiana Department of Education (LDE) staff or Louisiana Distinguished Educators (DE) will be tapped to train our teachers in the effective use of the Louisiana

Comprehensive Curriculum (LCC), and specialists from textbook publishers (i.e. Success for All) will be selected to train our teachers in the use of specific curricula to drive student achievement. In addition, our staff will receive development and training that address our LFNO mission.

e. Articulate how the professional development program will be evaluated to assess its effectiveness and success.

In addition to gathering informal feedback from teachers during and after all professional development activities, the Director of Academics will develop survey evaluations for each component of the professional development program and collect qualitative and quantitative feedback from teachers and staff following every workshop, or meeting. Data collected from these surveys will be used to further develop our professional development program over time, re-using the resources and development that receives high rankings and adjusting those areas that are weak or not as helpful in addressing specific weaknesses or challenges our staff experiences. Just as our instructional program will be data-driven as much as possible to ensure efficacy in teaching and learning, our organizational and administrative programs will be assessed for effectiveness to ensure our teachers are equipped to enhance student achievement.

Planning Time: Teacher planning and preparation is a key part of effective teaching. Initially, our teachers will have planning time during the English instruction period. In future years, with additional funds, a more comprehensive approach will be developed which will incorporate more collaborative planning time for teachers.

STUDENT RECRUITMENT, ENROLLMENT AND ADMISSIONS

Louisiana state charter schools (Type 2, 4, & 5) are required to accept applications from all students who meet the eligibility requirements as provided by law.

19. Provide a summary of the school's Enrollment Policy. Provide a detailed Enrollment Policy as an attachment. The policy should include the following:

a. Admission requirements, if any

LFNO will abide by all applicable laws related to student admissions. It will not exclude students based on race, religion, gender, ethnicity, national origin, or identification as a child with an exceptionality as defined in R.S. 17:1943(4) or any other basis that is not permitted by applicable law. The school will be nonsectarian in all respects, and will comply with state and federal laws applicable to public schools concerning church-state issues. In accordance with charter school law, LFNO will not charge tuition, except for its Pre-K three and four-year old programs. No tuition will be charged for Pre-K four students who fall under the free or reduced lunch guidelines of the LA 4 program.

In the first year of operation, all applicants, must fill out and submit an application form within the application period in order to be eligible for admission. Prospective parents are required to attend a December, 2010 (tentative date) Open House to satisfy the enrollment policy. In year 2 and thereafter, all parents will also be expected to attend a classroom observation. Any student who is an applicant for 1st Grade or beyond, must exhibit proficiency in French verbal and written skills for their grade level, unless they are transferring from a French accredited school in the United States or another country. LFNO will provide admission information in the LFNO application packets. To ensure that incoming students from grades 1 and beyond can comprehend French subject area content, an oral and written language assessment exam will be given. Admission is based on the successful completion of the language proficiency examination. The language proficiency test will be administered by the Director of

Academics/or a French teacher to each child on a one-on-one basis. A lottery will be held if there are too many applicants for the available spaces. All policies and procedures will be strictly followed to ensure equal opportunity and access to LFNO.

i. Provide a description of the geographic boundaries circumscribing the neighborhood immediately surrounding the charter school from which students residing within may be given preference for enrollment.

Families residing within a one-mile radius of any LFNO campus now or in the future may be granted an enrollment preference (LA RS 17:3991.B.4.b & LA RS 17:3991.C. These families' child(ren) may or may not be placed into a Tier I category for admissions.³¹

b. Tentative dates for application period (minimum one month; maximum three months)

Lycée Français de la Nouvelle Orléans expects the 2011-2012- school year application period to begin the day that LFNO is chartered. For the purposes of this document, in its first year LFNO assumes that approval will be secured by December 2010; should approval not be received on this date, the timeline provided in this policy will be adjusted accordingly in the first year. In order to ensure sufficient time to blanket the community with information about LFNO and disseminate applications within Orleans, Jefferson, St. Tammany, St. Charles and St. Bernard parishes, LFNO intends to have a 60 day application period with a deadline for applications being on or about February 14, 2011. Materials will be distributed in English and French. The lottery will be held two weeks after the end of the application period. In each subsequent year, the application process will begin on December 15th. The application period will last a total of 90 days concluding on or about March 15. The lottery will be held 15 days after the end of the application period.

c. Enrollment deadlines, lottery date(s) and procedures, waitlist and re-enrollment procedures

Enrollment Deadline: For the first school year, all applications for admission to LFNO must be completed in total and are due to the LFNO school office by February 14, 2011. To enter the Pre-K 3 year-old class, the child must be three years-old by September 30th, Pre-K 4s must be four years old by September 30th, and Kindergartners must be 5 years old by September 30th.

Lottery Date: The lottery will be held approximately two weeks, fourteen (14) days (including weekends) after the end of the application period. There will be a public notice posted announcing the date of the lottery through the following means:

- LFNO website, E-mail and postal notification
- Publicized informational meetings for students and families

Lottery Procedure: Applications will be numbered on a first-come, first serve basis. If there are more applications than seats available, a lottery will be conducted. The names will be selected in a public setting, witnessed by an external observer, in order to prevent any question of favoritism in the selection process. All applicants who submit a fully completed application that is received in the school office by the deadline of February 14, 2011 by 3:00 pm will be entered into the lottery. In the second year application process, siblings' (of LFNO students) applicants will also be required to go through the enrollment process with a timely submission of the application packet. Siblings will be enrolled upon receipt of a completed application packet, and not subjected to the lottery. Announcements of acceptance

³¹ Please see *Appendix page # 104 for Geographic Map showing locations of projected school facilities with one mile radius of each site*

will be sent out to families no later than three (3) days after the lottery drawing. Families will be given ten (10) business days to accept the school placement. If the placement is declined or if the parent does not respond within the set time frame, a student will be admitted off of the waiting list in the order in which the names were drawn. Again, families will be given the same period of time to respond to accept the school placement. The waiting list will remain valid until the end of the school year. When a place in the school becomes available in a grade, the parent of the first student on the waiting list will be contacted by phone, email or postal mail and given a set period of time to respond (10 business days) to accept the placement. If the place is declined, the next person on the list will be contacted.

Wait-list: Applicants who are not selected in the lottery will be placed on a wait-list. These applications will be separated by grade and entered on the enrollment wait-list. This wait-list will be the only official, legal document identifying the names of grade eligible students with applications to the charter school pending acceptance for the subsequent school year, or when vacancies arise, based upon the order of random selection from the lottery. The wait-list will be maintained until the end of the school year. All families will be informed of the lottery results and their placement on the school's wait-list, within ten days of the lottery drawing by phone, email or postal mail.

Re-enrollment Procedures: A March date will be identified for LFNO students to re-enroll for the following school year. Parents will be required to fill out a re-enrollment form, and provide any necessary information. If a parent does not re-enroll their child for the next school year on the identified date or inform the school within five days of that date, LFNO staff will consider that the student will not be returning.

d. A marketing and recruitment timeline and plan

LFNO understands the challenge of recruiting potential students. We will employ a diversified set of marketing strategies to provide the broadest and deepest outreach possible within our constrained financial resources. These strategies may include: conducting informational sessions and public presentations; appearances on television and radio shows; and the placement of ads in community newspapers and other print publications. In order to recruit interested and qualified children for enrollment and to ensure equal opportunity and equal access to the program, the following process will be followed.

- LFNO's school leadership team will initiate and attend regular community meetings with the purpose of ensuring that prospective students and families understand the mission and focus of the school.
- LFNO will distribute enrollment policies and application packets to all potential families who express interest in attending the Lycée Français.
- LFNO will organize and sponsor Open House presentations prior to and during each school year.
- LFNO will schedule tours of the school throughout the school year.
- LFNO will advertise the school program and admissions details in local newspapers' education columns, newsletters, radio and on the school website,
- The Principal will establish a School Applicants Review Team (diverse in race and gender) to review all procedures, applications, and acceptances.

Lycée Français is focused on a mission and vision that we believe will resonate with families in the greater New Orleans area. Our mission is to prepare our students to achieve a Louisiana High School Diploma, a French Baccalauréat and acceptance to quality university institutions. Our vision is to prepare our students for a global marketplace that includes the necessity for speaking, reading and writing at least two foreign languages. Our students will begin study in Mandarin or Spanish in the sixth grade. We believe that parents who can envision and understand future trends for professional employment will recognize the necessity for their children to learn French and another foreign language.

PLEASE SEE APPENDIX page # 88 FOR LFNO’S MARKETING STRATEGIES.

Upon the BESE approval of Lycée Français de la Nouvelle Orléans’ application, and upon LDE’s approval of the LFNO enrollment process, the administration of our school will determine the actual capacity of the school based on the building(s) leased. The expected enrollment for Lycée Français for the academic year 2011-12 is illustrated below:

LFNO expected enrollment Year 1, 2011-12	
PreK-3	20
PreK-4	40
Kindergarten	75
TOTAL	135

e. Sample enrollment forms and recruitment flyer

PLEASE SEE APPENDIX page # 90 for THE LFNO APPLICATION and RECRUITMENT FLYERS

SCHOOL CLIMATE AND CULTURE

20. Complete the chart below and provide a copy of the proposed school’s calendar in the first year of operation. Also include a sample daily schedule.

<i>First Day of School:</i>	August 15, 2011
<i>School Day Start & End Time:</i>	8:00 AM - 3:30 PM
<i>Hours in school day:</i>	7.5 hours or 450 minutes
<i>Number of Instructional Minutes per day:</i>	390 minutes
<i>Number of Instructional School Days per year:</i> <i>Number of Instructional Minutes per year:</i>	182 days minimum 69,900 minutes minimum
<i>Number of Before School hours devoted to academics:</i>	N/A
<i>Number of After School hours devoted to academics (optional Homework Center):</i>	1 hour per day or 5 hours per week
<i>Number of days devoted to staff development during school year:</i>	10 days
<i>Number of days devoted to staff development prior to school opening:</i>	5 for returning teachers

Lycée Français de la Nouvelle Orleans meets or exceeds all BESE required/recommended minutes per week in every subject. The following charts exhibit the first year of operation, grades Pre -K through 5th Grades:

PLEASE SEE APPENDIX E page # 95 for DAILY SCHEDULES and 2011-2012 SCHOOL YEAR CALENDAR

21. Provide details regarding how the school will develop a climate and culture that is supportive and reinforces the school’s mission and philosophy.

Positive school culture is a key factor in the productivity and success of LFNO. It is critically important that a highly effective academic program must be closely partnered with a positive school culture. At LFNO a positive school culture will be reflected in the following points:

A widely shared sense of purpose and values shared school-wide by all staff Continuing Education and school improvement is embraced by all Staff feels the responsibility for the learning of all students. Collaborative and collegial relationships exist among staff who share ideas, problems and solutions with a real focus on continuing professional development Traditions, ceremonies, celebration of student success, recognizing teachers who have worked hard and brought new ideas to the classroom are routine. Positive school culture will be evidenced by:

- The LFNO mascot will be displayed in prominent locations
- Student work will be shown throughout the school
- The school mission will be placed in an eye-catching location
- School office will highlight the LFNO mission and the core values that give a sense of who we are
- Exterior of building will be landscaped to create a welcoming environment
- School will be neat and orderly

a. Describe any extra and co-curricular activities that will be implemented to enhance the school’s philosophy.

Co-curricular activities will be featured in the afterschool program, end of the school day sessions, and some Saturday events. The list provided below signifies some of the activities that LFNO will include as co-curricular activities:

<u>Activity</u>	<u>Description</u>
Book Club	Students select two high interest books to read each month and discuss the author and style of writing.
Cardio-dance	Students interested in dance and physical fitness will work to improve their skills and stamina.
Chess Club	Provide opportunities for students to play chess and develop and improve skills.
Creative writing	Creative writing portfolios will be generated. Guest speakers will be featured.
Debate	Develop student’s ability to speak publicly by cultivating an understanding of a variety of debate strategies.
Drama	Students will direct, act, produce drama presentations for LFNO audiences.

Young leadership	Students will work to develop leadership skills through situational application techniques working in relationship to student council/conseil d'�cole.
Math	Students share methods of solving mathematical problems using logic and problem-solving skills.
Math 24	Prepares students for math competition. The emphasis is placed on process and patterns.
Publication	Students will work on newspaper/yearbook as reporters and Columnists. They will learn how to interview, take pictures, do graphic design and page layout.
Robotics	Students will build a robot. They will also participate in an event designed for their age group. Ages 6-9, 9-14.
Visual Arts	Students are encouraged to express themselves through the visual arts. Skill development helps students realize their success as young artists. Their work will be displayed in the school's art gallery.
Sports	Students will participate in soccer, football, basketball, baseball, and volleyball through recognized sports leagues, and many "life" sports (bocce, golf, p�tanque, rowing, sailing, tennis, etc.) through official school "clubs".

b. If the charter school would implement a dress code policy, provide such policy, including a description of how the cost of any uniform would be covered for parents unable to afford them.

To help create an environment conducive to learning and discipline, students at Lyc e Fran ais are required to wear uniforms. This policy is designed to permit students to focus their attention on academics. Uniform shirts, sweatshirts and gym uniforms may be purchased through the school or at local stores. The Lyc e Fran ais Uniform policy will be enforced with consistency and zero tolerance.

The tentative uniform will consist of the following:

Girls: Navy blue skirts, jumpers, pants or walking shorts
White or red polo shirts with school logo
White button down uniform blouse with school logo on pocket
School Sweatshirts
Navy blue or red sweater with school logo
White socks
Navy blue or black shoes
Red beret

Boys: Navy blue pants or shorts
White or red polo shirts with school logo
White button down uniform shirt with school logo on pocket
School Sweatshirts
Navy blue or red sweater with school logo
White or navy blue socks
Navy blue or black shoes
Navy beret

22. Attach the charter school's student discipline rules and procedures for regular and special education students. Provide your school's plan for suspension or expulsion. Include the procedures and policies for implementing alternative instruction.

THE LFNO CODE OF CONDUCT AND DISCIPLINARY PLAN

I. Introduction

LFNO will work to ensure a positive school environment. The foundation of our discipline philosophy will be the expectation and acknowledgement of a positive behavior program for our students, and the creation of a warm and caring school climate. Additionally, we will put into effect a comprehensive discipline system that is well-defined, coherent and compatible with all state regulations. In keeping with a commitment to a positive approach to behavior, the school will use suspension as a measure of last resort for serious infractions that merit removal from school.

Our discipline plan is based on the premise that all children want to behave, and given the appropriate structure, will do so. Behavioral expectations in place on the first day of school will help children to succeed. The plan is founded on the FISH philosophy. This philosophy is a way to build meaningful relationships between students and between students and adults. The four phrases are: Choose Your Attitude, Make Their Day, Be There, and Play. It provides a common language and consistency across the school. Students are taught to keep track in a journal of what they did to “make” someone’s day, and by doing so will begin to internalize this behavior. Positive Behavior Support is a collaborative, assessment-based approach to developing effective interventions for problem behavior. It emphasizes the use of proactive and reinforcement strategies to achieve meaningful behavior. PBS strategies that are implemented school-wide work effectively for students with and without disabilities because it creates an environment that is conducive to learning. CHAMPS is a proactive and positive approach to classroom management. The goal of the CHAMPS program is to develop and foster an environment where students are responsible, respectful, motivated, and highly engaged in meaningful learning. An extension of CHAMPS will be used at LFNO in the secondary grades to help meet the needs of secondary school teachers in: how to motivate and manage adolescent learners so their classrooms can be stimulating, engaging learning environments.

II. Student Rights and Responsibilities

A. Student Rights.

All students have the right:

- (1) To have the opportunity to participate in all school events
- (2) To be free from discrimination based on age, race, religion, color, national origin, gender, sexual orientation, or disability in the ability of federal, state laws or Board policies
- (3) To be involved in school rule activities on the first day of school
- (4) To be provided with a school rule document to take home for a parent signature on the first day of school to be returned to the school the next day
- (5) To describe their version of an incident to school personnel before a disciplinary action is imposed

B. Student Responsibilities

The following are expected behaviors of students:

- (1) Respect yourself
 - a.) Work to stay on task
 - b.) Do your best work

- c.) Be truthful and honest.
- (2) Respect your teachers.
 - a.) Raise your hand to speak.
 - b.) Work cooperatively.
 - c.) Follow directions.
 - d.) Use appropriate language.
- (3) Respect other students.
 - a.) Be kind-make someone's day!
 - b.) Keep your hands and feet to yourself.
 - c.) Befriend and support other students.
- (4) Respect school building.
 - a.) Walk properly and quietly in school hallways.
 - b.) Help keep the school neat and clean.
- (5) Participate fully in school.
 - a.) Come on time to school and be on time to class.
 - b.) Pay attention to instruction.
 - c.) Be mindful of your work -"be there!"
- (6) Complete assignments both in school and at home.
- (7) Dress appropriately-follow dress code.

III. Disciplinary Offenses

A disciplinary offense is a violation of the Code of Conduct that occurs when a student is at school, on school grounds, participating in school related activities or a school sponsored event. Included activities are walking to and from school, riding on public transportation to and from school or a school sponsored activity. It also includes behavior on field trips or other public mischief outside the school where evidence exists that the student's continued presence will have a detrimental effect on the school.

A. Infractions - Level I

1. Disrespecting a fellow student
2. Disrespecting faculty, staff or other member of school community
3. Disrespecting school property
4. Being out of uniform
5. Tardy
6. Chewing gum
7. Disrupting class
8. Being unprepared for class
9. Failing to have school behavior report or other documents signed
10. Failing to complete homework or other assignments
11. Failing to follow directions.
12. Stealing
13. Lying
14. Leaving classroom without permission

15. Being off-task
16. Bullying – verbally, physically or cyber bullying
17. Any other behavior deemed by the staff to be inappropriate or disruptive

B. Consequences - Level I

1. Non-verbal warning
2. Name on board-first warning
3. Second warning + check in permis de conduit, student must fill out Behavior Plan for improvement
4. Student-teacher conference, student-Principal conference
5. Student/teacher calls home to parents
6. Behavior Plan sent home for parent signature
7. Afterschool detention
8. In-school suspension

C. More serious infractions – Level II

1. Severe disrespect of a fellow student
2. Severe disrespect of faculty or staff
3. Severe disrespect for school property
4. Use or possession of over-the-counter medications inappropriately
5. Use or possession of tobacco products
6. Damaging, destroying or stealing school property or personnel property
7. Committing any form of harassment or intimidation
8. Cutting school, class or required afterschool activity
9. Excessive detentions
10. Using abusive or profane language
11. Making verbal or physical threats
12. Fighting, pushing, shoving, or unwanted physical contact
13. Setting off a fire alarm or calling in a false alarm
14. Gambling
15. Forgery of parent signatures or any others
16. Cheating or plagiarism or copying anyone's work

D. Consequences – Level II

1. In-school suspension
2. Out-of-school suspension
3. Other consequences deemed appropriate by school staff

E. Extreme Infractions – Level III

1. Repeated of excessive out-of-school suspensions
2. Repeated disregard of school policies and procedures
3. Possession, use or transfer of drugs, alcohol, or controlled substances
4. Destruction or attempted destruction of school property, including arson
5. Assault against fellow students, staff or other members of the school Community.

6. Possession of a weapon
7. Student charged with or convicted of a felony
8. Committing any form of harassment or intimidation
9. Repeated bullying or cyber-bullying
10. Making bomb threats or violent verbal or physical threats

F. Consequences – Level III

1. Expulsion (managed movement to an alternate site with a comparable curriculum will be arranged with partner schools)
2. Other consequence deemed appropriate by school staff

In determining the appropriate disciplinary action, the following factors will be considered:

1. The student's age
2. The nature of the offense and the circumstances that led to the offense
3. The student's prior disciplinary record
4. The effectiveness of other forms of discipline
5. The nature of the child's designation if identified as Special Ed
6. Information that has a bearing from the parents, teachers or other witnesses
7. Other extenuating circumstances

G. Interventions

LFNO will work to ensure the success of our students who are struggling with behavior issues. Our approach will be one of positive behavior support and LFNO will design an intervention to assist the student with his/her behavior. Teacher conferences with students, teacher conference with parents, student referral to the social worker, teacher-principal assessment of student's profile, and a Student Behavior Plan with interventions that may be used.

H. Due process

All students will be afforded due process rights. Due process shall be defined as a fair and reasonable approach to student grievances and discipline on the part of all school officials in order not to arbitrarily deny a student the benefits of the instructional process. Parents of students with disabilities who disagree with the long-term removal for disciplinary reasons have the right to request a due process hearing.

IV. Procedures for Disciplinary Action

- A. If the student is recommended for suspension (5 days or less), the student is subject to the following:
 1. If necessary, the student is immediately removed from class
 2. The student is entitled to respond to the charges against him/her
 3. The Principal or designee addresses the conduct and assigns an appropriate consequence
 4. The parent or guardian is notified by the Principal or designee
 5. The parent or guardian will be required to meet with the Principal or designee regarding infractions prior to a student's return to school
- B. If a student commits an offense that calls for expulsion, the following steps are taken:
 1. If necessary, the student is immediately removed from class and/or school
 2. The parent or guardian is notified by the Principal or designee

3. The school sets a hearing date; the student and/or his parent/guardian are notified in writing of the:
 - Charges and a statement of the evidence;
 - Date, time and place of the hearing; and
 - Notice of the right at the hearing to be represented by legal counsel (at the parent's expense) and present evidence and question witnesses;

V. Discipline of Students with a Disability or Suspected of Having a Disability

- A. The provision of a free and appropriate education to students who are Suspended or removed for disciplinary reasons for more than ten school days in a school, this may require the teacher going to the student's home or the student coming to the school after the scheduled school day to receive the required instruction according to the Individualized Educational Program.
- B. The responsibility of schools to address behaviors that result in suspensions or removals for more than ten school days in a school year (functional behavioral assessment and behavioral intervention plans)
- C. The determination of the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement (manifestation determination)
- D. Providing the parent of the student a copy of the procedural safeguards notice (special education rights) whenever a disciplinary action will be result in a placement which is a removal for more than ten consecutive school days
- E. An expedited process to resolve disagreements between parents and schools regarding certain disciplinary actions
- F. Protections for students who are not classified when a parent asserts that the school had knowledge, prior to the behavior that resulted in the disciplinary action, that the student was a student with a disability
- G. Expedited evaluations of students suspected of having a disability during the time the student is suspended.

a. In accordance with RS: 17:252, what is your plan for improving behavior and discipline (Act 756 of the 2010 Regular Session).

Plan for Positive Behavior: The LFNO Plan for Positive Behavior uses the FISH philosophy. This philosophy is designed to develop positive attitudes and bring students together. It's about building a common language, rituals and rewarding behavior that reaches expectations. This philosophy is a very effective set of phrases that help to create a positive school environment. The phrases are:

- Choose Your Attitude
- Make Their Day
- Be There
- Play

This ingenious philosophy captures the spirit of children as they become involved in helping their school to be a positive environment for all students. This is incentive based and tokens of fish are used as rewards for positive behavior. The students present their rewards for small items that they select from the box of treasures. This provides the perfect introduction to our very young students who are struggling to learn how to work in a group of children. As a comprehensive discipline plan, LFNO has selected CHAMPs. CHAMPs is a proactive and positive approach to classroom management. CHAMPs compliments other behavior approaches used at schools. The goal of the program is to develop and foster

in each classroom an environment where students are responsible, motivated and highly engaged in meaningful tasks. Implementation of CHAMPs will:

- Reduce classroom disruptions and office referrals
- Improve classroom climate
- Increase student on-task behavior
- Establish respectful and civil interactions

By following the effective, research-based practices outlined in CHAMPs, teachers develop methods for clearly communicating their expectations for every classroom activity and transition. The expectations are reflected in the acronym of CHAMPs as seen below:

- Conversation (Can students talk to each other during the activity?)
- Help (How do students get the teacher's attention?)
- Activity (What is the task/objective? What is the end product?)
- Movement (Can students move about during this activity?)
- Participation (How do students show they are fully participating?)

Incentives: This program is designed for using incentives to reward good behavior. This is about whole group rewards for good behavior. For example, each class has a posted bingo grid. The group is rewarded when a sticky circle is placed in one square of the grid. When a row is filled, the class gets to participate in a reward. For instance, a parent may bring some home made cupcakes, the teacher may read a story to the students or the students may have a game period. The same technique applies to the whole school. A master bingo poster is filled as groups are rewarded. In this instance the entire grid must be filled in. This reward may be popsicles provided by the PTO or a bag of popcorn. This program will be used in secondary school. At this level, the middle school and/or high school students may be rewarded with a school dance.

In developing this Positive Behavior Support Plan at LFNO, we will :

1. Establish a school-wide Behavior Support Team to guide and protect the process. It will be comprised of an administrator, teachers, support staff, and parents.
2. Secure administrative agreement of active support and participation.
3. Secure 80% agreement of staff for active support and participation.
4. Create an implementation plan that is data based.
5. Establish collection method of office referrals of behavior problems and other data on a regular basis to evaluate effect of school-wide PBS efforts.
6. Present plan to Board and then to PTO.

School Community Code of Conduct: A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions involving the safety of others and oneself. The Lycée Français standards of behavior apply not only to students, but also to all individuals involved in our school - parents, guardians and volunteers - whether they are on school property, on school buses or at school-authorized events or activities.

The guiding principles of the Community Code of Conduct are as follows:

- All members of the school community are to be treated with respect and dignity, especially persons in positions of authority
- Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged community members are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others
- Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behavior is not a responsible way to interact with others
- Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and differences can be addressed in a manner characterized by respect and civility.

Roles and Responsibilities of Parents: Parents shall play an important role in the education of their children, and shall support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

- Show an active interest in their child's school work and progress
- Communicate regularly with the school
- Help their child be neat, appropriately dressed and prepared for school
- Ensure that their child attends school regularly and on time
- Promptly report to the school their child's absence or late arrival
- Become familiar with the Code of Conduct and school rules
- Encourage and assist their child in following the rules of behavior
- Assist school staff in dealing with disciplinary issues
- Ensure that their child have the required homework that is due daily

All parents will be required to sign off on the school's Discipline program – FISH and CHAMPS- the Community Code of Conduct, and the Roles and Responsibilities of Parents.

PARENT AND COMMUNITY ENGAGEMENT

23. Please describe how parents will be involved in the charter school, including, in particular, the governance and administration of the charter school. How does the school plan to build family-school partnerships that focus on strengthening support for learning and/or encouraging parental involvement in school operations? Describe any volunteer activities the school will request of parents.

Lycée Français firmly believes in a strong and collaborative partnership between the school leaders, teachers, students, and parents. Although the job of making decisions about school policy belongs to the Board of Directors and the administration, parent involvement is not only welcome, but also absolutely necessary for the success of the school. LFNO will implement a diverse set of strategies to involve the parent community, such as:

Parent Staff Meetings: Before each school year begins, the Lycée Français staff will visit every home of newly enrolled students or meet with the family at our school site to initiate longstanding relationships and share information regarding the LFNO culture and expectations. At the beginning of each school year, parents will receive information outlining the academic objectives and teachers' school contact information. Lycée Français will require families to pick up report cards at the end of each quarter, four

times annually, and to meet with their child's teacher to discuss their child's progress. Throughout the year, parents and faculty will have opportunities to conference formally about the students' academic and behavioral progress.

Open Door Policy: Lycée Français will have an open-door policy. After checking in at the office, parents can visit the school to see their children's classes in action at any time. In addition, parents of students who are struggling will be invited to observe their child's class, and assist school staff with developing positive and pro-active strategies that involve both the school and the home in improving student performance.

Parent Teacher Organization (PTO): LFNO will create a PTO in August of the first year of the school's operation. We will ask that a parent from each student's family commit to attend every PTO meeting held during each school year. Officers will be elected during the first meeting.

A Fundraising/Development committee will be established during the PTO's first meeting, as a committee of the LFNO Board of Directors. Five parents will be elected at that meeting to participate on the Board's committee, and all parents will be involved in working together with the school to host festivals, Gala's and informal fundraising events.

Parent Participation Committee (PPC): Parents are encouraged to participate in the Parent Participation Committee (PPC) that will meet with the school's principal and/or his/her designee each month. The PPC will connect parents to volunteer opportunities at the school; develop programs for parents to manage student transitions from elementary to middle school and middle to high school; sponsor events for the entire school community, such as holiday celebrations and pot-luck dinners; develop initiatives to support positive student social development; and work with the Director of Academics to examine students' academic and social progress, as well as considering possible initiatives to improve student outcomes.

Family Accountability Contract: When admitted to the school, parents and students are asked to sign a Family Accountability Contract and commit to important mutual responsibilities. Parents pledge to be involved in their children's educational experience in a variety of ways.

PLEASE SEE APPENDIX page # 101: FAMILY ACCOUNTABILITY CONTRACT

24. Provide details and/or policies of the charter school for handling complaints from parents.

Any parent may bring a complaint to the Principal of Lycée Français for any reason. We share the commitment to accountability that we ask of all our parents and students, and we will address the any concerns expeditiously and judiciously.

The Board of Directors expects that all complaints will be handled in a serious manner.

The following policy has been established to respond to any such complaints.

Complaints regarding LFNO should be made directly to the school Principal. The Principal is directly responsible for all matters that occur at the school. The Principal will determine the urgency of the matter and will respond accordingly. However, the Principal must attempt to resolve the complaint within five school days.

If the parent disagrees with the outcome, the complaint should be made in writing and sent to the Board of Directors. Such an appeal must be made to the Board Chairman within 5 days following the response from the Principal. The Board will act on the matter at its next meeting, if the meeting is ten days or more

away. If the board is meeting sooner, the matter will be taken up at the next board meeting. The Board Chairman has the discretion of bringing the matter to full Board sooner if he/she concludes that the matter is urgent.

If the complaint is not handled to the parent's satisfaction, the concern should be made in writing and sent to the Board of Directors.

If after presentation of a complaint to the Board of Directors, the parent determines that the Board has not adequately addressed the complaint, he or she may present the complaint to the charter authorizer, which may investigate and respond. The authorizer shall have the power and the duty to issue appropriate remedial orders to the Board of Directors of Lycée Français de la Nouvelle Orléans. All correspondence should be sent to the school's address and addressed to the person from whom a response is requested.

Only in rare cases, will an individual be allowed to present the matter in person to the full Board.

25. Discuss how often parents will be involved in student academic evaluation and planning. For example, how often will parent/teacher conferences occur?

Parent Involvement:

- Lycée Français is committed to the importance of parent involvement in the academic process as it is key to high student achievement in an urban area. The school's mission is to provide an exemplary curriculum and instructional environment that will excite our students to reach beyond their potential. That objective will only be realized if our parent body is involved daily in their child's education.
- There will be a meeting held with the school's leadership and each new child's family that enrolls in LFNO prior to the commencement of the school year. During the meeting, the school leadership will discuss the expectations of parents concerning the school's mission to prepare their children to achieve both a Louisiana High School and a French Baccalauréat diploma, and to matriculate in a university or college of distinction. It will also be a time to listen to parents about their children, their concerns, and their expectations of Lycée Français. It is during this meeting that we believe we can build a strong bond between the school and parents to ensure trust in our commitment in providing a French program of excellence for their children. Before school commences, Lycée Français will host a family activity giving parents and their children an opportunity to get to know the administrative leadership, teachers and the staff to begin building a strong school/family community.
- Parents will receive daily electronic messages to inform them of their children's homework assignments, and any problems that might arise with their children. Our school software is designed to create contact between our school families and the teachers. On Fridays, parents will receive a checklist for parent review and signature indicating their child's academic and behavioral progress for the week. This accounting will facilitate ongoing communication between our families and the school. Teachers will be able to use this checklist to alert parents of their child's progress or lack thereof. Our school software will also keep parents apprised of their children's grades. If parents do not have access to a computer at home, they will be able to view this information in the administrative office. However, the Friday checklists will also provide similar information on a weekly basis.
- LFNO parents will always have direct access to teachers and administrators through cell phones and email addresses. Our teachers will call at least three parents weekly to inform them how their children are progressing in school. LFNO will ask parents to volunteer in the school twice annually. Lycée Français will always have an open door policy for our students' parents.

Quarterly Report Cards and Parent Conferences:

All parents will be required to pick up their child's report cards during scheduled parent-teacher conferences four times annually. No report cards will be given unless parents participate in a parent/teacher conference. We believe that this strategy will reinforce our parent's commitment to their child throughout his/her school experience – pre-k through high school.

26. Provide information regarding the manner in which community based organizations, businesses and/or postsecondary institutions will be involved in the school.

Lycée Français de la Nouvelle Orléans has begun to develop relationships with several types of community organizations to support and embrace our school. We have entered into initial discussions with a consortium of community residents, local non-profit organizations, faith-based organizations, business leaders, and law enforcement. Though we have not formalized many relationships, initial discussions have been positive and we are optimistic that our school will be a strong complementary partner to the other community development and social service initiatives taking place in the greater New Orleans metropolitan area. Several organizations have already offered their services. We have procured a Letter of Intent for a \$300,000 line of credit from FNBC. In addition, New Orleans School Facility Project, a private foundation dedicated to supporting charter schools in securing educational facilities, has offered to collaborate with us.

Additionally, Lycée Français has made initial contact with KaBOOM!, a national nonprofit organization that envisions a great place to play within walking distance of every child in America. Operating for over 10 years, KaBOOM! works to rally communities to achieve better public policy, funding and public awareness for increased play opportunities nationwide; provide resources, including trainings, challenge grants, and publications for communities that wish to plan a new play space on their own; and bring together children, business and community interests for a select number of community play space builds each year. LFNO will continue to explore the possibility of applying for KaBOOM! to build play space for our children, depending on the needs and design of our facility.

LFNO will seek out additional partners to strengthen our mission and educational program with external community and university resources. Long term, we hope to build partnerships with local universities, including but not limited to Dillard, Holy Cross, Loyola, LSU, Southern University, Tulane, Xavier, and the University of New Orleans in order to leverage volunteer and tutoring support from undergraduate and graduates students, especially in their Language departments.





*"You must be the change
you wish to see..."*

Mahatma Gandhi

GOVERNANCE, LEADERSHIP and MANAGEMENT **(not to exceed 50 pages)**

27. Provide details regarding the composition of nonprofit governing board or local school board.

a. Briefly summarize the skills and experiences of each Board member.

Lycée Français de la Nouvelle Orléans Board Officers:

Board President: Andrew Abrams: Andrew Abrams is a native New Orleanian who was raised and received his primary education in Northern Virginia. Beginning his university education at Virginia Tech, Andrew returned to New Orleans in 2000, where he received his undergraduate degree from Tulane University with a Bachelors of Science degree and his Juris Doctor degree from Loyola College of Law with an emphasis on Louisiana Civil Code and International Law. Andrew currently practices law in New Orleans, representing clients throughout Louisiana. His areas of practice include: Business, Intellectual Property, Public Bodies and Entertainment. Other Boards Mr. Abrams serves on include the World Trade Center of New Orleans Membership Committee and Buffalo Productions.

Board Vice-President: Joyous Van Buskirk: Joyous Van Buskirk taught in the Orleans Parish School System for fifteen years. In 1981, she co-pioneered the creation of the first public Montessori (charter) school in Louisiana, Audubon Montessori School, in Orleans Parish. In 1985, she became the Legislative Director/chief lobbyist for the Louisiana Federation of Teachers, lobbying the Louisiana State Legislature on Education and Labor issues, while also lobbying the Louisiana Congressional delegation in Washington D.C. Joyous wrote and/or amended Education law for fifteen years, including the 1995 Charter School Law authored by Senator Cecil Picard. Governor Edwin Edwards appointed her to serve on the Southern University Board of Supervisors for a six-year term commencing 1984-1990. In 2005, Mrs. Van Buskirk was one of the writers of the Audubon School Charter adopted by the Orleans Parish School Board in October 2005. She has enjoyed a breadth of education experiences that have provided her knowledge of school management, the “ins and outs” of school policy/law and six years in acquiring effective board skills.

Board Secretary: Tom Klingler: Tom Klinger is an Associate Professor of French. He has served as Chair of the Department of French and Italian at Tulane University, and has been a member of the faculty since 1992. Dr. Klingler has conducted extensive fieldwork among native speakers of French and Creole in Louisiana, and has authored/co-authored numerous publications on the aforementioned languages, including the recently published Dictionary of Louisiana French: As Spoken in Cajun, Creole, and American Indian Communities (University Press of Mississippi, 2009). Passionately committed to the preservation of French in Louisiana, Dr. Klingler is a member of the Board of the Council for the Development of French in Louisiana (CODOFIL), and represents Tulane University on the CODOFIL Consortium of Louisiana Universities and Colleges.

Board Treasurer: Mignhon Tourne: Mignhon Tourne possesses a dynamic enthusiasm in her work, in volunteerism, and in life. A Vice-President of Information Technology at the Louisiana Medical Mutual Insurance Company (LAMMICO), Ms. Tourne created long-term strategic planning for corporate growth and development, and served as Vice-President of the in-house Legal department. As CEO of the ASI Federal Credit Union, a \$300 million dollar-asset credit union, Mignhon excels with business acumen while building high performing, team leadership and collaborative vision to accomplish targets and goals. Proficient in French and experienced in finance, insurance, information technology, risk management, and public relations, she wears several hats as an LFNO Board member.

At-Large Members of the Board:

Alvin Bordelon: Alvin Bordelon, Jr., a native of New Orleans has been a practicing attorney for over thirty years. He specializes in school and public education law, civil rights law for public schools and public bodies, employment relation's law for public schools and public bodies, administrative law, union-management collective bargaining in public schools, and defense of injury claims made against schools, school administrators and public bodies. In addition, Mr. Bordelon is Special Counsel to the Public Schools Risk Management Agency serving the Southeastern parishes of Louisiana.

Jean Montes: An accomplished conductor, educator, clinician, lecturer, and performer, Dr. Jean Montes is passionate about challenging and stimulating both musicians and audiences. Growing up in Port-au-Prince, Haiti, Jean attended a school in which the French government curriculum was taught while excelling in the study of cello at the Holy Trinity School of Music. Dr. Montes left Haiti after winning a full academic scholarship to pursue his Bachelor's degree in Music (with an emphasis in cello) at Duquesne University in Pittsburgh, PA. Jean's expertise is in demand due to his talent as a conductor, clinician, judge, and lecturer with schools and orchestra throughout the country. Dr. Montes is passionate about public school education spending four years in the Fox Valley School District (Wisconsin) teaching K-12 music (stringed instruments), and conducting multiple ensembles. He spends his summers teaching strings and directing ensembles at summer music festivals across the U.S., and at the Holy Trinity Music camp in Haiti.

Allen Kelly: Allen Kelly is a husband, father, a business entrepreneur, visionary, and activist. He brings twenty-five years of renovation and restoration experience of "turning dreams into reality" by staying focused on the customer's objective. Having witnessed the extraordinary depth and breadth of his nephew and niece's education in France, and their subsequent International professional successes in the global music industry, high fashion, medicine and design, Allen is convinced that the rigorous academics and stringent discipline of the French education methodology and curriculum is extremely worth pursuing for children in the greater New Orleans area. Mr. Kelly envisions Lycée Français de la Nouvelle Orleans as a beacon steering the children of New Orleans toward a fulfilling and successful life on the world stage.

Charlotte Dupuy: Chachie Dupuy brings organizational, marketing and creative-writing skills to the table; but what she is best known for is – relentless! A native of New Orleans and eighth generation Creole, Ms. Dupuy graduated from Antioch College in Washington D.C. with a degree in Organizational Development. She has extensive experience working within television news and the motion picture industry, and authored "*Chachie's New Orleans Home Cooking*" published by Macmillan. Her father, Homer Dupuy, championed the teaching of French in Louisiana public schools through the creation of the Council for the Development of French in Louisiana (CODOFIL). As a real estate broker for almost twenty years, Ms. Dupuy brings a skillful knowledge of available resources within the greater New Orleans market that is critical to the identification and acquisition of a facility for Lycee Français to call home.

Paige Saleun: Paige Saleun is the wife of a French citizen, a mother, a respected restaurateur (co-owner with husband of Chateau Du Lac restaurant in Metairie), and a devoted advocate of a French school education. Paige's "bulldog" tenacity and personal commitment to French language development for Louisiana's children is the driving force behind her desire to create a French school that utilizes the French Government curriculum, lauded by the education community world wide. Her fundraising capability is legend. Paige is focused on filling the coffers of the Lycée Français Development Fund with donations that will fulfill the goal of creating a school of excellence for our French students.

- b. **Include a Charter School Roster of Key Contacts for the governing board and key administrative leaders for the school.**

PLEASE SEE APPENDIX page # 128: ROSTER OF KEY CONTACTS

- c. **Attach resumes for each governing board member.**

PLEASE SEE APPENDIX page # 130: BOARD MEMBER RESUMES

- d. **Describe the roles and responsibilities each of the following have played in the application design, development and implementation of the school for the following:**

- Board Officers
- Individual Board Members
- Committees
- School Leader, if identified
- Education Service Provider, if applicable

Board Officers and Members: All Board members have participated in the writing of our charter application as well as the legwork to determine our budget – calling vendors, getting estimates, and determining the vendors that would be a possible fit for our school. The initial three founders have supplied Board members with their insight on the mission, education culture, academic objectives of the school and have been major participants in the writing of our application including the Executive Summary, Facilities, and Education. Their passion and tireless commitment have been an inspiration to their colleagues who value and identify with their goals. All members have networked, edited, fundraised, reached out to community members for support, and began the student recruiting process. The following outlines Board responsibilities:

Chairman: Our Chairman is the Board leader for Lycée Français de la Nouvelle Orleans, LFNO, Inc. He is the overall point person for pulling together our charter application, has been part of the effort to find a school facility, and has participated in writing sections of our application, while attending a multitude of meetings to assist in getting our charter adopted.

The Chairman

- Facilitates all Board meetings, and other events, as required
- Reviews and approves the Board agenda
- Is an ex-officio member of all Board committees
- Oversees the implementation of Board and corporate policy
- Appoints chairpersons of Board committees; volunteers to leadership positions
- Supports fundraising with personal contributions
- Coordinates the annual performance evaluation of the school principal
- Participates in the preparation of the school budget
- Maintains a public relations program to involve the community with the school
- Ensures that assets are protected and invested according to corporate policy
- Is knowledgeable of ethics laws and policies; has a working knowledge of Robert's Rules

Vice-Chairman: Our Vice-Chairman has assisted the Chairman in the creation of the Board agenda, has participated in finance meetings to create the application budget, has kept members aware of charter

obligations via a timeline, and has written the Governance section, and assisting in writing the Budget and Education sections for our application.

The Vice-Chairman

- Presides over Board meetings due to the absence of the Board chair
- Is a member of all standing committees and monitors their progress
- Is in charge of securing quarterly Board training
- Oversees the creation of monthly Board packets
- Is responsible for overseeing the charter, and any changes made to the charter
- Works with the PTO and its committees

Secretary: Our Secretary has maintained minutes of motions/decisions made by the Board in regard to our application process. He has set up critical meetings with the French consul to determine that our goal to create a French school of academic excellence is in compliance with the French government's objectives for such. He has been part of the charter creation and participated in writing sections of the charter.

The Secretary

- Is the primary steward of record keeping for the Board and organizational documentation for the school
- Creates the monthly Board agenda; sends the agenda to all Board members
- Is in charge of securing the corporation records and a copy of the by-laws as amended or altered
- Ensures all Board notices are sent to Board members in accordance with the by-laws and required by law
- Performs all duties as required of the secretary, Articles of Incorporation, by-laws, and other as assigned by the Board chair

Treasurer: Our Treasurer has had monthly meetings to create our application budget with the finance committee, Board chair and vice-chair. She has coordinated the information necessary to create the budget document, and assigned Board members budget items relative to vendor decisions and spending assumptions. Our treasurer is writing the finance section and the school's budget.

The Treasurer

- Participates in the creation of the school budget
- Serves as chair of the finance committee
- Oversees the bookkeeping and financial records of the school
- Ensures that assets are protected and invested according to Board policy and by-laws
- Ensures that all financial records are available for the annual audit
- Ensures that ensures that comprehensive financial reports are in order and ready for Board review
- Ensures that the school complies with corporate and statutory reporting requirements
- Oversees the record keeping for the school's development fund
- Develops a good working relationship with the school's operational manager

Governing Board Members: Board members are responsible for the following:

- Serve on, at least, one committee
- Create, review, and approve appropriate school policies
- Participate in all Board meetings, fund raising activities, and school-related activities

- Support fundraising activities by making an annual contribution
- Hire, support and evaluate the school principal
- Engage in strategic planning, creating short and long term goals for the school
- Attend all Board professional development activities
- Monitor and ensure all legal and regulatory compliance
- Continued assessment of Board's performance
- Maintain high ethical standards; disclosing any potential conflicts of interest, whether real or perceived to the Board chair
- Advocate for the mission and vision of the school
- Participate in writing grants to further the school's mission of excellence
- Cultivate meaningful relationships with organizations and community groups in the greater New Orleans area to promote the goals of our school
- Lend credibility to the school with professional behavior, integrity, and enthusiasm
- Ensure strategic and effective resource allocations

Board Committees:

Executive Committee: The Executive Committee shall be composed of the four officers of the Board, the Chairman, the Vice-Chairman, the Secretary, the Treasurer, and one at-large Board member appointed by the chairman of the Board.

The committee members are responsible for making decisions that are deemed emergency by nature and/or issues that must be resolved in a short span of time and cannot wait for the next Board meeting.

Nominating Committee: The major responsibilities of the nominating committee are:

- To identify, recruit, and nominate well-qualified individuals to serve as officers and members of the Board
- To provide development opportunities for Board membership
- To determine what qualities/skills are needed to strengthen the Board
- To create a list of potential candidates to interview for selection
- To nominate and recommend to the Board the best candidate (with the expertise needed by the Board) to fill a Board vacancy

Finance Committee: The major responsibilities of the finance committee are:

- To coordinate financial oversight by policy recommendations, providing insight for the staff, and monitoring its implementation
- To provide oversight of the school's financial audit
- Oversee the school's financial records; ensures the creation of accurate, timely, and full-proof financial statements
- To review the annual budget and makes recommendations for its adoption by the Board
- Monitor compliance in fiscal issues with federal, state and other reporting requirements
- Assist Board members to understand the budgeting process
- To interview various auditing agencies and make a recommendation to the Board for approval

Development Committee: The major responsibilities of the development committee are:

- Work with the school staff annually to develop the school's fundraising plan

- Lead the Board’s effort in resource development and fundraising
- Develop the policies, plans, procedures and schedules for Board involvement in fundraising
- Assist the principal in the school’s program development and the resources necessary to fund the plan
- Instruct staff on fundraising skills and techniques required for an excellent fundraising program
- Set minimum guidelines for cultivating and approaching possible donors

School Principal: The Board has interviewed and will hire Jill Otis when our charter application is approved. She is required to implement LFNO’s mission, school vision, and report directly to the Board on all school related issues. Ms. Otis shall attend all Board meetings, report academic results, inform Board members of any legal issues, and other pertinent Board matters. She is also charged with effective leadership practices, collaborative management, and partnering with the Board to create a harmonious school environment.

Education Service Provider: *LFNO WILL NOT HIRE AN EDUCATION SERVICE PROVIDER*

28. Describe the intended policies and procedures that will be used by the nonprofit governing board to govern the proposed school.

a. Provide as an attachment the board-approved set of by-laws for the nonprofit corporation, which includes the following:

- Officer positions designated and the manner in which officers are selected and removed from office
- The manner in which members of the governing body are recruited and selected
- The manner in which vacancies on the governing body are filled
- The term for which members of the governing body serve
- By-laws should indicate the committees that the corporation would create, e.g., audit, finance, compensation, and delineate the functions and powers of those committees, and the proof of compliance with Louisiana Open Meetings Act

PLEASE SEE APPENDIX page # 150: BYLAWS

b. Attach the proposed school’s policies and procedures for complying with the Louisiana Code of Ethics. The code of ethics and conflict of interest policy applies to board members, officers, and employees of the school. Provide details regarding how the school will handle Code of Ethics violations.

PLEASE SEE APPENDIX page # 156: CODE OF ETHICS

c. Attach the proposed school’s policies and procedures for complying with the Louisiana Public Records Law, LA-R.S. 44:1 et seq., remembering that the nonprofit corporation must also comply when acting in their capacity as the governing board of the charter school.

PLEASE SEE APPENDIX page # 159: PUBLIC RECORDS LAW

d. Provide an acknowledgement that in the event of the dissolution of the charter school, the operator will cooperate fully with LDOE and SBESE procedures for the transfer of students and student records and for the disposition of school assets.

In the event of the dissolution of the charter school, the following policies will be enacted for the transfer of students and student records and the dispossession of assets:

- Lycée Français de la Nouvelle Orleans shall refund all cash on hand, and equipment that has been purchased through state or local funding to the state or to the local school district, as appropriate.
- All assets purchased with any public funds shall become the property of the chartering authority.
- A meeting will be held for parents of all students, with at least 10 days public notice, (made through our LFNO website, a notice in the administrative office and one placed on entry/exit sites) to inform parents and students of their transfer options and procedures for transfers to be made.
- The school shall work with the Superintendents of the Louisiana State Board of Education, New Orleans Public Schools (NOPS) and the State Board of Elementary and Secondary Education (BESE) to physically transfer the student records to Orleans Parish no more than five school days after the closure of the charter school. Parents will receive copies of such records through written and mailed notification to pick up this information in person with proper identification at the school site prior to closure as a part of the checkout process.

e. Provide an annual schedule of Board meetings; include proposed dates, times and location of meetings. Also, include details regarding how notice for board meetings will comply with the Louisiana Open Meetings Act.

Tentative Board of Directors Meeting Schedule 2010

The following table reflects the intent of the LFNO Board of Directors. Scheduled meetings that conflict with major holidays or three-day weekends will be shifted to either the preceding or following Monday. Due notice will be given by following the procedures listed below.

Date	Time	Location
January 11	5:30 PM	Chateau Du Lac
February 8	5:30 PM	Home of Al Bordelon
March 15	5:30 PM	Home of Al Bordelon
April 12	5:30 PM	Home of Al Bordelon
May 10	5:30 PM	Home of Al Bordelon
June 14	5:30 PM	Westin Hotel, Plimsoll Club
July 19	5:30 PM	Chateau Du Lac
August 9	5:30 PM	Chateau Du Lac
September 13	5:30 PM	Chateau Du Lac
October 11	5:30 PM	Home of Al Bordelon
November 8	5:30 PM	Home of Al Bordelon
December 13	5:30 PM	Chateau Du Lac

In compliance with the Louisiana Open Meetings Act, the following procedures will be followed prior to every LFNO Board meeting:

Lycée Français de la Nouvelle Orleans (LFNO) shall give written public notice of its regular Board meetings at the beginning of each calendar year. Such notice shall include the dates, times, and places of such meetings. The Board meetings will be held on the second Monday of each month. LFNO shall give written public notice of any regular, special, or rescheduled meeting no later than twenty-four (24) hours before the meeting. Such notice shall include the agenda, date, time, and place of the meeting.

Attached to the written public notice of the meeting will be a statement of whether or not such matters will be discussed in an executive session held pursuant to R.S. 42:6.1(A)(2).

Written public notice given by Lycée Français de la Nouvelle Orleans shall include the following:

- Posting a copy of the notice at the LFNO principal’s office, on entrance and exit doors used by the students/parents or by publication of notice in an official journal of LFNO (i.e. our website) no less than twenty-four hours before the meeting.
- Emailing a copy of the notice to any member of the news media who requests notice of such meetings; any such member of the news media shall be given notice of all meetings in the same manner as is given to LFNO parents and interested parties, if requested.

f. Provide a detailed schedule of Board meetings that will be held from present until the beginning of the second school year; indicate date, time, location and method of public notice in accordance with the Louisiana Open Meetings Act.

Proposed Board Meeting Schedule (Tentative) 2011-2012

Date	Time	Location
January 9	5:30 PM	home of Andrew Abrams
February 14	5:30 PM	home of Andrew Abrams
March 14	5:30 PM	home of Andrew Abrams
April 11	5:30 PM	home of Andrew Abrams
May 9	5:30 PM	home of Andrew Abrams
June 13	5:30 PM	home of Andrew Abrams
July 11	5:30 PM	LFNO School Building
August 15	5:30 PM	LFNO School Building
September 12	5:30 PM	LFNO School Building
October 10	5:30 PM	LFNO School Building
November 14	5:30 PM	LFNO School Building
December 12	5:30 PM	LFNO School Building
January	5:30 PM	LFNO School Building
February 13	5:30 PM	LFNO School Building
March 12	5:30 PM	LFNO School Building
April 9	5:30 PM	LFNO School Building
May 14	5:30 PM	LFNO School Building
June 11	5:30 PM	LFNO School Building
July 9	5:30 PM	LFNO School Building
August 13	5:30 PM	LFNO School Building

Public notice of all Board meetings will include a posting with the agenda, date, time, and place of the meeting at the office or building at least 24 hours in advance, in addition to our website. Scheduled meetings that conflict with holidays or three day weekends will be shifted to either the preceding Monday or the following one

29. Describe board training and development plans for the Board of Directors and membership. The plan for training and development should be on-going including a timetable, specific topics to be addressed and requirements for participation.

Board of Directors’ Training: LFNO’s Board of Directors and the school administrative staff will hire the staff of the Louisiana Association of Public Charter School’s (LAPCS) to conduct our charter Board training sessions. The Association’s training sessions are designed to address key issues related to charter school governance, and to support effective leadership and organizational planning. LAPCS will conduct

at no cost a needs assessment to assist LFNO in choosing the training package that best meets our needs. The aforementioned service uses the best practices model to determine what types and at what levels of training the Board needs. The date and time of the workshops below will depend upon the decision of LAPCS and its timetable. Our Board will attend one or more training sessions listed below after LAPCS completes its needs assessment.

LAPCS has to create its schedule based upon LFNO Board assessment in 2011-2012

Topic	Date
Charter Boards 101	TBA
Performance Management for Charter School Boards	TBA
Strategic Planning	TBA
Charter School Policy and Handbook Drafting	TBA
Optimizing Conflict	TBA

What follows is a brief description of the above training sessions provided by the LA Assoc. of Public Charter Schools (LAPCS):

Charter Boards 101: One of the quickest ways for a charter school to fail is to be run by a Board of Directors who are uninformed, or worse, misinformed about their roles and responsibilities. Involvement on the Board of a charter school requires not only commitment and dedication, but also a core base of knowledge about the Board’s roles and responsibilities and the requirements of the Louisiana charter school law. This training includes topics such as open meeting laws, conflicts of interest, ethics, financial responsibilities, policies and procedures, running effective meetings and organizational documents.

This package introduces basic roles, responsibilities and general practices essential to creating and/or operating an effective charter school Board. This training can be applied to Boards of new schools, individual Board members, or existing Boards needing assistance with structure and operations.

This training is customized for each school via a pre-session survey and conference call in order to best meet the needs of the charter school Board. This training package can include the review of items such as: committees (work, structure and Board oversight), Board recruitment, public relations and marketing, measuring constituent satisfaction, evaluating the Board and administration, developing essential operating documents, legal roles and responsibilities of Board members, running effective meetings, school bylaws (and other foundation documents) and compliance, essential policies as they relate to items such as Board meeting/operations protocol, conflict of interest, employment, school operations, accountability, SPED, ESL, and basic contract provisions (especially at the time of charter renewal) and waivers. An LAPCS staff member will be assigned to the training to help with follow-up action items that include:

- Needs assessment: Board members will be required to complete a Board self-assessment in advance of the training.
- 4-hour training: Board members will be trained in the aspects of Board roles and responsibilities that are most important to their unique situation. At the end of the training, Board members will complete an action plan with specific milestones for important aspects of Board work and responsibilities (see above).
- 2-hour follow-up: Board consultant will follow up with Board members and committees 1-3 months after initial Board training to check in on progress towards completion of the action plan and specified milestones associated with the training.
- Assistance with follow-up action items.

Performance Management for Charter School Boards: This training provides the foundation for understanding the Board’s role in ensuring improved student performance and school success. The session focuses on understanding student performance data, key questions Board members should know how to answer, and how Boards can establish sound practices in providing academic performance

oversight and monitoring. The training is customized through a pre-session survey and conference call, to best meet an individual school's needs. Other topics may include key school performance measures, state and authorizer specific performance expectations and measures, mechanisms for appropriate monitoring and evaluation of school performance. The session includes the following:

- Pre-session survey and conference call: Board consultant will conduct a needs assessment with Board Chair and/or Academic Performance/Instruction Committee.
- 2-4 hours training: Board members will be coached in overall data management, which may include the development of a dashboard and indicators to track the most important elements in the school's mission.

Strategic Planning: Charter school Boards are responsible for ensuring effective organizational planning. Developing a sound strategic plan is key to supporting effective governance and leadership. Strategic plans range from specific goals such as facilities acquisition to more general purposes such as guiding the school's strategic priorities and continuous improvement. An Association-approved consultant will assist charter schools with items such as strategic planning process design and facilitation, SWOT analyses, transition from founding Board to policy setting Board, and identifying key performance indicators, measures, metrics and targets. The session includes the following:

- Pre-session conference call.
- Full-day Strategic Planning Retreat: 6-7 hour full day planning retreat.
- 2-hour follow-up: Board consultant will follow up with Board members and committees 1-3 months after initial Board training to check in on progress towards completion of the action plan and specified milestones.

Charter School Policy and Handbook Drafting: This training provides an overview of why it is imperative that the school have in place written policies and procedures for its Board, staff, students and parents that effectively express the school's mission, its legal obligations, and the school's expectations about performance, benefits, and behaviors. Board members will learn about the potential risks and liability by not adopting certain policies. Specific examples of policies that should be drafted and adopted by the school will be discussed. The Board will:

- Learn to differentiate between policies required by federal, state and/or charter law and policies that are "best practice" or optional
- Discuss the relative responsibilities within the school, of who should take on the task of drafting, reviewing, and implementing various policies
- Discuss the entities assigned to draft certain policies that may differ depending on the substance
- Recognize persons who are ultimately responsible for the implementation of Board policies that also may differ from the initial drafters (the Board's role vs. Management)
- Discuss adopting and drafting of policies that may not necessarily be "required" by law, but are nevertheless suggested as "best practices" or optional in serving to describe the school's mission and expectations
- Discuss the importance of how to best utilize and implement the school's policies once they are in place to ensure policies are applied consistently, fairly, and do not discriminate

For each Board/school that participates in the workshop, the consultant will review the policies that the school presently has in place for its Board, staff, students, and parents (time spent will depend on length and detail of policies (approximately 2 hours). The consultant will meet with the Board Chairman and the Principal to discuss the state of the school's policies presently in place, and assess whether the policies exemplify the school's mission and needs, and whether they comply with the law. The consultant will also make recommendations on who should attend the follow up workshops on policy drafting (1-2

hours). Follow up workshop to assist those assigned to draft policies, to choose and draft policy language (1-3 hours). Follow up session within three months after new or revised policies go into effect for Consultant to determine if policies are successfully working and how they are being implemented (1 hour minimum).

Optimizing Conflict: Volunteers serving on charter school Boards usually do so out of a deep commitment to the school's mission. However, different members of the same Board can hold varying perspectives on critical school issues and these differences may evolve into stressful conflict among Board members. If handled in a proactive, positive manner, this conflict can prove vital to school development. If the conflict is poorly managed, however, it can become toxic to the school's environment and even threaten its continuing existence. An objective, outside facilitator can be key to helping the Board resolve its differences and develop a method to deal with future conflict. The session will include the following:

- Through interviews with Board members, facilitator will develop an analysis of issues involved.
- With the assistance of the facilitator, the Board will create strategies to deal with internal conflict.
- Follow-up sessions will be held as necessary to support implementation of strategies.
- In addition to the ongoing training sessions, every LFNO Board member will join school leadership and staff to tour other successful urban schools at the local, state and, if necessary, national level. We believe it is very important for our Board members to be familiar with best practices for ensuring academic excellence standards and effective fiscal oversight to enable the Board to effectively work side by side with our management team.

Every Lycée Français de la Nouvelle Orléans' Board member shall be required to read & review the following documents upon joining the Board.

- Complete Charter Application
- LFNO operating contract
- LFNO's By-Laws
- Board job and committee descriptions
- Board meeting minutes
- Recent financial statements
- LFNO's marketing packet

An orientation meeting with the Principal will be set up to discuss questions and comments from new Board members. As specific questions and concerns arise from LFNO Board meetings, if needed, an additional customized Board consulting service shall be secured from LAPCS or other local New Orleans' Board consultants recommended by sister charter schools.

30. Provide plan for recruitment and succession of Board members. Provide details regarding the types of expertise that is intended for the Board, details regarding how individuals will be identified and selected, and who is responsible for recruitment.

The Board seeks to recruit and retain individuals who share a commitment to Lycée Français de la Nouvelle Orleans and its mission to prepare students to graduate fully prepared to attend and thrive in the best colleges in the nation. Board members will volunteer their skills, knowledge, and time to ensure the ultimate success of the charter school in fulfilling its mission.

Board members are selected primarily because of their alignment with and deep commitment to the mission and the vision for the school's future. The Board has formed a Nominating Committee, as outlined in the by-laws, to initialize and maintain an effective process for developing the Board. The duties of the Nominating Committee shall be to:

- Study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Director's position on the Board
- Look for candidates that have professional strengths/talents that are lacking on the Board
- Present a slate of nominees for Officers to the Board for election at the annual meeting
- Recommend candidates to the Board to fill vacancies that arise outside the regular nominating process
- Provide ongoing orientation to the Directors

In order to successfully complete their first charge, to study the qualification of the candidates, and present a slate of the best-qualified nominees for the vacant Director positions on the Board, the Nominating committee will take the following steps:

- Survey the backgrounds, skill sets, and expertise currently represented on the Board.
- Determine where the Board could be strengthened. This approach will allow us to focus our attention on individuals that will bring great value to our team instead of duplicating talents and skills that are already thoroughly represented. It also will require the Board to be reflective and proactive about its growth.
- Brainstorm personal and professional connections to individuals who may be able to direct us to those we seek or individuals who are potential Board candidates.

Qualifications of prospective Board candidates will include:

- Belief in the college preparatory mission of the school
- Belief that all children can achieve the highest levels of academic excellence regardless of the circumstances into which they are born
- Availability to participate meaningfully in the founding process and/or ongoing meetings and oversight
- Expertise in education, law, real estate, financial management, governance, marketing, fundraising, community organizing/ outreach, or strategic planning
- Personal experience with entrepreneurship and working in diverse teams
- willingness to leverage personal and professional networks on behalf of the school
- A deep commitment to improving the quality of education for New Orleans children

Board Member Performance Expectations:

All Board Members are required to read and sign the following statement:

In accepting a position as a Board Member of Lycée Français de la Nouvelle Orléans, I acknowledge that I have read and agree with the performance expectations listed below, and that I will make every effort to meet and exceed these expectations. All Board Members are held to the same performance expectations.

1. **Govern** the Board by meeting the expectations as detailed in the Lycée Français de la Nouvelle Orleans Job Description & Responsibilities.
2. **Advocate** for the school's mission and vision while building public and private support for the charter school within the community and at any interviews with the Authorizer.
3. **Lend** my reputation and credibility to the school by demonstrating the school's commitment to fostering the school culture of respect, responsibility, professionalism and civic duty.
4. **Collaborate** with the principal, fellow Board members, and the community to ensure that diverse perspectives are heard and incorporated into the application.
5. **Cultivate** prospective Board members, donors, partners, and volunteers and utilize personal and professional networks for the financial, organizational, and educational benefit of the school.
6. **Contribute** to fundraising goals to the best of personal ability at a level that is meaningful and appropriate.
7. **Attend** scheduled Board meetings and participate actively and productively in discussions and votes.
8. **Volunteer** up to ten hours a month for committees and consultation on application tasks.
9. **Focus** on critical strategic questions and governance that supports the success of Lycée Français.
10. **Disclose** any potential conflicts of interest, whether real or perceived, to the rest of the Board and abide by any decisions the Board may make with regards to the matter in the interest of the school.

Signed (Board Member)

Date

31. Describe the relationship the nonprofit governing Board will have with the key administrative leaders and/or any significant partner organizations.

Lycée Français de la Nouvelle Orléans' Board of Directors will govern its school and delegate the management to its Principal. The Board will collaborate with its school leadership team through committee assignments, both standing and ad hoc, and will be responsible for initiating, creating and reviewing school policies. The Principal will serve on all committees, the Business Manager on the Finance committee, both as non-voting members. LFNO believes in the distinction between governance and management; therefore, all administrative staff will be involved in committee work as non-voting members. The Principal will report directly to the Board and will serve as the direct Administrative conduit to the Board. However, it is pragmatic to have members of the community who have varied expertise to turn to for advice on issues that demand experience. Therefore, our Board has decided to create an advisory Board for guidance.

The Lycée Français Advisory Board is made up of business, community and education leaders who have committed to lend ongoing key support and counsel to the Board of Directors and the Principal. The current Advisory Board includes:

Damien Regnard: Mr. Regnard was elected by the French people living in Louisiana, Texas, Arkansas and Oklahoma, to represent them at the Assembly of the French Living Abroad, presided over by the French Minister of Foreign Affairs in Paris, France for a 6-year term. His mission is to advise the French Parliament and Government on issues related to the French citizens abroad.

Fenelle Guillaume: A community activist in the Greater New Orleans area and her Mother country, Haiti. Ms. Guillaume is a member of the Association Haitienne de Developpement Humain (AHDH) and We Care Foundation of Grand Boulage, non-profit organizations promoting the welfare of Haitians through humanitarian programs in health, education, culture and development. She is also a strong supporter of the New Orleans Haitian Relief Task Force, an organization addressing the critical and immediate needs in the areas of education and healthcare in Haiti.

Jacqueline Simon: She has long been active in social and community activities in the city, especially those relating to Haiti and the Haitian community in New Orleans. She is a founding member and serves on the Board of the Haitian Association for Human Development, an organization committed to improving the condition of Haitians in New Orleans and in Haiti to increase awareness of Haiti in the New Orleans community; she also serves on the Boards of the Alliance Française of New Orleans, the New Orleans Hispanic Heritage Foundation, New Orleans Haiti Earthquake Relief Task Force, and Moscow Nights. Ms. Simon has previously served on numerous advisory Boards, including those for Haiti-related exhibits at the New Orleans Museum of Art and the Historic New Orleans Collection. Ms. Simon is Executive Assistant at the JW Marriott New Orleans.

James R. Korndorffer Jr, M.D, F.A.C.S.: Associate Professor of Surgery, the Director of the Residency Program, Department of Surgery, and Director, Tulane Center for Advanced Medical Simulation & Team Training. He is actively involved in numerous national societies including the American College of Surgeons, the Society for Gastrointestinal and Endoscopic Surgeons, the Association for Surgical Education, the Association for Academic Surgeons and the Minimally Invasive Robotic Association. He serves on the Guidelines and Resident Education Committees of SAGES. Dr Korndorffer has had over 30 published papers and abstracts in peer review journals as well as over 40 presentations at national meetings.

Kathy Padian: Served for many years as Vice-President of Building Hope - a private foundation, dedicated to supporting high quality charter schools with access to excellent educational facilities. In 2009, Ms. Padian founded New Orleans School Facility Project (NOSFP), a non-profit organization with a mission to promote equitable access to public school buildings for all public school programs in Orleans Parish. NOSFP is dedicated to finding new ways to fund acquisition, development, renovation, maintenance, and capital repairs in the future for Orleans parish public schools.

Sid Arroyo Mr. Arroyo is the President and CEO SidCat Strategies. SidCat Strategies is dedicated to providing their clients with P.R. consulting, media consulting and media marketing. Mr. Arroyo is also heavily involved in Louisiana and National political matters working with clients as a political operative and campaign manager.

Sue Robertson: Integrates experience in the fields of Education and Design into her work. As an Educational planner, Ms. Robertson has assisted numerous districts in facility assessments, developing educational specifications, and district-wide planning. In 2001 Ms. Robertson formed Planning Alliance, Inc., a corporation that provides facility planning services K-12, higher education, and business clients.

Sylvain Francois: Dr. Sylvain Francois, is the Honorary Consul for Haiti in New Orleans. Born in Port Au Prince, Haiti, Dr. Francois currently resides in the Greater New Orleans area. Considering Dr.

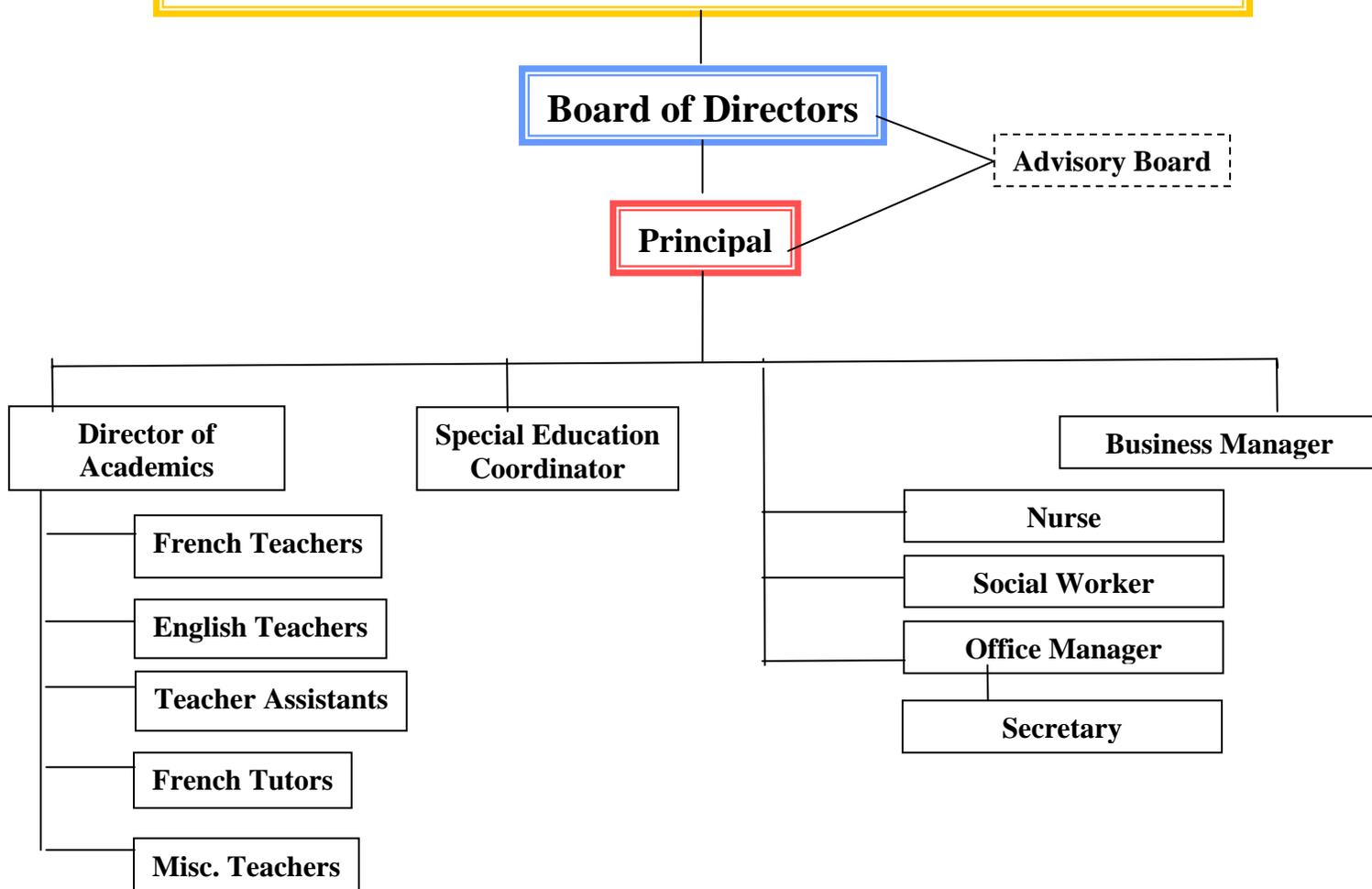
Francois position as the Honorary Consul for Haiti in New Orleans, he is very active within the local Haitian community providing support and promoting programs strengthening the relationship between Haiti and New Orleans.

SCHOOL LEADERSHIP AND PERSONNEL MANAGEMENT

32. Provide an organizational chart for the school and a narrative description of the chart. The information supplied should indicate clearly the reporting structure of employees to the nonprofit Board and staff to the school director(s). If the charter school would contract with a company for management services, also indicate the company's role in the organizational structure of the school. Include delineation of any Professional Partnership Organization.

The Lycée Français de la Nouvelle Orléans Mission

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



33. Discuss any fee-based commitments for partnerships or other relationships with community organizations or individuals that would enrich the learning opportunities of students in the school. Programs and partnerships that are described elsewhere in the Application should be documented by providing evidence and intent of services to be provided to the school. Evidence of support may include letters of intent, memoranda of understanding, and/or contracts. Response should clearly indicate the purpose, scope of services, and how the partnership supports the overall mission, school philosophy and education program.

Lycée Français de la Nouvelle Orleans is not committed to any fee-based partnership or relationship with a community organization or individual.

EMPLOYMENT

34. Provide a staffing chart for the school. The staffing chart should indicate Instructional and Non-Instructional personnel. Identify the number of classroom teachers, teaching aides or assistants, as well as any specialty teachers. Also, include details regarding the support and operational staff.

**Administrative Staffing Chart
2011-2016**

<u>Administrative Staff</u>	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015	Year 5 2015-2016
Principal	1	1	1	1	1
Business Manager	1	1	1	1	1
Office Manager	1	1	1	1	1
Special Ed. Coordinator¹	1/2	1	1	1	1
Secretary²	0	1	1	1	1
Total	3 1/2	5	5	5	5

¹ In Year One, LFNO's Special Education Coordinator will be part-time until our Spec. Ed. needs are fully established

² In Year One the Secretarial duties will be shared amongst the Business Manager, Principal, and Office Manager

**Support Staffing Chart
2011-2016**

<u>Support Staff</u>	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015	Year 5 2015-2016
Nurse³	¼	1	1	1	1
Social Worker⁴	¼	1	1	1	1
Total	½	2	2	2	2

**LFNO Staffing Patterns SY 2011-2016
Instructional Staff Chart**

<u>Instructional Staff</u>	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015	Year 5 2015-2016
Pre-K 3	1	1	1	1	1
Pre-K 4	2	2	2	2	2
K	3	3	3	3	3
1		3	3	3	3
2			3	3	3
3				3	3
4					3
5					
6				2	2
7				2	2
8					2
9					2
10					
11					
12					

³ In Year One, LFNO's Nurse will initially be a part-time employee whose hours will expand as our budget allows

⁴ In Year One, LFNO's Social Worker will initially be a part-time employee whose hours will expand as our budget allows

LFNO Staffing Patterns SY 2011-2016 (cont.)
Instructional Staff Chart

<u>Instructional Staff</u>	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015	Year 5 2015-2016
English Teachers	1	2	3	4.5	5
Teaching Assistants	3	3	3	3	3
French Tutors	1	2	3	4	5
Special Ed. Teacher				.5	1
Computer Science Teacher				1	2
Physical Education “Coach”				.5	1
Total	11	16	21	32.5	43

35. Provide qualifications, credentials and resume of principal candidate. If principal has not been selected, identify the qualifications and experience level sought for principal.

The Board of Directors of Lycée Français de la Nouvelle Orléans has selected Ms. Jill Otis as Principal of LFNO as:

- She has significant administrative public school experience, the required proficiency in speaking and writing French, the curriculum knowledge and training for this position.
- She has the proven ability to address the mission of Lycée Français de la Nouvelle Orléans immediately upon appointment.
- She served as principal of Audubon Montessori and L'école Franco-Américain, one of the highest performing Orleans Parish Public School System schools, for twenty-two (22) years.
- She was a co-founder of Audubon Montessori School, the first public Montessori school in Louisiana, and the founder of L'école Franco-Américain (LEFA), the first French school in New Orleans. Under her leadership, the French Ministry of Education accredited LEFA.
- She has a proven record in coordinating leadership responsibilities with past colleagues, has demonstrated an authentic appreciation of the French language and culture, and has an abiding respect for all students in the French learning environment.
- Her administrative experience has consistently reflected well-coordinated school operations and faultless financial management; additionally, she is prepared to assume the principal-ship of Lycée Français, (due to her experience) and to articulate the school's projected needs within the framework of development initiatives.
- She has extensive experience as a classroom teacher, (taught thirteen (13) years in Orleans Parish School System), has earned several degree(s) in education, and possesses a Louisiana administrative credential.

- She has demonstrated an abiding commitment, deep interest, and love of our proposed school by becoming the principle author of the Education section and has had significant involvement in all facets of our school charter.

The Board of LFNO feels extremely proud to have Jill Otis as our Principal/CEO.

PLEASE SEE APPENDIX page # 160 FOR PRINCIPAL JILL OTIS'S RESUME

36. Specify plans for leadership and staff recruitment, selection, development and evaluation for the proposed charter school. Explain how the nonprofit governing Board and school administration would handle unsatisfactory leadership or staff performance, as well as leadership/staff changes and turnover.

Leadership and Staff recruitment: LFNO will rely upon our chief administrator, Jill Otis to coordinate the efforts of staff recruitment and selection. Her first responsibility is to hire a French Director to lead our Academic program. The French Consulate in New Orleans will be notified through an administrative staff announcement indicating the position requirements, job expectations and qualifications for the position. The Consulate communicates with the French government and will notify them of the employment opportunity. An announcement will also be sent to the Council for the Development of French in Louisiana (CODOFIL). Although they work with the French Consulate in New Orleans, they have access to individuals from the Lafayette area that could qualify for employment. The Lafayette area has a large French speaking population. LFNO will also place an add in the Times Picayune. Our school will hire a Business Manager, an Office Manager, Nurse and Social Worker (nurse/social worker to be each employed one day weekly), part-time Special Education coordinator (three-days weekly), French tutor, English teacher and three Teachers Assistants.

For all employment issues the principal will:

- List the job opening on our LFNO website
- Notify the Louisiana Unemployment Office
- Utilize PSA's (Public Service Announcement), listing in the Louisiana Weekly and Times Picayune employment section, signs around the city, university announcements – University of New Orleans, Dillard, Xavier, Southern University in New Orleans and Baton Rouge, Loyola, and Tulane Universities
- Advertise openings on several highly-trafficked websites such as Teach for America's office of Civic and Career Opportunities, the Center for Education Reform, Idealist, and Craig's List
- Designate a LFNO Job Fair day in February 2011 announced through the aforementioned organizations to be held in the greater New Orleans area (we will invite other charter **schools to participate...Although we will not be hiring a large staff, we know that professionals in the greater New Orleans are unfortunately losing their jobs due to state/ local school board budget cuts, and the US fiscal crisis. This opportunity might assist individuals in getting a job at another New Orleans charter school.**)
- Touch base with our business community contacts in searching for a business manager, the LSU/Delgado nursing program re: a nurse, and Tulane and Southern University Social Working programs to find a social worker (*Although the social worker and the nurse will initially be employed one day a week, if money permits, and if additional services are needed, we will expand their schedules during our first ye).okay*

Until we can determine the extent of the need for a full-time Special Education Coordinator, he or she will be employed initially part-time – three (3) days per week. A French tutor will be hired to assist

individual students who are falling behind in their French studies during the first year – more tutors will be hired in successive years as the school population grows. The tutors will be hired from among the several French-speaking communities in New Orleans, including francophone West Africans and, especially, Haitians, since most Haitians who reside in New Orleans were educated in Haitian schools that use the French government curriculum (this is the case, for example, of our Board of Directors member Jean Montes. Three Teacher Assistants will be hired to comply with the requirements for the Pre-k 3 and 4-year old programs.

The six French teachers will be hired through the Council for the Development of French in Louisiana (CODOFIL). CODOFIL operates in conjunction with the French Consulate in New Orleans. We are required to notify CODOFIL no later than the 15th of January of the need for French teachers. CODOFIL, in turn, notifies the French Consulate in New Orleans for the number of French teachers they require. The French Consulate alerts the French Ministry of Education. It is the Ministry that announces the open teacher slots that will be available in New Orleans/Louisiana and interviews the French teachers in France. All French national teachers are required to be certified to teach. For LFNO to be accredited by the French government, we are required to hire teachers from France due to their expertise with the national French government curriculum.

Because LFNO is not a French immersion school that teaches the Louisiana curriculum in French, but a French school that teaches the national French curriculum in French (linked to the Louisiana curriculum), the French Ministry of Education will interview and select three pre-school and three Kindergarten teachers who are certified in Maternelle (Early Childhood) –Pre-K and Kindergarten. French Immersion schools can request French teachers from CODOFIL for their schools, but because they do not use the French government curriculum, French teachers can be hired for Immersion schools through Canada, the Caribbean, Vietnam, Europe and Africa. LFNO is and will be held to a higher standard due to its adoption of the French national curriculum.

LFNO is required to notify CODOFIL of the need for six teachers by the 15th of January 2011. CODOFIL has agreed to assist us in getting us French teachers if we cannot notify them of our need before January 15th. The French Ministry of Education begins the interview process for teachers in November. After the interview process has concluded, the Ministry creates a pool of teachers available to the Louisiana CODOFIL program. We have been informed by David Cheramie, the Director of CODOFIL that if he is notified by January, 2011 that we will have the teachers necessary to staff our school for the 2011-2012 school year. Included is a letter from the Director confirming the aforementioned statement.

PLEASE SEE APPENDIX LETTERS OF SUPPORT page # 2 for MoU FROM CODOFIL

What is CODOFIL?

In the 1990 census, approximately 250,000 Louisianans responded that French was the language they spoke at home. The 2000 census showed 198,784 Louisiana Francophone's (a French speaking person) over the age of five (5), including 4,470 who speak Creole French. 5.4% of the residents in New Orleans speak French. The Council for the Development of French in Louisiana (CODOFIL) was created in 1968 by the Louisiana State Legislature because of the existence of a large corps of native French speakers. According to Legislative Act 409, 2010, CODOFIL is empowered to “do any and all things necessary to accomplish the development, utilization, and preservation of the French language as found in Louisiana for the cultural, economic and touristic benefit of the state.”

- CODOFIL assigns teachers that have been hired outside of the United States to schools throughout Louisiana that are French immersion, K-12, and those that utilize the national French curriculum (non-immersion French schools of which there is now only one; LFNO would be the second).

- CODOFIL’s vision is to give the French-speaking communities of Louisiana the means necessary to live their lives in French.
- CODOFIL’s mission is two-fold: to offer Louisiana’s citizens, whether they are of French ancestry or not, the opportunity either to learn French or to enhance and utilize the French they already know; and to explore, understand and support Cajun, Creole and Francophone heritage in Louisiana for the cultural, economic and touristic benefit of all its citizens.
- CODOFIL commenced the French foreign language programs in Louisiana Elementary schools. The LA Elementary Foreign French Language program is often cited as a model. It offers a visa program to foreign teachers of French to supplement local teachers. French teachers are also recruited from Canada, the Caribbean, Vietnam, Europe and Africa.

Staff Selection: Job applications will be posted on the LFNO website and will require applicant submission via the same method.

The principal will:

- Hire staff – French Director of Academics, Business Manager, Office Manager, Special education Coordinator, Social worker, Nurse, French tutor(s), English teacher, and Teacher Assistants for 2011 (the staff will be expanded in 2012)
- Review all applications for available positions, screening them for required qualifications, checking their references, placing phone calls to prior employers asking for their opinions on the applicant, - based upon his/her employment there
- Review all resumes for the posts of Business Manager, Office Manager, English teacher, Special Education Coordinator, Nurse, social worker, French tutor, and Teacher Assistants
- Consult with the Director of Academics in the hiring of the English teacher and French tutor
- Contact the Principal of a sister charter school for advice on the hiring of a Business Manager. Although our principal has significant experience (21 years) in hiring staff, she has requested that she receive additional assistance in the hiring of a Business Manager as he/she will be responsible for managing taxpayer monies, and is a critical key to the overall financial and operational success of the school. This position requires a competent, methodical, highly ethical and qualified individual
- Set up interviews by mid February for open positions
- Fill open positions by the end of March or mid April

After the interviews, the principal will:

- Review the references, the interview materials, other feedback, documenting on a job opening chart (containing the position, date open, date filled and name of employee) and select the staff
- Consult with the director of academics: English teacher and French tutor
- Reopen the process if she has not found the appropriate candidate for a position no later than March 15th
- Hire all staff for LFNO by the end of March – mid April, but in the case of not finding the appropriate candidate for a position, that process will end April 30th or by mid May

The LFNO Principal is required to meet the six French teachers assigned by CODOFIL (to LFNO) in Baton Rouge, upon their arrival from France. She is also required by the French government to assist the French teachers in finding living quarters, getting driver’s licenses, and preparing them to live in New

Orleans. The Director of Academics will be required to assist the Principal in the French teacher's arrival process, and getting them settled into New Orleans.

Employee Evaluation

Principal: At the beginning of each school year, the Principal will work with the Executive Committee of the LFNO Board of Directors to list 5-10 major educational and operational goals for the school year based on the goals listed in the Lycée Français Charter. The Principal will be held responsible for meeting or exceeding these goals and will present them to the LFNO Board of Directors no later than the October Board meeting.

At the May Board meeting, the principal will submit, first to the Executive committee, and then to the entire Board of Directors, a narrative description detailing the progress the Principal and the school have made toward meeting the goals. Each member of the Board of Directors will then have an opportunity to respond, in writing, to the Principal's narrative and goal progress. After all the comments have been collected, the Board Chairman will meet individually with the Principal to discuss the Board's responses and present, in writing, a summary of the Board's opinions. Assuming the Principal is rehired, this annual performance review will be followed by a Board-wide discussion and presentation of the Principal's salary for the following school year.

Director of Academics: The Director of Academics will be responsible for supporting and evaluating all teachers, and will establish school-wide academic performance goals, personal leadership qualities, professional goals, and instructional objectives with the Principal before each school year. Throughout the school year, the Academic Director will meet with the Principal for informal performance reviews after every 6-week interim assessment to assess actual vs. targeted test score performance for the entire school. In the spring of each year, the Principal will conduct a formal review of the Academic Director, evaluating his/her accomplishment of the pre-determined goals and identifying professional development opportunities in areas that both the Director of Academics and the Principal identify as weaknesses in the director's skill set and instructional leadership.

Teachers: Lycée Français will require teachers to set goals as a professional responsibility, reflect on their own teaching practices and assist each other on best practices with content delivery, classroom management, student relationships, planning, and preparation. The role of the Director of Academics is to foster and coordinate the growth of excellent teaching, while ensuring the overall achievement of students.

LFNO will establish clearly defined criteria for performance reviews that will include:

- A commitment to LFNO's mission and goals
- Successful implementation of the curriculum and educational philosophy
- A high level of professionalism
- A high level of accomplishment
- Effective participation in LFNO's professional development and team meetings

Tools to be used in the evaluation process include:

- Pre and post observation conferences
- Written evaluations based on classroom observations
- Self-evaluation completed by teacher being evaluated
- Student performance on major assessments
- Parent feedback

Those teachers failing to meet the guidelines outlined above and/or are failing to meet the requirements of the Evaluation plan, will be subject to dismissal, or may not have their employee contract renewed at the request of the Director of Academics in consultation with the Principal. Both the Principal and the Academic Director will evaluate the French tutor, and Teacher Assistants, utilizing the same process as with the French teachers.

Staff: The Principal will be responsible for supporting and evaluating staff administrative personnel and other support staff such as the Space Special Education Coordinator, School Nurse, and Social Worker. The Principal will consult with the Academic Director in evaluating the English teacher. The aforementioned staff will be held to the same standards in the defined criteria for performance reviews (see above). The teachers will be evaluated according to the evaluation process for French teachers (see above)

Leadership changes and turnover: If it becomes necessary to recruit a new Principal, the Board of Directors will launch a nation-wide search. The Board will utilize the organization and education entities outlined in question #36. We will begin that process May 15th. All resumes will be due the end of May. The Board will review the resumes submitted by applicants the following week. The first week in June will be set aside for principal interviews with a goal of selecting the Principal by mid June.

Staff changes and turnover: The Principal will notify professional staff by the end of April if a contract is not being renewed. The process for hiring will begin the beginning of May for the individual's replacement. The guidelines in Question #36 will be followed to recruit an employee to fill a vacancy no later than May 31st.

37. Attach a copy of the proposed school personnel policy regarding teachers. Include the school's plan to ensure that teachers are state certified as provided by law and in compliance with highly qualified personnel under NCLB. Also include:

- a. the procedures for hiring and dismissing school personnel;
- b. the school's policy for hiring and evaluation of teachers, key school administrators and other employees;
- c. a complete job description and responsibilities for all staff members;
- d. the procedure regarding the implementation of LA-R.S. 15:587.1 and SBESE Policy for Charter Schools Relative To Criminal Offenses;
- e. any employment benefits, including retirement, offered;
- f. salary ranges for all employees;
- g. plans for collective bargaining; and
- h. the school's Electronic Communications requirements as per R.S. 17:82 (Q) and ACT 214 of the 2009 Legislative Session.

PROPOSED SCHOOL PERSONNEL POLICY REGARDING TEACHERS

Equal opportunity policy: Lycée Français is an equal opportunity employer and makes employment decisions on the basis of merit. LFNO seeks to have the best available person in every job. LFNO's policy prohibits discrimination based on race, color, creed, sex, marital status, age, national origin, physical or mental disability, medical condition, ancestry, religion, sexual orientation, or any other consideration made unlawful by federal, state or local law or ordinance or regulation. LFNO is committed to complying with all applicable laws providing equal employment opportunities to individuals regardless of race, color, creed, sex, marital status, age, national origin, physical handicap, disability, medical condition, ancestry, religion or sexual orientation.

Reasonable accommodation for disability: To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disabilities. LFNO will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship to LFNO would result. Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact the principal and request such an accommodation.

Individuals covered under Lycée Français' policies: The following policies cover all individuals in the workplace. Lycée Français will not tolerate or condone harassment, whether engaged in by co-workers, associates, managing directors, clients, vendors or other non-employees who conduct business with the LFNO. Lycée Français strongly encourages reporting of all incidents of harassment, regardless who the offender may be, or the offender's relationship to the LFNO.

Harassment: Lycée Français prohibits sexual harassment and harassment based on race, color, creed, sex, marital status, age, national origin, physical or mental disability, medical condition, ancestry, religion, sexual orientation, or any other consideration made unlawful by federal, state or local law or ordinance or regulation. LFNO's anti-harassment policy applies to all persons involved in the operation of LFNO and prohibits harassment by any employee of LFNO, as well as by any person doing business with or for Lycée Français.

Prohibited harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments
- Visual conduct such as derogatory and/or sexually-oriented e-mails, posters, photography, cartoons, drawings or gestures
- Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with work because of sex, race or any other protected basis
- Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss, and offers of employment benefits in return for sexual favors
- Retaliation for having reported or threatened to report harassment

Reporting unlawful discrimination or harassment: If an employee believes that he/she has been subjected to any form of unlawful discrimination or harassment, the employee is requested to report such incident(s). Lycée Français will immediately undertake an investigation of the harassment allegations and attempt to resolve the situation.

If Lycée Français determines that unlawful harassment or discrimination has occurred, disciplinary action will be taken in accordance with the circumstances involved. Anyone determined by LFNO to be responsible for unlawful harassment or discrimination will be subject to appropriate disciplinary action, up to and including termination. If appropriate, whatever action is taken against the harasser or discriminator will be made known to the complaining employee. LFNO will not retaliate against an employee for filing a complaint or for participating in the harassment investigation and will not tolerate or permit retaliation by any member of LFNO. Lycée Français will endeavor to maintain confidentiality throughout the investigative process to the extent practicable and appropriate under the circumstances.

Lycée Français encourages all employees to report any and all incidents of harassment or discrimination forbidden by this policy immediately so that complaints can be quickly and fairly resolved. Each employee should also be aware that the Federal Equal Employment Opportunity Commission investigates harassment and/or discrimination in employment. If an employee thinks he has been harassed, discriminated against, or retaliated against for resisting or complaining, the employee may file a complaint with the appropriate agency.

Immigration Reform and Control Act: The Immigration Reform and Control Act of 1986 (IRCA) prohibits Lycée Français from employing any person not legally authorized to work in the United States.

In accordance with the requirement of IRCA, all persons commencing or resuming work after November 6, 1986, must submit to LFNO documentation evidencing their right to work in the United States. Anyone submitting false documentation shall be immediately terminated. In fulfilling its obligations under IRCA, Lycée Français reaffirms its commitment to comply with both state and federal non-discrimination laws. LFNO does not discriminate on the basis of citizenship. Any questions concerning IRCA and the required documentation should be directed to the Business Manager.

EMPLOYEE CLASSIFICATIONS

Full-time employees: Full-time employees are those employed to work regularly at least 30 hours per week. All full-time employees and members are eligible for all benefits as described below. These requirements will be explained to the employee at the time employment at LFNO begins and this information will remain available during employment.

Part-time employees: Part-time employees are those employed to work regularly less than 30 hours per week. Part-time employees and members do not participate in or receive benefits except as described in Section e.

Temporary employees: Temporary employees may work any number of hours up to and including full time. Temporary employees are those employees who are generally hired through a temporary placement agency due to heavy workloads, special projects, or when a regular, full-time employee is on a leave of absence. Temporary employees do not participate in or receive benefits.

Non-exempt employees: Non-Exempt employees are covered by the overtime provisions of the Federal Fair Labor Standards Act and any applicable state laws. Non-exempt employees at the Lycée Français are entitled to overtime pay for work in excess of forty (40) hours per week as described in Section e.

Exempt employees: Exempt employees are classified by Lycée Français as exempt from the overtime provisions of the Federal Fair Labor Standards Act and any applicable state laws. These employees include those who qualify as exempt administrative, executive or professional employees.

Consultants: *Consultants are individuals that work for Lycée Français for a specified timeframe. Consultants do not participate in or receive benefits as described in Section e.*

Punctuality and attendance: Punctuality and regular attendance are expected of all employees of Lycée Français. Employees should report to work as scheduled, on time and prepared to start work.

If an employee fails to report for work without any notification to his supervisor, and the absence continues for a period of three days, LFNO will consider that such employee has abandoned his employment and has voluntarily terminated employment with LFNO.

Work Place Safety and Health: Lycée Français has an established policy of providing a safe work place for all employees based on current federal, state and local standards as well as proven “common sense” safety practices. LFNO will strive to maintain working conditions, which afford all employees and members a reasonable degree of comfort, and protection from injury or dangerous situations while assuring orderly and efficient performance of duties.

However, it is only through the combined efforts and interest of all employees that we can continue to make LFNO a safe place in which to work. Employees are expected to work safely, observe safety regulations, and report unsafe conditions. Any unsafe condition must immediately be reported to an administrator.

Smoking policy: No smoking is allowed on school grounds.

Drug-free workplace policy: Lycée Français has an obligation to its employees, members, and clients to provide an environment that is free of illegal drugs and alcohol. Illegal drug use and alcohol abuse compromises employee productivity, threatens the quality of our services and invites the risk of injury or damage to LFNO's property and employees.

Possessing, consuming, selling, attempting to sell, or distributing illegal drugs, as well as, being under the influence of a controlled substance or alcohol during work hours, or on LFNO's premises is strictly prohibited. Lycée Français recognizes that there are times when the consumption of alcohol may be acceptable, for example, at a LFNO holiday party. Only the moderate and limited use of alcohol is acceptable on such occasions. Employees are expected to remain responsible, professional and sober at all times.

Desks, storage areas, work areas, lockers, and file cabinets are LFNO's property and must be maintained according to this policy. All such areas must be kept clean and are to be used only for work purposes. LFNO reserves the right, at all times, and without prior notice, to inspect any and all property for the purpose of determining if this policy or any other LFNO policy has been violated. Such inspections may be conducted during or after business hours and in the presence or absence of the employee. All containers, including but not limited to bags, boxes, purses, briefcases, lunch containers, etc. brought on to LFNO's premises are subject to LFNO's inspection at any time a LFNO representative has a reasonable suspicion that this policy has been violated and such inspection is reasonably necessary in the investigation of such violation(s).

Violations of these policies will result in disciplinary action, up to and including termination.

The following is LFNO's plan to ensure that teachers are state certified as provided by law and in compliance with highly qualified personnel under NCLB.

All French teachers assigned to Lycée Français by CODOFIL/French government are required to be certified by the French government to teach the national French government curriculum. All non-French teachers hired by LFNO will be required to adhere to Federal and State guidelines in regard to certification (exception – French tutors for tutorial program to help students requiring additional grade level assistance with French).

During the first year of operation, Lycée Français teacher standards will be consistent with Federal and State guidelines. In the second year, non-certified teachers will be required to be working toward certification for continued employment. By the third year, teachers should have concluded their requirements to become fully certified. If the first year non-certified teachers have not achieved full certification, they will not be rehired, unless there are extenuating circumstances.

The Director of Academics will track certification status for all LFNO non-French teachers, distributing state licensure requirements to non-certified teachers, ensuring that teachers achieve and maintain a valid teaching license, encouraging teachers to work toward Master's degrees/beyond, and providing support for those teachers who choose to work for National Board certification. He or she is required to provide information in regard to professional development opportunities from state and local entities that qualify for continuing level units (CLUs) and can be credited toward state licensure requirements.

The Academic Director will also track the school's compliance with employing "highly qualified" personnel as required by NCLB. All 6-8-grade teachers of core academic subjects must hold a valid teaching certificate or a special education certificate that includes middle school grades (with no emergency, temporary, or provisional waivers), and must have accomplished one of the following:

- Passed the state subject-specific licensing examination for middle school academic content area or for a secondary academic content area for every core academic subject the individual teaches

- Achieved National Board certification in the content area of assignment or
- Completed coursework equivalent to an Academic major in a content area for every core academic subject the individual teachers
- Earned a master's degree in a content area for every core academic subject the individual teaches or
- Met the Louisiana House definition (90 Continuing Learning Units (CLUs) by the end of school year 2005-2006)

All 9-12 grade teachers of core academic subjects must hold a valid secondary education teaching certificate (with no emergency, temporary, or provisional waivers); and must have accomplished at least one of the following:

- Passed the state subject-specific licensing examination for a secondary academic content area for every core academic subject the individual teaches
- Achieved National Board certification in the content area of assignment or
- Completed coursework equivalent to an academic major in a content area for every core academic subject the individual teaches
- Earned a master's degree in a content area for every core academic subject the individual teaches or
- Met the HOUSSE definition [90 Continuing Learning Units (CLUs) by end of SY 2005-2006]

PROCEDURES FOR HIRING AND TERMINATING PERSONNEL

Research demonstrates that good teaching matters. Effective teachers are capable of inspiring significantly greater learning gains in their students. Quality staff ensures that the school is providing an environment that is conducive to providing a quality education for its students. LFNO will strive to employ the highest quality of personnel that will mold our school into an institution of renowned prominence.

The Principal and Director of Academics, when appropriate, will share the responsibility of reviewing applications, interviewing, and making offers to potential candidates. All final decisions for hiring will be made by the principal. Throughout the process, teachers will be evaluated on their belief in the ability of all children to learn space at high levels, level of experience, instructional knowledge, critical thinking abilities, humility and self-awareness, communication skills, professionalism, motivation, and ability to motivate others. Staff will be selected based upon their skill experience, work ethic, resume, letters of recommendation, communication skills, and professionalism.

a. What are the procedures for hiring and dismissing school personnel?

Hiring an Employee

Lycée Français will ensure the quality of the staff through the use of the following five-step process for selecting and hiring the most qualified candidate:

- The candidate submits an application (provided on the LFNO website) that includes a resume, cover letter, and essay responses to questions discussing a candidate's personal values and professional teaching capacity.
- The Principal will separate candidates into three categories: (1) very strong; (2) good; and (3) weak. Very strong candidates receive an in-person interview. Good candidates are scheduled for a 15-minute phone interview. Weak candidates are sent an e-mail acknowledging receipt of their application and a statement that, at this time, they do not qualify for the requested position.

- If a candidate does well in either the phone or in-person interview, the principal will then ask faculty candidates (English/special education teachers) for a sample lesson plan and teacher portfolio. For administrative positions, the Principal may ask for additional documentation pertinent to their application. If the candidate has potential but would not be an appropriate hire, the Principal will inform the candidate that there are no longer positions available at that time, and to check the LFNO website for future positions. Those candidates will put into an internal database of individuals who, after more experience or with additional training, may be a possible hire in the future.
- If the lesson plan, teacher portfolio and/or supplemental material demonstrate that the candidate is strong, the Principal will then request references and may schedule additional formal or informal interviews. At this time, the Principal may call former employers, listed on the applicant's resume, to determine the work ethic, character and professionalism of the candidate.
- If candidates have gone through the entire process successfully, the Principal will make an offer of employment. This offer will be contingent upon a background check, drug test, reference check, and criminal history review in accordance with policies/procedures adopted by SBESSE concerning Criminal History Review for public school employees.

Dismissal of an Employee

The dismissal of an employee is as follows:

- The Principal will collect pertinent documentation for the reason(s) for termination, citing all applicable instances of poor performance, policy violations, and/or disconnect with LFNO's mission and values.
- The Principal will inform the employee of her decision to terminate, request a letter of resignation, and establish a time frame for the employee's remaining service.
- The Principal will process all necessary paperwork to ensure employment documentation is in order, and the employee has been properly informed of remaining benefits (i.e. COBRA) for that he/she may or may not be eligible.
- The Principal will document all communications before, during, and after the dismissal and ensure compliance with all school, State and Federal regulations regarding employment policies and proper termination.

- b. **What is the school's policy for hiring and the evaluation of teachers, key school administrators and other employees**

See question #36, page 82 under staff selection and employee evaluation

- c. **Please provide complete job descriptions and responsibilities for all staff members**

PRINCIPAL:

Position Summary: The Principal of Lycée Français will be directly accountable to the Board of Directors for the LFNO's academic success, rigorous culture, mission advancement, financial stability and organizational viability. This professional will be the school's leader with complete administrative oversight.

Job Expectations: The Principal's responsibilities are expansive. As the leader of the school, the individual who assumes the Principal's position must be prepared to carry many different roles. This position includes daily management of the school from academic achievement to personnel management, and financial oversight. Specifically, the key expectations for this position are the following:

- Embody, advocate and place into operation the mission, vision and strategic direction of the school
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and administrators
- Demonstrate a strong passion for education and youth mentorship by developing mission driven programs and policies
- Provide leadership and empower the director of academics and the staff to achieve both measurable and intangible academic deliverables
- Achieve dramatic and consistent improvement in student academic performance
- Recruit, appoint, support, manage, and evaluate the school staff
- Manage and allocate the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) prudently and efficiently to maximize student achievement
- Lead and resource the application process for governmental funding, including grants
- Interface with community and business leaders to achieve academic, marketing, and financial goals for the school and to share best practices
- Provide leadership and resources to ensure regulatory compliance
- Mediate and manage school-related conflicts
- Communicate as the primary spokesperson for the school and advocate to all external audiences including investors, media, community partners, government, organizations, and local leaders

Qualifications:

- Strong commitment to the mission and vision of Lycée Français de la Nouvelle Orleans
- Fluent in French
- Knowledge of French curriculum and French Education structure
- Experience in Education, strategic planning, staff development, Board relations, financial management, and operations
- Proven effectiveness in community relationships and acquiring sponsorship from private sectors
- Knowledge of educational and regulatory compliance at all governmental levels
- Demonstrated ability to communicate performance data, strategies, and metrics effectively to a broad audience
- Solutions-oriented strategic thinker who has overcome complex organizational challenges
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Teaching experience in urban areas with measurable success
- Fundraising knowledge with a history of cultivating and securing financial support from individuals, foundations, and corporations preferred
- Proven success at applying for government grants preferred
- Previous high-level management experience
- Openness to feedback, willingness to take personal responsibility, and desire to learn from previous mistakes
- Masters degree required

DIRECTOR OF ACADEMICS:

Position Summary: The Director of Academics will require proficiency in the French language, the articulation and implementation of both the French and Louisiana's curricula, and the responsibility for the instructional and assessment programs. This position is the second most important in Lycée Français. The Academic Director will be directly accountable to the Principal for academic excellence and teacher performance. She or he is required to have the ability to provide instructional mastery, remediation, if necessary, and meaningful/effective teacher professional development.

Job Expectations:

- Belief that all children can learn

- Advocate for the mission and vision of our school
- Create, monitor, and sustain a school culture of academic rigor
- Achieve consistent improvement in student academic achievement
- Implement the school's academic standards, assessments, benchmarks and align the French government curriculum with state and national standards
- Assist the Principal with recruiting, interviewing, selecting, evaluating retaining outstanding teachers
- Assist the Principal with recruiting and retaining students for our school
- Observe teachers, providing feedback, both oral and written, formal and informal
- Evaluate our student's academic performance through data analysis and report the results to the faculty/administration for discussions on student improvement
- Administer, teach and provide professional development
- Work collaboratively with the Principal in strategic planning and growth
- Comply with the charter, state accountability requirements and all relevant laws

Qualifications:

- Five (5) years of teaching experience in an urban area with quantifiable and objective student performance gains that go beyond state average
- Three (3) years of administrative experience in instructional leadership, curriculum development, and staff development in a French program preferred
- Strong commitment to the mission and vision of Lycée Français
- A leader committed to academic excellence and achievement
- Proven ability to work collaboratively with a diverse corps of teachers
- Experienced writer, especially of lesson plans, unit plans and other curricular materials
- Able to prioritize, delegate and lead by example
- Master's level or advanced degree preferred

TEACHER:

Position Summary: LFNO seeks teachers in the following areas: French Pre-K (three and four-year old) and Kindergarten, and English

Job Expectations: LFNO's environment welcomes teachers who are tireless in their aim to see student growth, and who want to hone their skills as effective teachers in the classroom. Responsibilities and expectations include:

- Teach at least five classes each day
- Mentor parents and students throughout the school week during and after school
- Document all syllabi, lesson plans, assignments, and other curricular materials work closely with the director of academics to develop and implement strategies for all students to reach success
- Reinforce school-wide rules and expectations in the classroom and lesson plans
- Communicate effectively and maintain strong relationships with students, families and colleagues
- Assist in the implementation of research-based national French and Louisiana curricula
- Maintain the school culture of high academic and behavioral expectations through continuous reflection
- Use detailed data analysis of student performance to perform effective instructional practices
- Assist students in the arrival and departure, transitions between class periods, and lunch periods
- Complete other tasks as assigned by the Principal and/or Director of Academics
- Embody, advocate and implement the mission, vision, and strategic direction of the school

Qualifications:

- Firm belief in the ability of all students to achieve at high levels, and high expectations for low-income children to become college ready and attend selective universities.
- Successful manager of an urban classroom who has used structure, incentives, and high expectations to drive student success
- Experienced classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages
- Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
- Demonstrated ability to work well in a team, especially with parents and community members
- Self-reflective and analytical problem solver
- Basic understanding of data analysis
- Minimum three years of urban teaching preferred
- Certification in the subject area to be taught preferred

SPECIAL EDUCATION COORDINATOR:

Position Summary: The special education coordinator is accountable for the success of all students whose primary focus is meeting the needs of special education students through the use of integrated comprehensive services.

Job Expectations: Lycée Français' philosophy is that all students can learn. The special education coordinator must believe in that fundamental tenet and be fully prepared to achieve it through robust and differentiated teaching strategies. The special education coordinator will work closely with teachers and families to determine and implement the strategies that are most conducive to individual student's learning capabilities. Responsibilities and expectations include:

- Work closely with the director of Instruction to develop the strategies and processes to assist students with exceptionalities in achieving at high levels
- Embody, advocate and implement the mission, vision and strategic direction of the school
- Achieve dramatic and consistent improvement in academic performance of students with exceptionalities
- Support and lead professional development and growth of faculty, especially with regard to special education
- Comply with all relevant local, state and federal regulations governing students with exceptionalities
- Provide all relevant data, reports and information to the administrative team
- Maintain a log of all students on IEPs and 504s and follow all mandated timelines
- coordinate School Building Level Committees (SBLC) and review of student IEPs and offer detailed recommendations on successful techniques for meeting accommodations
- Coordinate all IEP activities
- Coordinate and review screening/intake assessments of new students
- Develop flexible groups for students within individual classes with the assistance of teachers
- Confer with parents, administrators, testing specialists, social workers, and professionals to develop IEPs designed to promote students' academic, physical, and social development
- Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory
- Meet with parents and guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs

Qualifications

- Certified as Special Education teacher

- Strong commitment to the mission and vision of LFNO
- Experienced in Education, strategic planning, and staff development
- Motivational and energetic leader who is committed to excellence
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Teaching experience in urban areas with measurable success through student performance gains that surpass state averages
- Proven ability to work collaboratively with a diverse team of teachers
- Analytical problem-solver and solutions-oriented strategic thinker who has overcome difficult organizational challenges
- Professional demeanor, strong work ethic, detail-driven work style with excellent organizational skills
- Ability to prioritize, multi-task, delegate, and lead by example
- Three to five years of urban teaching and educational leadership experience is preferred
- At least two years experience as an Special Education Administrator preferred
- Masters degree preferred

SCHOOL NURSE:

Position Summary: The School Nurse provides direct nursing services to students and staff members to maximize health and wellness in the school community. All duties are performed in accordance with district/state department of education policies and procedures and state law regarding nurse practice. The Nurse reports to the Principal.

Job Expectations:

- Provides direct professional nursing services, first aid, illness, and emergency care to students and staff in response to the nursing assessment and in accordance with professional standards, school policy and procedures, and state and local mandates
- Administers medication with appropriate documentation; train other principal selected staff to administer medication
- Participates in maintaining accurate medical records to assure compliance with state mandates including immunizations, physical examinations, and medical conditions, and the related archival responsibilities
- Performs mandated screening procedures for vision and hearing (requires state credentials as a screener)
- Makes appropriate assessment and referrals for suspected abuse/neglect as a mandated reporter
- Maintains communication with teachers, other school personnel, and parents/guardians to enhance cooperative action which will meet the health and safety needs of students
- Provides health services, information, and counseling in an effective and positive manner to enhance the health and wellness of the school community.
- Completes accident/incident reports for students/staff
- Compiles data for statistical purposes
- Maintains confidentiality regarding all school and health-related issues
- Maintains a log of student/staff visits and documentation on individual health records
- Maintains the environment of the health office facility and supplies
- Utilizes existing technology effectively in the performance of duties
- Performs other health or school related work as required.
- Maintains contact with a professional nursing organization and utilizes continuing Education opportunities to enhance professional knowledge
- Participates as an active member of the school community, representing health/wellness

Qualifications:

- Baccalauréat degree preferred
- Current Registered Nurse licensure in Louisiana
- Current First Aid and Cardiopulmonary Resuscitation program completion
- Experience in nursing and completion of a school health orientation program preferred
- State certification as a School Nurse in Louisiana preferred

SOCIAL WORKER:

Position Summary: School Social Workers play an important role in the lives of children and their families who need counseling or other services to assist them in coping with social and academic challenges. School Social Workers must adhere to the standards and ethical guidelines as outlined by the National Association of Social WORKERS (NASW) to provide quality care for their clients.

Job Requirements: A social worker will:

- Work with parents and the school staff to improve the student's school performance, social and emotional functioning
- Receive and screen referrals from the school staff for students in need of additional services
- Conduct intake evaluations of students and/or families in need of additional assistance
- Provide clinical intervention in skills training and therapy for students, individually or in a group, parent skill training in groups, parent education, home visits when needed, guidance and supportive services to parents
- Document student progress and/or problems
- Provide crisis intervention for serious problems
- Provide linkage to community resources as needed
- Collaborate with school personnel, especially nurses, diagnosticians and principals
- Communicate effectively with students, professional staff, parents and the community in a positive manner
- Counsel and serve as a resource person for parents with problems affecting the educational, physical, emotional and social growth of the student
- Conduct staff development on abuse identification
- Comply with school policies, state and federal guidelines
- Provide crisis counseling to students
- Keep confidential the counseling relationship and information except when the student's condition requires intervention
- Organize and conducts parent education programs

Qualifications:

- Master's degree in Social Work preferred
- Holds certification as a School Social Worker
- Holds a Louisiana license
- Have knowledge of child psychopathology
- Can diagnose, assess and test
- Have expertise in educational disabilities and their impact on children and their families
- Have experience in Social Work in an urban school setting

Business Manager:

Position Summary: The Business Manager will be primarily responsible for the administration of Lycée Français de la Nouvelle Orleans' business transactions. The Principal will directly supervise the Business Manager.

Job Expectations: The Business Manager will ensure that all of the financial operations are aligned with the school's mission and corresponding regulations. He/she will assist in the development of financial systems and structures to meet the school's expectations. Responsibilities include:

- Embody and advocate the mission, vision, and strategic direction of Lycée Français
- Oversee compliance with all federal and state financial reporting requirements
- Create, monitor, and sustain high standards of financial management and oversight with regard to budgets, cash flow statements, expenditures, revenues, payroll, taxes etc.
- Handle all school finances, including paying bills, overseeing purchase orders, and payroll commencing 2014-2015
- Prepare for annual audit
- Handle all personnel paperwork including all benefits offered by the school, disability, family leave, etc.
- Ensure compliance with all employment and records management law
- Report all pertinent data to administrative team and Board of Directors
- Manage grants, disbursements, guidelines and reporting in conjunction with administrators and faculty
- Manage the bidding and contracting process for facility development, as necessary
- Coordinate the purchase of goods and services for the school provide the bookkeeping services for the school
- Prepare day-to-day accounting processes of the school, including general ledger, accounts payable and receivable, cash receipts and disbursements, payroll benefits, and taxes
- Complete other projects as assigned by the Principal

Qualifications:

- Commitment to Lycée Français ' mission and organizational success
- Results-driven business leader with experience in, and commitment to, operational and financial excellence and the use of data and assessments to drive operational and financial decisions
- Degree in Business Administration
- MBA preferred
- Five years of experience in operations, accounting, and/or finance preferred
- Experience in managing accounting systems in an educational setting preferred
- Advanced technological proficiency in financial management software and Microsoft Excel
- Ambition and desire to grow as a leader
- Entrepreneurial spirit
- Personal and professional integrity

OFFICE MANAGER:

Position Summary: The Office Manager is responsible for the daily operations of the front office, under the general supervision of the Principal.

Job Expectations: The role of a strong Office Manager is imperative in the overall success of Lycée Français . This employee will be in direct communication with all of the school's stakeholders and will maintain the infrastructure needed to support a school of systems, structures, and successes. Responsibilities and expectations include:

- Believe in the school mission that all students should be prepared to access college and professional careers
- Have some fluency in French
- Exhibit strong reception skills, including answering phones, door, and mail correspondence

- Collect and enter data into administrative databases
- Serve as a general Office Manager by ordering, managing, and maintaining inventory of school supplies
- Independently, or in accordance with general instructions, compose correspondence concerning a wide range of subjects requiring a thorough knowledge of policies, regulations, and operational procedures
- Collect and enter student attendance; make follow-up calls to families
- Coordinate school mailings
- Coordinate daily homework hotline and detentions
- Track, maintain and report accurate database of student lunch monies
- Review and edit documents to ensure consistency with policies, regulations, operational procedures, formatting, grammatical construction and punctuation
- Help coordinate special events
- Maintain school calendar
- Contact parents and emergency assistance agencies in the case of serious illness or injury
- Create systems to file all important school documents
- May take notes in meetings and conferences and prepare accurate summaries
- Complete other responsibilities as the Principal, Director of Academics or Business Manager may request

Qualifications:

- College degree preferred
- Previous experience as an administrative assistant or office manager (preferably three or more years) preferred
- Proficiency in all Microsoft applications
- Proper English usage, grammar, spelling and punctuation
- Knowledge of modern office methods and equipment, including computer terminals, hardware, software, printers, copiers, and telecommunications (fax, phone, e-mail)
- Well developed organizational skills
- Effective oral and written communication skills
- Ability to compose correspondence independently
- Ability to apply policies and procedures related to assigned duties and responsibilities
- Prior experience in urban communities preferred
- Positive attitude and strong work ethic

FRENCH REMEDIAL TUTOR:

Position Summary: A French remedial tutor works with individual students to provide them with assistance in French and will work with children who are having trouble staying on grade level in French.

Job Requirements: Remedial tutors will:

- Be character educators, maintaining an environment that is safe, productive and nurturing while creating and managing a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential
- Use instructional and corrective language that is positive and behaviorally descriptive
- Support the Education goals of the school
- Work closely with the classroom teachers to plan, problem solve and
- support one another on a daily basis to assist the students in need

Qualifications:

- Must be fluent in French –read, write and speak the language
- Must have appropriate dialect
- Must have a High School diploma
- Prefer experience in an urban setting

TEACHER ASSISTANT:

Position Summary: Teacher Assistants are also known as paraprofessionals, instructional assistants, and teacher aides. Teacher Assistants provide instructional and clerical support for classroom teachers permitting teachers more time for lesson planning and teaching. They support and assist children in learning class material using the teacher’s lesson plans and providing students with individualized attention.

Job Requirements: Teacher Assistants will:

- Demonstrate initiative, and a willingness to assist the teacher
- Have good speaking and writing skills
- Communicate effectively with students and teachers
- Have a positive, friendly attitude
- Take directions from the teacher
- Perform directions independently and in a timely manner
- Be able to lead others
- Be required to work with students without close teacher supervision

Qualifications:

- Associate’s degree in Education preferred
- Requires a High School diploma
- Previous experience in working with children
- Prefer teaching experience in an urban setting

SCHOOL SECRETARY:

The School Secretary will play a key support role within the school. He or she will serve as the focal point for communication by mail, telephone and in person. The School Secretary will manage the flow of information within the school and will be responsible for maintaining all schools records. To be effective, the School Secretary must be organized and efficient, familiar with all necessary office equipment, including computers and computer programs for word processing, databases, and spreadsheets. Equally important is the role of the School Secretary as representative of the school. He or she must be flexible, personable, able to communicate the school’s mission and vision, and possessed of the same core values that are part of the partnership school.

The School Secretary will:

- Act as a partnership school representative
- Have a commitment to the school’s mission and vision
- Create and maintain a welcoming and efficient front office that emphasizes organization, professionalism, courtesy, flexibility, and teamwork
- Greet and announce all school visitors appropriately
- Use proper telephone etiquette and direct calls appropriately to school staff
- Provide needed assistance and communicate effectively with Principal and all school staff
- Be attentive, patient and fair with students
- Treat parents as valued and respected customers

- Be responsible for recording, tracking and following up on student tardiness, excused absences and unexcused absences
- Distribute student medication, in absence of Nurse and understand the local legislation concerning such distribution
- Write correspondence and schedule for Principal
- Coordinate volunteer hours/participation
- Be responsible for all voicemail administration including setting up new mailboxes and changing school voicemail greeting for vacations, hurricane days, etc.

Qualifications:

- High School or Equivalency diploma required
- Familiarity with office equipment such as computers, typewriters, facsimile machines, calculators, and photocopiers, as well as word processing and spreadsheet programs
- At least three years of experience in a secretarial position
- Prefer experience in an urban setting

SUBSTITUTE TEACHER:

Position Summary: In the absence of the classroom teacher, the Substitute Teacher provides instruction, encourages student progress, and manages the learning environment.

Job Requirements:

- Follow professional practices consistent with school and system policies in working with students, students' records, parents, and colleagues
- Interact in a professional manner with students and parents
- Maintain student confidentiality
- Work cooperatively with all school personnel and parents
- Conduct assigned classes at the times scheduled
- Enforce regulations concerning student conduct and discipline
- Dress in a manner consistent with school policies
- Maintain accurate, complete, and appropriate records and files.
- Demonstrate professional practices in teaching
- Model correct use of oral and written language
- Follow teacher lesson plans as required by school policy
- Assign reasonable tasks and homework to students.
- Act in a professional manner
- Take precautions to protect records, equipment, materials, and facilities
- Assume responsibility for supervising students in out-of-class settings
- Encourages student progress
- Promotes student engagement
- Manages the learning environment
- Uses time wisely
- Handles non-instructional tasks efficiently
- Uses instructional time appropriately
- Maintains appropriate student behavior in the classroom

Qualifications:

- Bachelors Degree
- Substitute or teaching experience in an urban area
- Able to apply effective and consistent discipline techniques

d. please provide your procedure regarding the implementation of LA-R.S. 15:587.1 and the SBESE Policy for Charter Schools Relative To Criminal Offenses.

- I. No person who has been convicted of or has pleaded *nolo contendere* to a crime listed in LA-R.S. 15:587.1© shall be hired by Lycée Français for a position of supervisory or disciplinary authority over school children unless approved in writing by a district judge of the parish and the district attorney. For the purposes of this paragraph, any person employed to provide cafeteria, transportation, custodial or maintenance services by any person or entity that contracts with a school to provide such services shall be considered to be hired by the charter school.
- II. No person employed or otherwise associated with Lycée Français, including any contact person listed on the charter school application or any member of the management Board, who has been convicted of or has pleaded *nolo contendere* to a crime related to misappropriation of funds or theft shall be engaged in direct processing of charter school funds.
- III. Lycée Français shall adhere to all policies/procedures adopted by SBESE concerning criminal history review for public school employees, as well as other persons associated with the charter school who are engaged in direct processing of charter school funds.
- IV. A Criminal History Review through the Louisiana Department of Public Safety and Corrections, Office of State Police, Bureau of Criminal Identification, will be administered as part of the hiring process for all LFNO employees. The Criminal History Review shall include a fingerprint check and simultaneous FBI check. All costs associated with the criminal history review shall be the responsibility of Lycee Français, although the school may assign the responsibility to those persons undergoing the Criminal History Review.
- V. Prior to hiring any employee, Lycée Français will request in writing that the Louisiana Bureau of Criminal Identification and Information supply information to ascertain whether an applicant for employment as a teacher, substitute teacher, custodian, or any other school employee who might reasonably be expected to be placed in a position of supervisory or disciplinary authority over school children, has been convicted of, or pled *nolo contendere* to, any one or more of the crimes enumerated in R.S. 15:5871.1.
- VI. The request will be on a form prepared by the bureau and signed by a responsible officer or official of LFNO.
- VII. It will include a statement signed by the person about whom the request is made which gives his or her permission for such information to be released and must include the person's fingerprints in a form acceptable to the bureau.
- VIII. A person who has submitted his or her fingerprints to the bureau may be temporarily hired pending the report from the bureau as to any convictions of, or pleas of *nolo contendere* to, by the person to a crime listed in R.S. 15:5871.
- IX. No person who has been convicted of or has pled *nolo contendere* to a crime listed in R.S. 15:5871.1 shall be hired by LFNO as a teacher, substitute teacher, custodian, or as any school employee who might reasonably be expected to be placed in a position of supervisory or disciplinary authority over school children unless approved in writing by a district judge of the parish and the parish district attorney.
- X. The statement of approval shall be kept on file at all times by the school and shall be produced upon request to any law enforcement officer.
- XI. Not later than 30 days after its being placed on file by the school, the School Principal shall submit a copy of the statement of approval to the State Superintendent of Education.
- XII. Lycée Français shall dismiss any permanent teacher or any other school employee having supervisory or disciplinary authority over school children, if such teacher or other employee is convicted of, or pled *nolo contendere* to, any crime listed in R.S. 15:L587.1© except R.S. 14:74.
- XIII. Lycée Français may reemploy a teacher or other school employee who has been convicted of, or pled *nolo contendere* to, a crime listed in R.S. 15:L587.1©, except R.S. 14:74, only upon written approval of the district judge of the parish and the district attorney or upon written documentation from the court in which the conviction occurred stating that the conviction has been reversed, set aside, or vacated.

- XIV. Any such statement of approval of the Judge and the District Attorney and any such written documentation from the court shall be kept on file at all times by the school and shall be produced upon request to any law enforcement officer.
- XV. Not later than thirty (30) days after its being placed on file by the school, the School Principal shall submit a copy of any such statement of approval or written documentation from the court to the state superintendent of education.
- XVI.
 - e. **What employment benefits, including retirement, will be offered?**

LYCÉE FRANÇAIS EMPLOYEE BENEFITS

Holiday Policy: Full-time employees are eligible for the following paid holidays each year:

- New Year’s Day
- Martin Luther King Jr’s Birthday
- Mardi Gras (Mon-Wed)
- Labor Day
- Thanksgiving (Mon-Fri)
- Year End Break (Dec 23-Jan. 2)

LFNO, at its discretion, can change the holiday schedule.

Non-exempt employees who are required to work on a holiday will be paid time and a half for all hours worked on the holiday.

Paid time off for holidays is not counted as hours worked for purposes of calculating overtime. If a holiday occurs when an employee is using paid time off, the employee will be paid for the holiday instead of paid time off. Employees are not paid for holidays that occur during an unpaid leave of absence.

Leave Policies: Definition of Terms Used in Leave Policies

“Immediate Family” refers to a child, parent or spouse of the employee. “Child” means biological, adopted, foster or stepchild, or legal ward of the employee. “Parent” refers to a biological, adopted, foster or stepparent, or parent-in-law of the employee. “Spouse” means the person to whom the employee is married or the domestic partner of the employee.

“Serious Health Condition” is defined as an illness, injury, impairment, or physical or mental health condition that involves either inpatient care in a medical facility, or continuing treatment by a Healthcare provider that includes a period of incapacity, subject to certain other limitations. “Serious Health Condition” does not include short-term conditions for which treatment and recovery are very brief.

Paid Time Off (PTO): Full-time employees are eligible to use paid time off as described in this policy. Full-time support staff and twelve-month academic staff accrue PTO in accordance with the following schedule (Part-time, temporary and contracted employees are not eligible for paid time off.):

Years of Employment	Annual PTO Accrual (12-mo. Employee)	Annual PTO Accrual (11-mo. Employee)
1-2 years	15 days	10 days
3-9 years	20 days	15 days
10 or more years	25 days	20 days

PTO may accrue to a maximum of 25 days.

To schedule planned absences, employees should request advance approval from the Principal. Requests will be reviewed based on a number of factors, including school needs, staffing requirements, and scheduled absences of other employees. Due to the educational needs of LFNO students, planned absences in excess of two days during the school year are not regularly granted.

If a recognized holiday occurs while an employee is using PTO, the day will count as a holiday and not as PTO. PTO does not accrue while the employee is on an unpaid leave of absence. Upon termination of employment, employees will be paid out for all accrued PTO.

Medical and Life Insurance: LFNO will provide all full-time employees with medical insurance and a life insurance policy. *All employees are required to undergo a complete health physical at their own expense before employment.* Employees will share the cost of health benefits at a rate that is aligned with policies maintained by other local traditional and charter public schools. These benefits are effective as of the employee's date of hire at LFNO. The eligibility requirements for the specific coverage, eligibility periods and benefits payable under the plans offered by LFNO are described in insurance brochures, which may be obtained from the Business Manager. Coverage may change from time to time. CODOIL hired French teachers from France can elect to continue using their national French health care or if they choose or can elect to participate in the health care program offered by LFNO.

Dental Insurance: LFNO will provide dental insurance for its full-time employees, their spouses and dependents. Coverage under this plan is effective on the date of hire at LFNO. A full description of the benefits provided under LFNO's dental plan are outlined in the dental insurance provider's brochure, which may be obtained from the Business Manager.

Vision Services Plan: LFNO will provide coverage for vision for its full-time employees, their spouses and dependents. This coverage becomes effective on the date of hire at LFNO. Details about this plan may be obtained from the Business Manager.

Long Term Disability Insurance: LFNO will provide long-term disability insurance coverage that is available to all full-time employees.

Teacher Retirement System of Louisiana (TRSL): LFNO will provide retirement benefits for all regular full-time employees who are eligible and vested in the TRSL system. An employee will be eligible to participate in TRSL on his or her date of hire. The employer will pay TRSL the required employer percentage and the employee's share is 8%. Details about this policy may be obtained from the Business Manager. National CODOFIL hired French teachers from France can now participate in the TRSL program granted through an act of the Louisiana Legislature.

Worker's Compensation: LFNO provides worker's compensation insurance for all employees as required by law. Please contact the business manager if any information is needed regarding what claims may be covered and the manner in which claims may be made.

All employees should promptly report to the business manager any injuries suffered as a result of employment activity at or on behalf of LFNO. Failure to report an injury promptly may result in loss of benefits.

Neither LFNO nor its insurer will be liable for the payment of worker's compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty recreational, social, or athletic activity that is not part of, required by, or an expected part of the employee's work-related duties.

Separation From Employment: Upon termination of employment from the LFNO, the employee must return all supplies, keys, and other LFNO property.

The Business Manager will provide the employee with information regarding any conversion or continuation rights to LFNO benefits. The Business Manager will also provide documentation and explain the employee's and his or her dependents' rights to continue group medical benefits under the federal statute commonly referred to as COBRA.

An employee whose employment is terminated will be entitled to payment in lieu of unused and accrued paid time off earned to the date of termination.

f. Please provide the salary ranges for all employees.

2011-2012 starting salaries

Instruction Staff/Other Staff		
French teachers		\$ 42,000
English teacher		\$ 42,000
Special Education Coordinator	(three days per week)	\$ 30,500
Teacher Assistants		\$ 18,000
School social worker	(one day per week)	\$30.00 per hour (7 hours)
School nurse	(one day per week)	\$30.00 per hour (7 hours)
French tutor	(five days per week)	\$20.00 per hour (5 hours)
Administrative Staff		
Principal		\$85,000
Director of Academics		\$65,000
Business manager		\$60,000
Office manager		\$30,000

g. Please indicate plans for collective bargaining.

The provisions of the collective bargaining agreement entered into, at any time, by the local school district in whose jurisdiction Lycée Français is located shall not apply to the school.

PLEASE SEE APPENDIX # G-9 FOR LFNO’S PERSONNEL POLICY

h. What is the School’s plan for complying with the Electronic Communications requirements as per R.S. 17:82 (Q) and ACT 214 of the 2009 Legislative Session?

Lycée Français shall formulate, develop, adopt, and implement policies, procedures, and practices applicable to employees relative to electronic communications between a school employee at LFNO and a student enrolled at LFNO.

PLEASE SEE EDUCATION APPENDIX # G-9 FOR LFNO’S ELECTRONIC COMMUNICATIONS POLICY.

Operational Management

38. Describe the applicant’s start-up plan and timeline, being sure to address the process for securing strong school leadership and for effectively engaging the school’s stakeholders (parents, the community, and teachers) and garnering their meaningful support for the school. Also, provide a chart that describes the start-up plan and timeline that identifies responsible parties and activities that will be required to implement this school plan from approval to opening (October 2009-August 2010).

The chart below describes the school’s time-line and start-up plans. The Board of Directors plan to utilize a diversified set of marketing strategies in order to obtain a strong school leadership team and to aid in

recruitment of students. These strategies will target personnel, community leaders and families. Some of these strategies include creating a website, placing ads in the local newspapers, announcements on radio stations, public service announcements, signs, bumper stickers, and the use of flyers throughout the city and greater New Orleans area. The Principal and the Board will schedule informal sessions and public presentations in order to answer questions about the school. Information about the school and its curriculum will be made available to the public through direct contact with families and informational brochures, distributed to local community services, businesses and organizations. Links to the school's website will also be made available to the public. LFNO also plans to make its presence known at local festivals, sports events, and fairs.

Pre – Charter application responsibilities through November 2010

B – Board of Directors BC – Board Chair P - Principal DA- Dir of Academics BM- Business Manager OM- Office Manager PV-Parent Volunteer	Apr 2010	May 2010	June 2010	July 2010	Aug 2010	Sept 2010	Oct 2010	Nov 2010
<i>Select Principal</i>	B*							
<i>New Board members</i>	B*							
<i>Elect officers</i>	B*							
<i>Form Board committees</i>					B*			
<i>Charter Budget Ct.</i>	B*	B*	B*	B*				
<i>Vendor estimates</i>		B*	B*	B*				
<i>Facilities search (ongoing)</i>	B/P	B/P	B/P	B/P*	B/P*	B/P	B/P	B/P
<i>Charter revision</i>	B	B	B	B	B*			
<i>Charter Info Session</i>			B/P*					
<i>Letter of intent</i>				BC*				
<i>Eligibility review</i>					BC*			
<i>501/3C</i>			BC*					
<i>Advisory Board</i>				B*				
<i>Outreach program (ongoing)</i>			B/P	B/P	B/P	B/P	B/P	B/P
<i>Board meetings</i>	B/P*	B/P*	B/P*	B/P*	B/P*	B/P*	B/P*	B/P*
<i>Charter collation</i>					B/P*			
<i>Charter review</i>					B/P*			
<i>Charter submission</i>						BC*		
<i>Charter defense prep</i>					B/P	B/P	B/P	
<i>Fundraising event</i>								
<i>Accomplished *</i>								



Start-up Timeline

B: Board of Directors BC: Board Chair P: Principal		DA: Dir of Academics BM: Business Manager		OM: Office Manager PV: Parent Volunteer	
FACILITY Startup			Responsibility	Date	
Select facility			BC/B*	July/10	
Negotiate lease			BC/B*	Aug/10	
Sign lease			BC/B	Mar/11	
Renovate/select contractor			B	Mar/11	
Oversee renovation			P	Mar/11	
Purchase furniture /office / classroom			P	Mar/11	
Prepare building infrastructure – paint/phones/networking			P	Mar/11	
Turn on electricity/gas/water			P	Mar/11	
Set up school facility			P	Jun/11	
FINANCIALS					
Contract light maintenance			BC/B	Mar/11	
Contract annual auditor			B/B	Mar/11	
Open bank account			BC	Apr/10	
Determine signatories/policies			BC/T	Apr/10	
Contract and implement payroll			BC/P	Mar/11	
Set up fundraising software			P	July/11	
Contract insurance/security			BC/B	Mar/11	
GOVERNANCE					
File articles of incorporation			BC	Mar/11	
Recruit & nominate new board members, if necessary			B	Mar/11	
Prepare board yearly calendar			BC/BS	July/10	
Develop board materials for meetings			BC/BS	1 st of month	
Create and adopt necessary policies			B	Bd. MTGS	

STUDENT RECRUITMENT		
Design informational family flyers in French/English	P	Dec/10
Distribute flyers through community; stores	P/S/B/PV	Jan/11
Prepare PSA's and contact TV stations for airing	BC/B	Mar/11
Post informational flyer on website	BC	Jan/11
Print signs, place throughout the GNO's area	P/S/PV/B	Jan/11
Design enrollment form/post on website (French/English)	P	Jan/11
Run of copies of enrollment forms	P	Jan/11
Appear on WWL morning TV show re: school	P/BC	Feb/11
Call WWL radio talk shows re: school	P/BC	Feb/11
Appear at organization meetings re: school	P/BC/B	Feb/11
Appear at churches' re: school	P/BC	Feb/11
Set up admissions lottery	P	Feb/11
Hold a lottery	P	Apr/11
Establish a wait list	P	Apr/11
Notify families of student status	OM	Apr/11
Confirm enrollment list	P	Apr/11
Perform home visits	P/S/T	June/11
Assess social services students will need	SW	Aug/11
PARENTS AND COMMUNITY		
Draft & edit Parent/Student handbook	P	Apr/11
Contract with printer for handbooks	P	May/11
Distribute handbook copies to parents	DA	Aug
Plan & implement parent orientation	P/DA/T	June/11
Create PTO	P	Aug/11
Discuss fundraising/ask parents to participate	P/BC	Aug/11
Discuss five parents serving on BOD's Development Committee/vote next PTO meeting	P/BC	Sept/11
PERSONNEL		
Post job descriptions on website/newspaper	P	Feb/11
Set up Job Fair at school/advertise in newspaper; PSA's on TV/radio;	P	Feb/11
Develop staff handbook	P	Mar/11
Contract with printer for handbooks	P	Apr/11
Create form letters for responses to applications	P	Feb/11
Notify Louisiana Works re: job openings	OM	Feb/11
Post openings at universities/stores/career boards	OM	Feb/11

Conduct interviews	P/DA	Mar/11
Evaluate candidates; check references	P/DA	Apr/11
Negotiate and sign contracts with employees	P	Apr/11
Notify candidates with regret letters	P	Apr/11
Make file on good candidates for future hire	OM	June/11
Plan and hold staff orientation	P	July/11
Hold faculty training seminar	P	July/11
Assign rooms to teachers/staff	P	July/11
FOOD SERVICE		
Identify free and reduced lunch students	OM	July/11
Select food service arrangement	BC	Mar/11
Issue RFPS	BC	Mar/11
Select Vendors – draft/sign contract	BC	Mar/11
Develop food service/cafeteria policies	P	May/11
CURRICULUM/TEACHERS/STUDENTS		
Correlate benchmarks French/Louisiana curricula	DA	May/11
Create assessments for the benchmarks	DA	June/11
Assemble curricula instructional materials	DA	May/11
Purchase materials and workbooks	DA	May/11
Prepare baseline testing for students Pre and post testing	DA	May/11
Prepare student records	OM	July/11
SPECIAL EDUCATION		
Identify Special Education students	SEC	Aug/11
Meet with SP Ed students' parents	SEC/P	Aug/11
Develop IEPs	SEC	Aug/11
Identify any materials necessary for students	SEC	Aug/11
CONTRACT PERSONEL		
Contract with custodial service	BC	May/11
Contract with vendor for light maintenance	BC	May/11
Create a pool of substitutes	P	June/11
Contract with school nurse	BC/P	May/11
Contract with social worker	BC/P	May/11
COMMUNICATIONS		
Purchase Black baud software for small charter schools	P	May/11
Set up hardware/network	P	May/11
Select provider for internet service	P	Feb/11
Develop filing system for student records	OM	July/11
Train personnel to use Black baud software	OM	July/11

Update website	OM	Evry mth
Create format for school newsletter	P	May/11
Set up non-profit status for mail	BC	May/11
Set up phone and answer system	P	Mar/11
PURCHASING		
Create comprehensive list for equipment	P	Feb/11
Purchase classroom furniture and equipment	P	Mar/11
Purchase office equipment and furniture	P	Mar/11
Purchase cleaning & restroom supplies	CS	CS
Purchase art materials	P	July/11
Purchase PE equipment	P	May/11
Purchase medical supplies/cot	N	June/11
Purchase office supplies	OM	June/11
Rent postal meter	OM	June/11
HEALTH & SAFETY		
Purchase medical forms	N	June/11
Develop medical record keeping system	N	July/11
Create & distribute health & safety handbook	N/P	Aug/11
Identify First aid resources	N	July/11
Train staff – first aid	N	Aug/11
Select staff to administer medication	N	
Administration of medication training for two staff members	OM/T	Aug/11
Purchase first aid equipment	N	Aug/11
Fire drill policy, schedule and exits	P	July/11
Schedule fire inspection	P	July/11
Schedule building inspection	BC	July/11
Test drinking water	BC	July/11
SCHOOL CULTURE AND CLIMATE		
Create Discipline procedure	P	June/11
Design uniforms	B	May/11
Identify vendors, collect quotes	P	May/11
Letter to parents re: uniforms	P	May/11

39. Provide the cost structure for the services listed below and the company and/or organization providing service; indicate service provider's relative experience in service delivery and relevant qualifications.

a. Describe the school's plan for transportation.

Lycée Français is applying for a Type 2 charter; SBESE authorizes and oversees Type 2 Charters. BESE is not considered either a parish or city, therefore by law we are not required to provide transportation..

Except for school authorized Field Trips, Lycée Français de la Nouvelle Orléans will not provide transportation to and from school.

b. Discuss the school’s plan for food service.

Lycée Français will provide food services to all its students. LFNO may fulfill its obligation to provide such services by agreeing to provide them pursuant to a contract negotiated by the Orleans Parish School Board or the Recovery School District. Should we decide to exercise this option, the OBSB or RSD will determine the monthly cost of such service and will bill Lycée Français .

Depending on our conclusions after conducting further due diligence into the cost and quality of the food services that are available via OPSB or RSD’s shared service contract for charters, we may opt out of this option and issue our own RFP for food service to contract with a private vendor independently. This RFP would be advertised publicly and multiple bids will be solicited. If we issue an RFP for contracting independent of OPSB or RSD, we may use Sodexo School Service as a provider.

Service Provider

Sodexo School Service
 5130 Deer Valley Court
 Pace, FL 32571

Sodexo is the leading food and facilities management Service Company in North America and a member of Sodexo Alliance with more than 120,000 employees. Sodexo serves the needs of more than 400 school districts in North America.

Service Description and Cost Structure

Service	Description	Pricing	Pricing Unit
Breakfasts	Meals available for students before the start of the school day	\$1.43	Per lunch equivalent*
Lunches	Meals available for students	\$2,85	Per lunch equivalent
Summer Camp food	Meals available for students during summer camp held during June/July	\$TBA	Per lunch equivalent

*Lunch equivalent is a measurement used to determine the types of meals that constitute the set price. The food service contract will specify the meal types that equate to a single lunch.

Fee-based contract management support from the OPSB or RSD may include managing vendor relations, routine operational support, and handling day-to-day issues as they arise in partnership with the Principal. Lycée Français intends to evaluate the cost and quality of the RSD or OPSB’s food service contract management by surveying existing charter schools currently utilizing this shared service.

c. Indicate the accessibility and types of health services that will be provided.

Lycée Français will comply with all applicable laws with regard to accessibility and health services provided to our students. LFNO will employ a part-time Nurse to satisfy basic health needs such as the

distribution of approved medicine, simple physical examinations, and care for students injured at the school. The nurse will organize and maintain student health records at the school, will be responsible for ensuring that all students who require medication are administered such medication, and monitored.

Health Screening: Lycée Français may test the hearing/sight of each and all students under our charge, except those students whose parent or guardian objects to such examination. Such testing shall be conducted by appropriately trained personnel, and shall be completed in accordance with the schedule established by the American Academy of Pediatrics. (LFNO will seek pro-bono services).

Upon the request of a parent, student, school nurse, classroom teacher, or other school personnel who has reason to believe that a student has a need to be tested for dyslexia, that student shall be referred to the School Building Level Committee (SBLC) for additional testing. LFNO shall keep a record of such examination, shall be required to follow up on the deficiencies within 60 days, and shall notify in writing the parent or tutor of every student found to have any defect of sight or hearing. A written report of all such examinations shall be made to the State Superintendent of Education or local school board Superintendent, but shall not be made available to the public.

Immunizations: All students entering any school within the state for the first time, at the time of registration or entry, shall present satisfactory evidence of immunity to or immunization against vaccine-preventable diseases according to a schedule approved by the office of public health, Department of Health and Hospitals, or shall present evidence of an immunization program in progress.

A student transferring to Lycée Français from another LEA in or out of the state shall submit either a certificate of immunization or a letter from his/her personal physician or a public health clinic indicating immunizations against the diseases in the schedule approved by the office of public health having been performed, or a statement that such immunizations are in progress.

If booster immunizations for the diseases enumerated in the approved schedule by the office of public health are advised by that office, such booster immunizations shall be administered before the student enters a school system within the state.

LFNO shall be responsible for checking students' records to see that the provisions of this Section are enforced.

No student seeking to enter any school shall be required to comply with the provisions of this Section if the student or his parent or guardian submits either a written statement from a physician stating that the procedure is contraindicated for medical reasons, or a written dissent from the student or his parent or guardian is presented.

In the event of an outbreak of a vaccine-preventable disease at the location of the school, the Principal is empowered, upon the recommendation of the office of public health, to exclude from attendance unimmunized students until the appropriate disease incubation period has expired or the unimmunized person presents evidence of immunization.

Administration of Medications: Lycée Français shall establish guidelines based upon the joint policy of SBESSE and the Louisiana State Board of Nursing for the administration of medications that shall include but not be limited to the following provisions:

1. Written Orders, Appropriate Containers, Labels and Information
 - a. Medication shall not be administered to any student without an order from a Louisiana, or adjacent state, licensed physician or dentist, and shall include all information required by SBESSE policy.

- b. Medication shall be provided to the school by the parent or guardian in the container that meets acceptable pharmaceutical standards and shall include all information required by SBESE policy.
- c. Labels of prepackaged medications, when dispensed, shall contain all information required by SBESE policy in addition to the regular pharmacy label.

2. Administration of Medication - General Provisions

- a. During the period when the medication is administered, the person administering the medication shall be relieved of all other duties.
- b. Except in life-threatening situations, trained unlicensed school employees may not administer injectable medications.
- c. All medications shall be stored in a secured locked area or locked drawer with limited access except by authorized personnel.
- d. Only oral medications, inhalants, topical ointments for diaper rash, and emergency medications shall be administered at school by unlicensed personnel.
- e. A school employee shall observe each student for a period of 45 minutes following the administration of medication. This observation may occur during instruction time.
- f. School medication orders shall be limited to medication that cannot be administered before or after school hours.
- g. The Principal shall designate at least two employees to receive training and administer medications in each school.
- h. The classroom teacher who is not otherwise previously contractually required shall not be assigned to administer medications to students.
- i. A teacher may request in writing to volunteer to administer medications to his/her own students.
- j. The administration of medications shall not be a condition of employment of teachers employed subsequent to July 1, 1994.
- k. A regular education teacher who is assigned an exceptional student shall not be required to administer medications.

3. School Nurse

- a. The School Nurse, in collaboration with the Principal, shall supervise the implementation of the school policies for the administration of medications in schools to insure the safety, health, and welfare of the students.
- b. The School Nurse shall be responsible for the training, in accordance with all applicable SBESE policies, of non-medical personnel who have been designated by the principal to administer medications in each school.

4. Parent/Guardian

- a. The parent/guardian who wishes medication administered to his/her student shall provide the following:
 - i. A letter of request and authorization that contains all information required by SBESE policy.
 - ii. Written orders for all medications to be given at school, including annual renewals at the beginning of the school year.
 - iii. A prescription for all medications to be administered at school, including medications that might ordinarily be available over the counter.

- iv. A list of all medications that the student is currently receiving at home and school, if that listing is not a violation of confidentiality or contrary to the request of the parent/guardian or student.
 - v. A list of names and telephone numbers of persons to be notified in case of medication emergency in addition to the parent or guardian and licensed prescriber.
 - vi. Arrangements for the safe delivery of the medication to and from school in the original labeled container as dispensed by the pharmacist; a responsible adult shall deliver the medication.
 - vii. Unit packaging shall be used whenever possible.
5. All aerosol medications shall be delivered to the school in premeasured dosage.
 6. No more than a 35 school day supply of medication shall be kept at school.
 7. The initial dose of a medication shall be administered by the student's parent/guardian outside the school jurisdiction with sufficient time for observation for adverse reactions.
 8. The parent/guardian shall also work with those personnel designated to administer medication as follows:
 - a. Cooperate in counting the medication with the designated school personnel who receive it and sign a drug receipt form
 - b. Cooperate with school staff to provide for safe, appropriate administration of medications to students, such as positioning, and suggestions for liquids or foods to be given with the medication
 - c. Assist in the development of the emergency plan for each student
 - d. Comply with written and verbal communication regarding school policies
 - e. Grant permission for school nurse/physician consultation
 - f. Remove or give permission to destroy unused, contaminated, discontinued, or out-of-date medications according to the school guidelines
 9. Student Confidentiality - all student information shall be kept confidential.

d. Discuss how the school will handle accounting, payroll, and associated back office support.

Lycée Français' Business Manager will be responsible for administration of all internal accounting procedures, record-keeping, and financial reporting and compliance, under the oversight of the Principal. Additionally, LFNO will contract with a local reputable CPA firm experienced in public and governmental accounting. We will engage a CPA from this firm part-time in bi-monthly reviews of our general ledger and financial statements. This firm will be separate and unrelated to our selected auditor, will ensure a strong check and balance on our accounting practices, and will provide appropriate professional consultation on an ongoing basis should special accounting issues arise (i.e. with regard to unusual fund accounting, in-kind donations, questions regarding GAAP for proper fixed asset accounting of certain property and equipment, federal cost regulations, etc.). It is possible that Lycée Français will secure these monthly accounting consultation services on a pro bono basis, although we have included a cost assumption for these services in the interest of conservatism.

LFNO will utilize an outsourced payroll service (i.e. Paychex, ADP, etc.) to manage all payroll activities and tax reporting. After receiving at least three bids from payroll service providers, we will make a

selection based on cost, reputation, depth of service offering, and electronic compatibility with our Black baud software system.

40. Provide an insurance quote/letter of intent that describes the level of insurance coverage that will be obtained.

- a. Provide an insurance quote/letter of intent that describes the level of insurance coverage that will be obtained.

PLEASE SEE ATTACHMENT # G-10: INSURANCE PROPOSAL

- b. Provide a detailed plan for safety and security for students, school facility, and equipment. Include information regarding the type of personnel, technology and/or equipment and policies that will be utilized to ensure a safe environment for students and staff.

Lycée Français may participate in the Orleans Parish School Board shared service contract for alarm system monitoring and security to provide safety and protection for all students, faculty, and property and equipment. The current OPSB service provider for alarm system monitoring is Sonitrol of New Orleans, Inc., which visits each participating charter school to determine the number of systems in place and to determine whether they are in working order. The services and cost structure are as follows:

Service	Description	Pricing	Pricing Unit
Alarm System Monitoring	<ul style="list-style-type: none"> • Emergency service 24/7 • Routine and emergency services, including the overtime service and repair parts • Preventative maintenance including inspection for accuracy (calibration) of system cleaning of all equipment, (indoor/outdoor domes) and maintenance service of all key pads, three times a year 	\$85.00	Per alarm system per month (we will likely only have one alarm system)

OPSB also offers charter schools the option to purchase security services through a shared service agreement. We will further investigate the cost and quality of these services to date by surveying existing charter schools participating in the contract. Depending on our conclusions after conducting further due diligence into the cost and quality of the security services that are available via the OSPB shared service contract for charters, we may opt out of this option and issue our own RFP for security to contract with a private vendor independently. This RFP would be advertised publicly and multiple bids would be solicited before making a selection.

Regardless of whether Lycée Français contracts independently or via the OPSB shared service agreement, a service provider will be selected to conduct a risk assessment for our school and develop operating procedures for monitoring and securing our facility.

PERFORMANCE OF OPERATING ENTITIES AND/OR ENTITIES PROPOSING TO CONTRACT WITH AN EDUCATION SERVICE PROVIDER

Lycée Français has no plans to hire an ESP. We believe the money spent for an ESP is better spent inside the Classroom.

LOUISIANA CHARTER OPERATOR CONTRACT COMPLIANCE

Lycée Français does not operate any schools of any type either now or in the past. Thus this section does not apply to Lycée Français.

FACILITIES

55. Describe how the identified school site will accommodate the school at full capacity for a five-year period. If the identified site will not accommodate the school at full capacity for a five year period, describe plans to meet full capacity space needs.

Lycée Français de la Nouvelle Orléans (LFNO) has secured facilities that will take the program into Year 2 of implementation. Additional facilities have been identified to address additional needs, and letters document these understandings. A 2011 start-up is anticipated, with Year 1 to span PreK3, PreK4 and K. Specified grade levels will be added year by year, as articulated in the Enrollment Projection Table (Governance section). Year 1's projection requires 6 classrooms for 135 students; Year 2's is a total of 9 classrooms for 206 students; Year 3's is 12 classrooms for 273 students; Year 4's is 17 for 361.

At full capacity in Year 5, LFNO will require a site, or sites, to accommodate 446 students. Based on current enrollment projections, LFNO will require 22 classrooms and appropriate space for physical education, for lab-based science instruction, for arts and music instruction, for dining and food services, and for administrative offices. LFNO's understanding is that additional available space – a gymnasium, playing fields, a playground, and dedicated or multipurpose capacity for large meetings, presentations, performances – would be necessary, too. With those caveats stated, LFNO's facility needs by Year 5 are projected to be as follows:

- 22 grade-level classrooms, approx. avg. 900 sq. ft. @ 19,800 sq. ft.
 - Art room, approx. 1000 sq. ft.
 - Music/drama/multipurpose room, approx. 1000 sq. ft.
 - Science lab, approx. 1000 sq. ft.
 - Restroom facilities on all floors of operation
 - Library: Media, Reading, Computer/Language Lab, Storage – approx. 2100 sq ft
 - Dining capacity, multipurpose or dedicated - approx. 3100 sq ft
 - Kitchen storage/prep, approx. 700 sq. ft.
 - 10 office spaces, approx. avg. 150 sq. ft. @ 1500 sq. ft.
 - Storage total: instruction, administration, custodial - est. 1000 sq. ft.
 - Specialized and/or multipurpose space(s) for physical education, performance/presentation, student assemblies, parent meetings, storage, offices – est. 4700 sq. ft.
- = Projected net total @ 35,900 sq. ft.

Anticipated facility costs are reflected in the facility sections of LFNO's budget spreadsheets. As articulated there and described below, LFNO will inaugurate the school in two neighborhood church facilities Year 1. Although the two start-up facilities indicate sufficient space for additional classrooms in Year 2, a third location site for Year 2 is prudently included in the budget should more space be needed in Year 2. The overall cost estimate of Site #1 - First Presbyterian Church - provides the basis for our projecting the same amount forward as we acquire, year-by-year, additional sites for handling program growth. This figure is a general estimate, a cookie-cutter that replicates Site #1's projected costs on a facility by facility basis – not merely including facility rental, but also inclusive of all other operational costs to arrive at an annual (per facility) projection. Therefore, LFNO has allocated funds for rental of additional facility space each successive year following Year 1, to ensure that the program develops successfully through Year 5 with appropriate rental space to accommodate the growth of the school. As options for consolidating the program become available, LFNO will take advantage of those facility possibilities. If possible, overall costs will be reduced through consolidation, however LFNO's board decided to build the program in facilities that would not overwhelm the instructional program, thereby keeping costs in proportion to income as space needs develop from year to year. The recent news of FEMA's \$1.8 million grant for building and renovating New Orleans schools carries a potential implication for LFNO, as school buildings deemed surplus – “land banked” – by Orleans Parish School Board could include a facility that would satisfy LFNO's desire to consolidate the program when that time comes. For now, the board deems it a fiscally sound and prudent plan to allocate funds for rental for the school's beginning years.

With the board's success in identifying and securing conditional leases for initial years of implementation, and in confirming potential agreements regarding facility needs in subsequent years, LFNO is confident of ensuring facilities as the program develops. Acknowledging that Louisiana's charter school guidelines – La. R.S. 17:3983(A)(4)(c) – provide that a charter school has up to two years from final approval of its charter to begin operation, the board has seen fit to determine a prudent operational plan now, in order to launch LFNO with Year 1 in 2011, and will confirm future facility needs after the program is underway in sites already secured, thereby confirming capacities and projected needs through actual experience and enrollment. LFNO's board will examine all available facility options that become available in the future, once LFNO's charter is awarded and the program is underway.

The Lycée Français Board of Directors is committed to having LFNO's permanent facility in alignment with recommendations contained in the School Facilities Master Plan for Orleans Parish (Aug. 2008), and realizes that the school's beginning must be in the best available environment that can accommodate the school's initial development. LFNO is fortunate to have secured two nearby sites that are centrally located and have excellent public access. Both sites currently house instructional programs. First Presbyterian Church, 5401 S. Claiborne Ave. (corner Jefferson Ave.) houses a day care program, and Parker Memorial Methodist Church, 5818 Perrier St. (corner Nashville Ave.) houses an independent school's PreK component. Both sites have been secured through Letters of Intent (ref. First Presbyterian Church and Parker Memorial Methodist Church letters addendum), pending LFNO's charter approval.

Sue Robertson, Director of Planning Alliance, Inc., an expert in educational facility planning, has worked closely with LFNO's board and will continue to provide guidance as an active member of LFNO's advisory board. She has studied proposed facilities and offered valuable advice on adequacy, capacity and flexible use of space (ref. Planning Alliance, Inc. letter addendum). Ray

Zabala, an architect with Concordia LLC, a “community centered planning and design” firm, has done walk-through inspections of several proposed facilities, resulting in assurance of readiness for occupancy, and will be contracted to provide formal code compliance reviews once LFNO’s charter is awarded and resulting funding becomes available (ref. Concordia letter addendum). Gurtler Bros Consultants, a consulting engineering firm specializing in commercial property inspections, will perform a general property inspection on each site for further assurance of facility and equipment adequacy. Herman K. Taitt, Jr., the Orleans Parish School Board’s Executive Director of Operations, is providing advice with facility decisions as LFNO’s plans are projected – including on-site examination of potential facilities – and will continue to be a valuable resource as LFNO’s program develops. Kathy Padian, Director of New Orleans School Facility Project (NOSFP), will also provide input and advice as an active member of LFNO’s advisory board. NOSFP is a “non-profit organization created to promote equitable access to public school buildings for all public school programs in Orleans Parish”. NOSFP’s primary focus is “to find new ways to fund acquisition, development, renovation, maintenance, and capital repairs”. LFNO appreciates its partnership with NOSFP as a resource in helping to develop ancillary sources for facility funding and revenue (ref. NOSFP letter addendum).

This assembled team of experts, together with other designated professionals, will continue to work with LFNO’s board and administration in guiding LFNO as it develops, implements and manages its facility plan, costs, funding sources, budgets and revenues. Identified and secured sites thus far are either currently being used or were recently used as school facilities, and initial inspection of the two sites secured for our Year 1 start have been favorable, pending allocation of charter funding. Only minor building improvements are necessary. An example is a \$2500 repair to the elevator of Identified & Secured Site #1, First Presbyterian Church, an item reflected in the budget spreadsheet. We may also elect to paint interiors of both buildings.

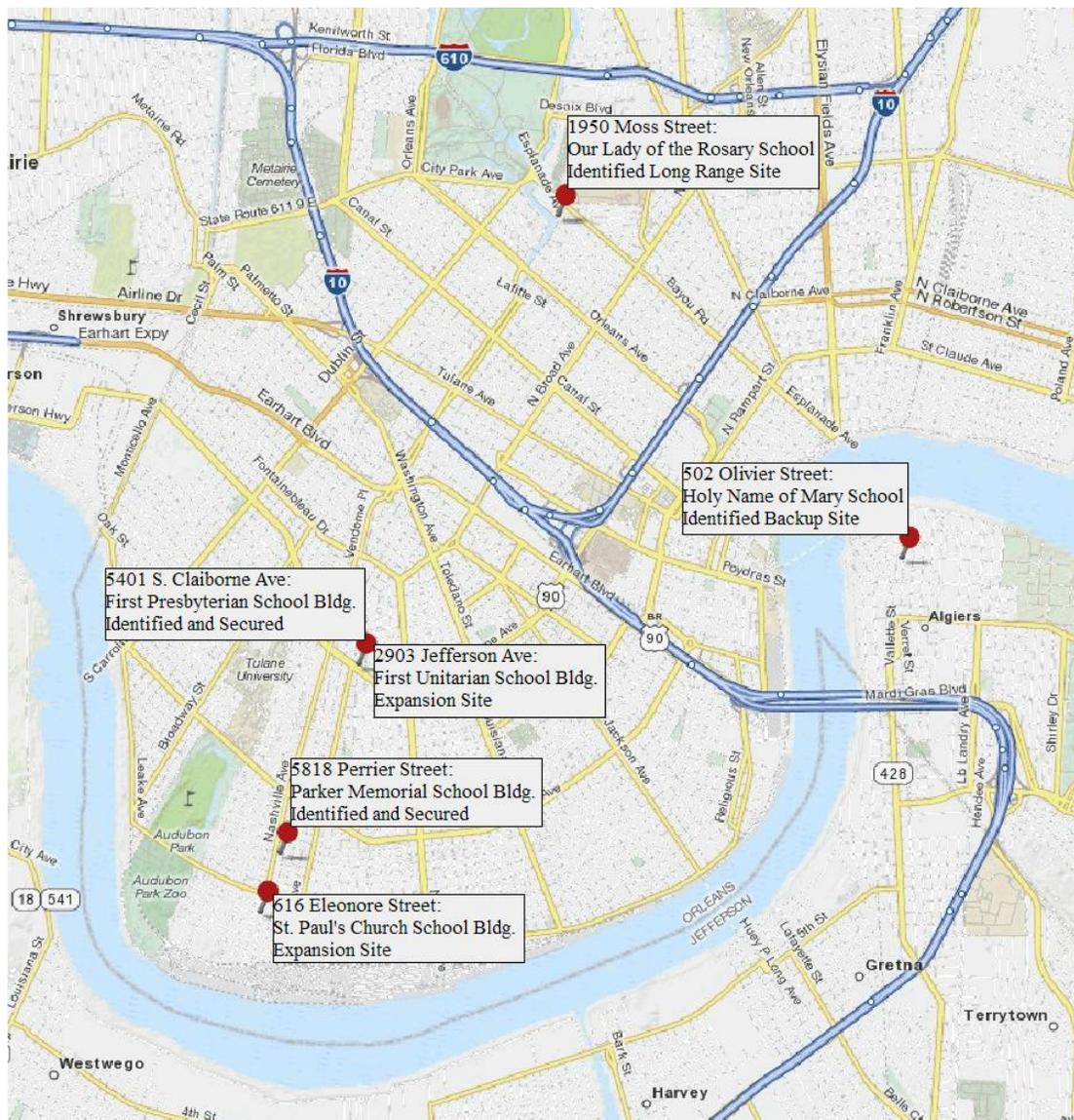
Letters of intent document potential next steps following start-up as LFNO’s needs are confirmed and site decisions are finalized for annual extensions, as the program develops toward its implementation of PreK3 through Grade 12. Identified sites have been examined for their potential use, and their inclusion in future plans will be assessed after LFNO’s program is underway in the secured facilities. Experienced educators charged with program implementation are well aware of the instructional benefits of adaptive and flexible use of available space for early childhood education. With capacities determined through start-up experience and facility needs confirmed for subsequent years, LFNO looks forward to taking advantage of the full array of available options. At present, additional identified sites include: First Unitarian Universalist Church, 2903 Jefferson Ave. (corner S. Claiborne Ave.); St. Paul’s United Church of Christ, 616 Eleonore St. (corner Patton St.); Daughters of Our Lady of the Rosary School, 1492 Moss St. (at Esplanade Ave.); Holy Name of Mary School, 502 Olivier St. (Algiers Point); and an 8-Room Modular Building by M SPACE Holdings, LLC (ref. five additional sites letters/addendum).

LFNO’s board foresees the eventual likelihood of the school’s location being consolidated in a single site. Incubating the program as it develops over initial years of operation proved the most feasible alternative at present, with the proximity, capacity and accessibility of the two secured sites rendering this approach the best option. LFNO’s board is enthusiastic about the future of our program, its development, and offering the valuable French Baccalaureate option to children throughout the metro area. Secured and additionally identified sites (for potential backup and/or program development/extension) are further described below.

56. If the identified site is not an RSD facility or a local school board-owned facility, provide the following details regarding the proposed facility:

- a. The facility's physical address;
- b. The layout, including its square footage;
- c. The number and size of the classrooms, common areas, recreational space, restrooms, any community facilities, and any other facilities;
- d. Evidence that the proposed facility can be secured (i.e., letter of intent, Memorandum of Understanding and/or contract); and
- e. Describe the potential renovation needs to ensure compliance with applicable building and/or occupancy codes and to make the facility ready for school operations. Include a budget that identifies the estimated cost of such renovations and revenues that will be used. Also, include a project timeline and person(s) responsible for overseeing the renovations.

Identified and Secured, Expansion, and Identified Long Range sites for LFNO



IDENTIFIED & SECURED SITES:

1. First Presbyterian Church



- a. 5401 S. Claiborne Ave. (corner Jefferson Ave.)
- b. Floor plan attached; approximately 9612 total sq ft; three (3) designated 1st floor Pre-K suites total 1745 sq. ft.
- c. 8 classrooms; restrooms on each floor; kitchen; large multipurpose room (with stage area) for dining and art, music, performance, presentation; offices; fenced outdoor play yard.
- d. Secured with letter of intent (attached); \$3000 per month rent.
- e. Architect and OPSB walk-through inspection positive, with formal code compliance review to follow charter approval. Currently in use as a Child Development Program.

2. Parker Memorial Methodist Church



- a. 5818 Perrier St. (at the corner of Nashville Ave.)
- b. Floor plan attached; approximately 4117 total sq. ft.
- c. Three (3) designated classrooms; restrooms on each floor; large multipurpose room; kitchen; fenced outdoor play area.
- d. Secured with letter of intent (attached); \$2600 per month rent for Year 1-3, \$2650 per month Year 4, \$2750 per month Year 5.
- e. OPSB walk-through inspection positive, with formal code compliance review to follow charter approval. Current location of Pre-K school (current tenant relocating)

IDENTIFIED SITES:

1. First Unitarian Universalist Church



- a. 2903 Jefferson Ave. (corner S. Claiborne Ave.)
- b. Floor plan (1st Floor) attached; approximately 5470 total sq. ft.
- c. 5 classrooms; restrooms on each floor.
- d. Identified; letter of intent attached.
- e. TBD re potential site for subsequent extension. Former location of independent school.

2. St. Paul's United Church of Christ



- a. 616 Eleonore St. (corner Patton St.)
- b. Floor plan attached; approximately 6076 total sq ft.
- c. 5 classrooms; restrooms on each floor; large multipurpose room with stage area; kitchen; neighborhood playspot nearby.
- d. Identified; letter of intent attached.
- e. TBD re potential site for subsequent expansion. Former location of OPSB school's PreK.

BACK-UP SITES:

1. Our Lady of the Rosary School



- a. 1492 Moss St. (at Esplanade Ave.)
- b. Floor plan attached; approximately 25,681 total sq. ft.
- c. Capacity 300 students.
- d. Identified; letter of intent attached.
- e. TBD re potential site for subsequent expansion/relocation. Current location of Archdiocesan school.

2. Holy Name of Mary School



- a. 502 Olivier St. (Algiers Point)
- b. Floor plan attached; approximately 21,000 total sq ft.
- c. 14 classrooms: 7 on 2nd floor plus 7 on 3rd floor; restrooms on each floor; kitchen; large multipurpose room for dining and art, music, performance, presentation; office suite; storage rooms; fenced outdoor play yard with play equipment; off street parking.
- d. Identified; letter of intent attached. Est. rent @ \$4-\$5 per sq. ft.
- e. TBD re potential for subsequent expansion/relocation . Former location of Archdiocesan school.

3. M Space – 8 room Modular



- a. 5401 S. Claiborne Ave. (corner Octavia St.), vacant lot owned by and adjacent to First Presbyterian Church (described above, #1 under “Identified & Secured Sites”).
- b. Floor plan attached; approximately 7936 total sq. ft;
- c. 8 classrooms with two restrooms
- d. Identified; proposal estimate attached; 36 month lease @ \$3,600/mo; delivery & placement (\$ 45,000); installation (\$95,000); dismantle & removal (\$40,000).
- e. To Be Determined

57. Complete items 1 thru 4 listed below for the proposed school. Budget forms are included in excel format at www.louisianaschools.net. Detailed assumptions of the calculations used to estimate revenues and expenditures must be included for each line item. A budget without a full set of stated assumptions is not meaningful. Personnel, equipment, and construction costs that are identified in other sections of this application should be included in the budget forms.

Provide documentation for any resources in the school budget that are provided by an outside source; indicate the amount and source of the funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated. Include a letter of commitment detailing the amount and uses for the funding if possible. Due to the inherent delay in receiving initial grant payments, a line of credit may be necessary to resolve cash flow issues during the first months of the fiscal year.

- 1) Budget Form 1: Start-up Budget with Assumptions
- 2) Budget Form 2: First Year Budget with Assumptions
- 3) Budget Form 3: First Year Monthly Cash Flow Projection with Assumptions for monthly changes
- 4) Budget Form 4: Five Year Budget Plan with Assumptions for yearly changes

Please see Appendix page # 125 for First NBC offer to issue a \$ 300,000.00 Line of Credit upon charter approval.

Please Appendix page # 126 for the above listed budget pages.

While keeping in mind the mission of the school, three basic budgeting principles should be applied:

- 1.) Estimate revenue low.
- 2.) Estimate expenditures high.
- 3.) Estimate large factors (such as enrollment) that impact revenue and expenditures very conservatively.

It is not a problem to have more money than anticipated, but it can be devastating to have less.

A sound fiscal plan should include:

- Start-up cash flow budget
- Cash flow projection
- Longer-term (e.g., 3-5 year) balanced operating budget
- Budget-versus-actual monthly report
- Balance sheet summary of assets and debts,

- Statement about assumptions (e.g. enrollment projections, teacher salaries) underlying fiscal statements (contained w/in the attached budget files)
- Description of budget development and oversight process

58. Describe details regarding how the charter school will comply with the requirement for the performance of fiscal audits.

- Describe the accounting system/practices that will be utilized including the number and title of financial positions employed.
- Describe any services that will be obtained from an independent Certified Public Accountant.
- Explain how the financial and accounting plan will be sufficient to:
 - provide an accurate accounting of all finances including property;
 - provide sufficient information/records for audit purposes;
 - be in accordance with generally accepted standards, and
 - be in a format such that financial data may be reported accurately in the Annual Financial Report required to be submitted to the Department annually.

One of the fundamental responsibilities of the LFNO Board of Directors is to ensure sound fiscal management of the school's finances through the consistent practice of good internal controls, proper financial and strict oversight practices. To wit, the Board will establish the

- Finance Management Committee - Although the LFNO Board of Directors will remain ultimately responsible for sound fiscal management of the school, the Board will establish a Finance Management Committee to be comprised of the Board Chairman, Vice Chair, Secretary, Treasurer, CEO/Principal and Director of Curriculum.
 - The Finance Committee will be responsible for detailed fiscal management of the school and will closely monitor performance changes in the budget and operations. At minimum, the Committee will review these changes with close scrutiny at start-up and on a quarterly basis thereafter until the school is established.
 - Operational day-to-day management of school finances, subject to established internal controls, will be managed by the CEO/Principal.
 - The Board of Directors will evaluate school financials on a monthly basis to be included as a routine agenda item for open discussion.
 - LFNO's goal is to remain financially stable and properly account for all revenues and expenses through a fiscal management program that includes:
 - Independent Auditor: The Board of Directors will hire a neutral and reputable independent auditor to conduct, at minimum, an annual audit and any other financial audits required to comply with charter school and other pertinent law.
 - The auditor must certify to the Board, in writing, that he or she does not have any financial interest in the performance or management of LFNO,

- The auditor or accounting firm must possess the professional talent and knowledge to understand and appropriately apply all accounting standards related to Louisiana audit and/or charter law, government accounting guidelines and tax law, American Institute of Certified Public Accountants, GAAP (Generally Accepted Accounting Principles), etc.
 - The annual audit will include examination of the school's compliance with all laws and regulations (to include the Louisiana Department of Education, SBESE, and New Orleans Public Schools), state guidelines, contracts and grants, financial statements, physical inventories and confirmation of expenditures and receivables.
 - The Annual audit must result in an independent written assessment or opinion about whether LFNO's financial statements are fairly presented in conformity with accounting principles generally accepted in the United States.
 - The auditor must be available to the Board as a third party expert to assist all Board members in developing skills needed to develop basic financial interpretation skills relative to: Balance Sheet, Income and Expense Statement, Budget vs. Actual Expenses and Cash Flow Projections.
- Quarterly Audits –In addition to the annual external audit, the Board of Directors will conduct quarterly Internal Audits of LFNO's financials, either to be performed by LFNO's external auditor or an accountant who will assist the Board on a Pro Bono basis during its start-up year and thereafter.
 - Internal Controls and Financial Policies and Procedures – The Board of Directors will stipulate internal fiscal control policies and monitor them on a regular basis in an effort to prevent fraud and limit what management of the school can freely do with LFNO's assets and finances.
 - In particular, a procurement policy will be set that addresses proper authorization, dual controls and segregated duties among staff, proper documentation and proper physical controls.
 - Once appropriate policy is set by the LFNO Board, the Board will monitor policy practice through reports from the CEO/Principal and an external report from the independent auditor.
 - LFNO's Financial Accounting System Components
 - Cash Management
 - Cash Investments – A professional will assist to develop an investment strategy, if appropriate.
 - School cash transactions are expected to be a small percentage of all transactions carried out by LFNO. Various activities, such as field trips, fund raisers, etc. will be carried out each year and will entail cash (and checks). As a result, LFNO will establish procedures for receiving,

depositing, recording and reconciling cash with checks and balances in place to minimize theft.

- Documentation will exist that show that procedures are followed.

○ Purchasing/Accounts Payable

- We anticipate that most of LFNO's expenditures will be fixed by the beginning of a school year. Salaries and benefits, building costs, utilities, special education services, and the like will comprise a significant percent of the school's budget.
- However, textbooks, supplies, and other items must be purchased and will require procedures for purchasing and paying for things. Again, segregation will be followed. Items ordered will be checked for completeness when received, recorded in the accounting system as amounts to be paid, and paid. Each of these steps should be carried out by different individuals and documented. LFNO will document each of these steps and include purchase orders (signed by an authorized person) to document the order, packing slips (initialed by a different person) to document receipt of the order, invoices (initialed by a third person to authorize payment) to document accounts payable, and checks (signed by a different person who is an authorized check signer) to pay the invoice.
- The guide for developing these procedures will be policies established by the Board authorizing individuals for each step and establishing types of authorization needed for spending certain amounts of money.

○ Payroll – Because payroll will likely represent the largest expense for LFNO, segregation of duties will be essential.

- Lycée Français will utilize an outsourced payroll service (i.e. Paychex, ADP, etc.) to manage all payroll activities and tax reporting. After receiving at least three bids from payroll service providers, we will make a selection based on cost, reputation, depth of service offering, and electronic compatibility with our accounting software system.
- The person who either prepares the paychecks or provides the pay information to the payroll service will be different than the person who signs the checks, who should be different than the person that signs the payroll register, who should be different than the person who reconciles the bank account. Individual situations vary greatly but there should never be fewer than three people involved in the payroll process from beginning to end.
 - Payroll Taxes – LFNO will withhold and remit appropriate federal taxes, the employee Medicare portion of FICA, and other taxes required by law for the school to manage.

- Benefits - Employee benefits will include health insurance, dental insurance, short and/or long term disability insurance, life insurance, 401(k) or 403(b) plans, and other items. These benefits may or may not be offered. If offered, they may be paid for by the school, paid for by the employee or the cost may be shared, depending on what the school can afford.
- Fixed Assets – LFNO will have an approved policy establishing a certain amount to determine whether something is a fixed asset. Fixed assets will be tracked and recorded for inventory purposes and will be recorded on the balance sheet and that amount will be depreciated over time. LFNO’s system for managing fixed assets will include recording fixed assets when purchased, determining the amount of depreciation to record each month and for how many years, and recording the disposal of any fixed assets.
 - LFNO’s Depreciation Policy will be as follows:

<u>ITEM</u>	<u>USEFUL LIFE</u>
Computers	5 years
Office and classroom Equipment	5 years
Office and Classroom Furniture	7 years
Leasehold Improvements	Life of the Lease or 5 years, whichever is greater

- Accounting Software - LFNO will select accounting software and train the Principal/CEO on use of the technology to ensure that books and records are kept accurately and timely. The software, at minimum, will include functionality to run management reports for management and the Board of directors to review on a routine basis in conformity to the schedule mentioned above under Finance Committee.

59. Provide supporting evidence that the budget plans are sound and that the entity is financially viable.

Start-up and subsequent budgets, along with assumptions, were developed by the LFNO Board of Directors in consultation with Joy VanBuskirk, Mignhon Tourne’, CEO of ASI Federal Credit Union, Hemalatha Banangada, CFO of ASI Federal Credit Union and Jill Otis, the Principal/CEO designee of LFNO. LFNO’s Budget was prepared to reflect the school’s mission priorities and start-up and first-year budgets are included as part of a multi-year plan. The Board recognizes that especially in start-up years, adjustments to the budget will be necessary and such variances must be evaluated and approved by the Board.

LFNO has crafted a financial plan and budget that demonstrates financial viability during start-up through year five. Because the basic budgeting principle of estimating revenues low, start up

and years thereafter are exceptionally conservative and do not include any additional research that could yield other sources of funding that are not included in the submitted budget. While the overall approach to the LFNO Budget is conservative; that is, conservative amounts were estimated for both revenues and expenses, LFNO included actual number versus conservative estimates where possible. Expenditures are estimated based on average costs of other Type II Greater New Orleans charter schools. It should also be noted that LFNO's financial plan for Start-Up reflects a positive surplus and also includes a \$ 300,000.00 Line of Credit to be furnished by First NBC for day to day operations until such time as State funding is received. Expenses have also been adjusted to reflect school growth over the first five years of operation and include a 3% increase for inflation, or cost of living as relates to salaries.

Purchasing, budgeting and daily fiscal management will be the responsibility of LFNO's Principal/CEO. The LFNO Business Manager will work in close partnership with the schools CEO to ensure strict adherence to accurate and timely record keeping, inventory maintenance, expenditure controls and the like.

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Letters of Support



217, rue Principale Ouest
Lafayette, Louisiane 70501

tél: (337) 262-5810
fax: (337) 262-5812
sans frais: (800) 259-5810

www.codofil.org

August 12, 2010
Lafayette, LA

Ms. Joyous Van Buskirk
Board member, Lycée Français de la Nouvelle-Orléans
1137 Ninth Street
New Orleans, LA 70115

Dear Ms. Van Buskirk:

CODOFIL declares its intention to work with the French government in order to procure six (6) French teachers from France for the 2011-2012 school year to staff Lycée Français de la Nouvelle-Orléans Charter School. LFNO's principal, Jill Otis, is required to notify me by January 15, 2011 if that number has changed. We look forward to assisting you in making LFNO a French school of excellence.

Sincerely,

David Cheramie
Director, CODOFIL

CODOFIL
Département de la Culture, des Loisirs et du Tourisme
Bureau du Développement Culturel
Au service de la Louisiane francophone



Liberté • Égalité • Fraternité

RÉPUBLIQUE FRANÇAISE



ASSEMBLÉE DES FRANÇAIS DE L'ÉTRANGER

DAMIEN REGNARD
CONSEILLER ÉLU

August 9, 2010

Mr. Paul Pastorek
State Superintendent of Education
Louisiana Department of Education
P.O.Box 94064
Baton Rouge, LA 70804-9064

Dear Mr. Pastorek,

In June 2009, I was elected by the French living in Louisiana, Texas, Arkansas and Oklahoma, to represent them at the Assembly of the French Living Abroad, presided by the French Minister of Foreign Affairs in Paris, France for a 6 years term. My mission is to advise the French Parliament and Government on issues related to the French citizens abroad.

I am by no means a substitute of the French Consulate here, but more a "Representative" of the French community living in those four states.

Resident of New Orleans for the past 14 years, and involved in various organizations, I have been contacted by the board of "Lycee Français de la Nouvelle Orleans", a Type II charter school applicant, that will aim to go to 12th grade and offer the French Bacculaureate.

As a French elected official representing French families, residing in the great State of Louisiana, this idea has caught all my attention, and like in many cities in the United States, I would of course like to see a French school pre-K to 12th offering a French curriculum and a French diploma in New Orleans.

I have received a very interesting and constructive presentation from them, and simply hope that you will give them an opportunity to meet with you at your convenience to further discuss this idea.

I remain at your entire disposal if I can be of any further assistance.

Very truly yours,

Damien Regnard

7334 Beryl Street New Orleans LA 70124 - USA Tel + 1 (504) 283 7080 Fax + 1 (504) 283 7455
Email d.regnard@assemblee-afe.fr Website www.damienregnard.com

August 9, 2010

Mr. Paul Pastorek
State Superintendent of Education
Louisiana Department of Education
P.O.Box 94064
Baton Rouge, LA 70804-9064

Mr. Superintendent,

Dear Paul,

I am aware of the proposed Type II charter school applicant, Lycée Français de la Nouvelle-Orléans, a stand-alone Pre-K through 12th grade.

You know my country supports the will of Louisiana to sustain its linguistic heritage. It is especially heartening because of the additional assets, whether cultural or economical, Louisiana's French enhancement brings to your State.

It is with pleasure that I anticipate working with international dimension schools, that will serve students from the Greater Metropolitan New Orleans area including Foreign French speaking families coming to Louisiana and Francophiles from the entire State. Should Lycée Français de la Nouvelle-Orléans receive charter approval, we would look forward to working with them in the future.

Sincerely,

O. Brochenin
Olivier Brochenin
Consul general



August 10, 2010

TO: Chachie Dupuy, Board Member of Lycee Français, Inc.
FROM: Dr. Yvelyne Germain-McCarthy, President of AHDH
RE: Partnership with LFNO

As President of the Haitian Association for Human Development, Inc. (AHDH), I am happy to report that the board of AHDH has agreed to partner with LFNO in promoting and enhancing educational and cultural connections between New Orleans and Haiti.

AHDH has been a viable non-profit organization in New Orleans since 1986 that has provided services in the areas of health and education to Haitians both in Haiti and in New Orleans. Under the leadership of Dr. Charles René, our Treasurer, AHDH's quarterly missions to Haiti made it possible to assist many of the earthquake victims through increased medical and educational volunteer missions only a few weeks after the earthquake struck.

With two of our board members on the LFNO board, AHDH welcomes the opportunity to help forge meaningful relationships between LFNO, the New Orleans Haitian community and the AHDH schools in Haiti.

We wish you the best in securing the requisite approval for LFNO to become one of our best achieving schools in New Orleans. If you have any questions, please contact me at (504) 280-6533.

Thank you.



Lycée Français de la Nouvelle Orléans
Andrew Abrams, LFNO Board Chairman
126 S. Murat St. New
Orleans, LA 70119

Dear Mr. Abrams,

I know a couple of the individuals working on your charter board and committee and am impressed by your efforts. I think you have a unique and strong vision for the French Baccalaureate and I support your charter application.

I also appreciate your group's taking into account the resource that NOCCA represents in your plans for a new charter school. Students who require pre-professional arts training can best be met in a conservatory setting such as ours. Again, I not only support your initiative in proposing a French Baccalaureate school for pre-K through twelfth graders, but I applaud your thoughtfulness – well in advance – about the LFNO students who may choose to audition for NOCCA in order to take advantage of exemplary arts instruction while, at the same time, enjoying the benefits of the French Ministry of Education's official curriculum in pursuit of the French Baccalaureate.

NOCCA is the training ground for the next generation of leaders in the cultural and creative economy and I am told that LFNO will be our country's first public school of its kind, spanning both the entire French curriculum while carefully addressing Louisiana's curriculum requirements. A combination of the training offered by the two would give a student a very unique set of skills and experiences as they move on to college and/or conservatory.

Good luck with the final stages of the charter application process. I wish you well, and look forward to developing our partnership – NOCCA and LFNO – on behalf of our shared students in years to come. Please let know the good news about LFNO's charter when you hear.

In service,

A handwritten signature in black ink, appearing to read "Kyle Wedberg".

Kyle Wedberg, President/CEO



2800 Chartres Street
New Orleans, LA 70117
800.201.4836
504.940.2787
Fax 504.940.2859
Eventline 504.940.2800
nocca.com

August 12, 2010

Mr. Andrew Abrams, Chairman
Lycée Français de la Nouvelle Orléans, Inc. (LFNO)
126 S. Murat St.
New Orleans, LA 70119

Dear Mr. Abrams,

This letter serves to acknowledge the working relationship in place between my firm -- Planning Alliance Inc. -- and Lycée Français de la Nouvelle Orléans, Inc. (LFNO).

I am providing professional services pro bono to LFNO in evaluating identified facilities and developing facility solutions to support LFNO's curriculum objectives.

Realizing that LFNO's charter application is in progress, I offer this communication as documentation of our proceedings thus far, as well as my commitment to continue providing service as the project proceeds.

As an educational planner, I have assisted numerous districts in facility assessments, developing educational specifications, and district-wide master planning.

I've enjoyed working with you and LFNO colleagues and look forward to pursuing our goals for LFNO.

Sincerely,



Sue Robertson, REFP
President

August 9,2010

Lycee Francais de la Nouvelle Orleans
Andrew Abrams, LFNO Board Chairman
126 S. Murat St. New Orleans, LA 70119

Dear Mr. Abrams,

This letter is to confirm our on-going discussions regarding the procurement of a school building for Lycee Francais de la Nouvelle Orleans.

As you know, NOSFP is a non-profit organization, dedicated to supporting high quality charter schools by providing access to excellent educational facilities. We have provided technical assistance in the areas of real estate procurement and planning, facility financing, and credit enhancement for public charter schools. We are now working to ensure that all charter schools in New Orleans receive appropriate, affordable facilities.

We applaud your efforts on behalf of children in New Orleans and are thrilled to support your application for a new charter. I look forward to our partnership and to welcoming this world-class school into our public school system and community.

With best regards,

Kathleen Padian Founder and President

The logo for Insurance Underwriters Ltd. features a stylized lowercase 'i' and 'u' in a dark grey color, followed by the words 'INSURANCE' and 'UNDERWRITERS' in a serif font, with 'LTD' in a smaller font to the right.

June 25, 2010

Lycee Francais de la Nouvelle Orleans

Re: Charter School Application and Insurance

Dear Ms. Tourne'

This letter is in reply to your request that we look into the insurance requirements as developed by the Louisiana Department of Education for Lycee Francais de la Nouvelle Orleans.

The minimum requirements are statutory Workers Compensation and Employers Liability coverage at a \$100,000 limit, General Liability insurance at a \$1,000,000, Comprehensive Auto Liability coverage at \$1,000,000 combined single limit, Property insurance on Buildings and Contents purchased by the Charter Operator, and Errors and Omissions as outlined by Appendix L of the agreement.

Insurance Underwriters, Ltd. represents as their agent several charter schools in and around the New Orleans area and have these schools with a charter school program written through a nationally recognized program using highly "A" rated carriers by AM Best.

We are prepared to work with the Charter School listed above to help them acquire this insurance at least at the minimum requirements and in many cases will exceed the requirements through the quality of coverage afforded in the program.

We are prepared to help in the process as soon as the details and approval is secured by Lycee Francais de la Nouvelle Orleans to operate and pursue insurance quotations.

If you should have any further questions, please do not hesitate to contact our office. Thank you for the opportunity to work with your organization.

Best Regards,

A handwritten signature in black ink, appearing to read 'Joey O'Connor', written over a light grey background.

Joey O'Connor

Vice President



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WEBSITE www.iu-ltd.com

E-MAIL info@iu-ltd.com



September 8, 2010

To Whom It Concern,

I, Linda McMillian, am the owner of McMillian's First Steps Child Care Development was presented an opportunity of having a French teacher to work with my students. After speaking with Ms. Jill Otis about this wonderful opportunity, McMillians' is ready to move forward. The entire McMillian body is supportive, eager and interested in learning French. As the owner, this will be a great asset for McMillian's First Steps Child Care Center.

Thanking You in Advance,


Linda McMillian, CEO

Executive Summary Appendices



Lycée Français de la Nouvelle Orléans

The French School Serving All of Louisiana (Type 2 Charter Applicant)

June 21, 2010

Audubon Charter School
Attention: Custodian of Public Records
428 Broadway Avenue New Orleans, LA 70118

RE: PUBLIC RECORDS ACT REQUEST

Dear Madam or Sir:

Pursuant to the Public Records Act of Louisiana, R.S. 44:1 et seq., I hereby request the following information which, designated as public information, is required for release via the Public Records Act.

- *Total number of applications* per grade in the French program for 2009/2010 school year.
- *Number of enrolled students* per grade for French program in 2009/2010.
- *Total number of applications received* for 2010/2011 school year for each grade in the French program.
- *Number of accepted students* per grade for French program in 2010/2011 school year.

This request is based upon recommendations made by the National Association of Charter School Authorizers (NACSA) in reference to the Lycée Français de la Nouvelle Orléans charter proposal. NACSA is the agency hired by the State Board of Elementary and Secondary Education (BESE) to review all charter applicants.

Please use the form attached for your response. As a non-profit organization, our board requests a waiver or reduction of any fees. If for any reason our request for information cannot be sent without cost, please notify me immediately **prior to any copying**.

Your courtesy and cooperation is greatly appreciated with this matter. We look forward to working with you in the future as New Orleans (Louisiana) continues to develop and support the educational opportunities for our students.

Please respond to this request within three days as required by law. See La. Rev. Stat. Ann. Section 44:33(B). Thank you and please do not hesitate to contact me with any questions or comments concerning this matter.

Sincerely,

Andrew Abrams
LFNO, Board Chairman

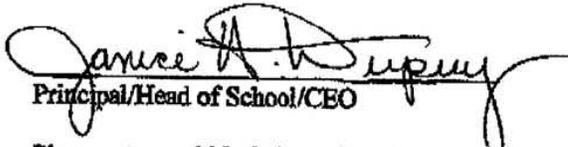
(504) 615-0465

**Lycée Français de la Nouvelle Orléans
PUBLIC INFORMATION REQUEST**

SCHOOL NAME: Audubon Charter School

French Program	Pre K 3years	Pre K 4years	K
# of student applications for 2009-10	93	42	28
# of students enrolled for 2009-10	31	28	48
# of applications received for 2010-11	82	53	41
# of students accepted for 2010-11	0	9	21
# of students enrolled for 2010-11	0	38	47

This information approved by:


Principal/Head of School/CEO

8/30/10
date

Please return within 3 days of receipt via email, fax or US mail to:

Andrew Abrams
LFNO, Inc. Board Chair
5811 Tchoupitoulas Street
New Orleans, LA 70115
Email: andrew.c.abrams@gmail.com
Phone: 504-615-0465
Fax: 866-852-0069

YEAR	Pre-K 3	Pre-K 4	Kindergarten
2009	31 Accepted out of 93 Applications	0 Accepted out of 42 Applications	20 Accepted out of 28 Applications
2010	0 Accepted out of 82 Applications	9 Accepted out of 53 Application	21 Accepted out of 41 Applications
Accepted vs. NOT ACCEPTED	31 / 175	9 / 95	41 / 69
Percent NOT ACCEPTED	72%	90%	40%
EXCESS Applicants	144	86	28

ENROLLMENT PROJECTION TABLE

Lycée Français de la Nouvelle Orléans – a Type II Charter School

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-K 3 (ENTRY POINT) ³²	20	20	20	20	20
Pre-K 4 (ENTRY POINT)	40	40	40	40	40
K (ENTRY POINT)	75	75	75	75	75
First		71	71	71	71
Second			67	67	67 ³³
Third				64	64
Fourth		see ft. ³⁴			61
Fifth					
Sixth (ENTRY POINT)				12	12
Seventh				12	12
Eighth (ENTRY POINT for Immersion Schools that do not go past 7 th Grade)					12 ^{35, 5}
Ninth (ENTRY POINT)					12 ^{4, 36}
Tenth					
Eleventh					
Twelfth					
Total (Pre-K/K-9)	60 / 75	60 / 146	60 / 213	60 / 277	60 / 338
TOTAL # OF STUDENTS	<u>135</u>	<u>206</u>	<u>273</u>	<u>337</u>	<u>398</u>
TOTAL # OF CLASSROOMS*	<u>6</u>	<u>9</u>	<u>12</u>	<u>17</u>	<u>22</u>

- Total classrooms dependent upon allowable Grades/classroom as specified by LA State and French Ministry of Education. In middle and high school grades, multiple grades may share one homeroom provided the total number of students in that homeroom does not exceed the State mandated limit.

³² LFNO will build the student body primarily from the bottom-up.

³³ Enrollment projections in lower grades reflect modest class size reduction similar to student enrollment patterns of other foreign language-based schools in the United States. As LFNO matures the upper grades will reflect similar patterns.

³⁴ LFNO will consider adding additional grades as demand, space and finances allow.

³⁵ LFNO will welcome students from other language-based programs who chose to continue their studies in pursuit of the Baccalaureate Français-Américain.

³⁶ Classes may be combined in the upper levels until class size warrants otherwise.

Educational Philosophy, Curriculum and Instruction Appendices

FRENCH CURRICULUM KINDERGARTEN & PRIMARY SCHOOL

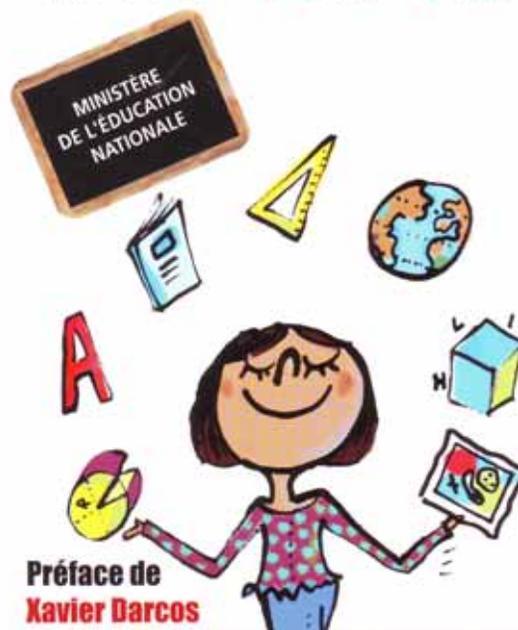
Translated from

QU'APPREND-ON
À L'ÉCOLE **MATERNELLE** ?



**LES NOUVEAUX
PROGRAMMES**
2008-2009

QU'APPREND-ON
À L'ÉCOLE **ÉLÉMENTAIRE** ?



**LES NOUVEAUX
PROGRAMMES**
2008-2009

Update:



Bulletin Officiel - hors-série n° 3 du 19 juin 2008
« Programmes d'enseignement de l'école primaire »

Official Bulletin of French National Education - Special edition no 3 of 19 June 2008

PREAMBLE

The fundamental requirement of the French Republic and the main objective of the primary school is to give children the keys to knowledge and teach them how to integrate with the society in which they are growing up.

With the standardization and extension of a child's school career, the profile of the primary school has become less distinct. It has ceased to represent an ideal in itself. But its role has only become more decisive in the students' success both up to the end of compulsory schooling and beyond. Primary school is not just one single stage of schooling: it is the key to success in all other stages. It lays the foundations of training which will lead each student to a qualification, and which will continue throughout their lives.

It is in the light of this statement that it is fitting to mark out new horizons for the primary school while remaining faithful to the inspiration behind the Republican ideal of schooling: offering to all children an equal chance to succeed and to prepare, for all, for the successful integration into society. Primary schools must transmit and allow each child to acquire the essential knowledge and skills which they will need for the continuation of education in secondary school and, beyond that, in the path of learning chosen by the student. In this regard, the Common Base of Knowledge and Skills set out by the Guidance and Planning Law for the Future of Schools of 23 April 2005 (*Loi d'orientation et de programme pour l'avenir de l'école de 23 avril 2005*) is the central point of reference around which all teaching of this first level of compulsory schooling will be organized.

The primary school must have high expectations in order to develop memory and creativity, reasoning and imagination, diligence and autonomy, respect for rules and the spirit of initiative.

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

It is also essential that all students be encouraged to reflect on texts and documents, to interpret, to construct an argument, not only in French but in all subjects, that they be trained to use their knowledge and skills in increasingly complex situations, to question, research and reason by themselves. They must be able to decipher the sense of words and express themselves orally as well as in writing so as to be able to communicate with a wider circle. The assimilation into community living also means that the school plays an important role in the arts, which give common references and stimulate sensitivity and imagination. The daily practice of a sport is also necessary for the development of each student. The primary school aims finally to develop respect and tolerance which are the basis of human rights and which are exemplified daily by respect for the rules of civility and courtesy.

The national programmes for the primary school define for each field of education the knowledge and skills to be attained within each cycle; they indicate annual benchmarks to organize progressions in French and in Mathematics around. They do, however, leave the choice of methods and approaches free: a sign of the confidence placed in teachers to adapt programmes to their students' needs.

Pedagogical freedom implies responsibility: its practice assumes the ability to reflect upon teaching practices and their consequences. It also signifies, for teachers, an obligation to provide and to account regularly for the educational achievement of the students.

The primary school programmes specify the content of core knowledge which all students must acquire. National evaluations in *CE1* and *CM2* allow a regular assessment of the knowledge acquired by students and their level; they will contribute to the validation of the intermediary stages of the mastery of the Common Base of Knowledge and Skills.

The new aims of the primary school are presented through shorter, clearer and more ambitious programmes: such is the objective of the programmes presented below.

PRESENTATION

The primary school programmes are made up of two distinct yet inseparable parts: the programmes themselves and the annual progressions, which run, in French, from the *Petite Section* in the kindergarten to *CM2* and, in Mathematics, from *CP* to *CM2*.

The organization of primary schooling is presented in three cycles: the Early Learning Cycle (*Cycle des Apprentissages Premiers*), the Basic Learning Cycle (*Cycle des Apprentissages Fondamentaux*) and the Consolidation Cycle (*Cycle des Approfondissements*).

The *Grande Section* is the last year of kindergarten but it also belongs to the Basic Learning Cycle. Its objectives are to reflect the final outcomes of the kindergarten: preparing all children to master, from *CP* onwards, the Basic Learning Cycle. So as to preserve the specificity of its approach and methods, the objectives and the progressions of the *Grande Section* are presented with those of the kindergarten.

The primary school programmes form a coherent and continuous entity with those of lower secondary school within the framework of the Common Base of Knowledge and Skills as defined by the Decree of 11 July 2006. Generally, they are centred on the content (knowledge and skills) that the teachers teach the students and which must be mastered by them. In the section “Programmes”, the skills required to be mastered at the end of the primary school cycle for each subject or group of subjects are described in detail in seven main domains of skills. For the kindergarten, the required skills to be mastered are set out in domains of activities. The section “Progressions”, in French and in Mathematics, aims to give to teachers precise, annual objectives common to all schools.

The presentation of the programmes by subject does not prevent organizing interdisciplinary or cross-curricular activities. For example, activities in oral expression, reading or writing texts in French naturally feature in Science, History and Geography, in the History of Art and also play a role in Mathematics. However, as students are expressing themselves and reading and writing in French, it is also important to set aside specific time in the timetable for the detailed and structured teaching of vocabulary, grammar and spelling.

The timetable framework for the primary school contains an important new feature. It proposes an overall annual number of hours for all subjects or groups of subjects but it remains organized around a weekly number of hours in French and Mathematics so as to maintain daily teaching of these two subjects. This new flexibility will allow teachers and school teams to organize their teaching in a comprehensive and eventually cross-curricular manner, taking into account simultaneous or successive projects and to arrange it around adapted and adjustable weekly or monthly blocks in the timetable.

These programmes are precise and detailed regarding the objectives and content to be taught, while being open in terms of method so as to respect meticulously the principle of pedagogic freedom set down in the Guidance and Planning Law for the Future of Schools. It is up to teachers and school teams to take advantage of this new liberty. The role of teachers is in effect to help their students to progress in the mastery of the objectives of the national programmes and progressions: it is up to them to choose the methods best adapted to the individual characteristics and specific needs of their students. School teachers are more simple administrators: using the national objectives, they must create and implement pedagogic conditions which will allow their students to succeed in the best way possible.

The programmes which follow are not so much concerned today with the imposition one method of learning over another than agreeing on the importance of combining structured learning of automatic reflexes and functional knowledge with exploration, discovery, or reflection on problems to resolve. The search for meaning and the acquisition of automatic reflexes are not paradoxical: it is up to the teachers to vary their approaches and methods to link these two components of all learning. What these programmes completely exclude, is the assertion that one single pedagogic model should be favoured in all circumstances and in very different classes. They invite teachers to reflect freely on the best ways of attaining success in the fixed national objectives in their school.

If teachers are in the first place masters of the choice of method they use, they are nonetheless at the service of their students' progress in respect of the objectives of the programmes. That is why teachers' pedagogic freedom goes hand in hand with the new methods of inspection of teachers which are focused

more on the evaluation of knowledge acquired by their students. A new concept of the teaching profession is being established: teachers who are fully responsible for their methods, knowing exactly what they have to teach their students and ready to implement, within their school, the best strategies to help them learn.

Article 1 – subject to the measures provided for in article 3, the teaching hours in primary school are set out by subject domain as follows:

HOURS IN THE PRIMARY SCHOOL

Basic Learning Cycle (CP-CE1)

Subject domains	Annual teaching hours	Weekly teaching hours
French	360 hours	10 hours
Mathematics	180 hours	5 hours
Physical Education and Sport	108 hours	9 hours*
Modern Languages	54 hours	
Art and History of Art	81 hours	
Discovery of the World	81 hours	
TOTAL	864 hours	24 hours

* These weekly teaching hours may be modified according to the teachers' pedagogic projects but the fixed annual volume for each of the subject domains must be observed.

Consolidation Cycle (CE2 - CM1 - CM2)

Subject domains	Annual teaching hours	Weekly teaching hours
French	288 hours	8 hours
Mathematics	180 hours	5 hours
Physical Education and Sport	108 hours	11 hours*
Modern Languages	54 hours	
Experimental Science & Technology	78 hours	
Humanities -Art and History of Art** - History-Geography-Civic and Moral Education	78 hours 78 hours	
TOTAL	864 hours	

* These weekly teaching hours may be modified according to the teachers' pedagogic projects but the fixed annual volume for each of the subject domains must be observed.

** 20 teaching hours are assigned annually to the History of Art and are relevant to all subject domains.

KINDERGARTEN PROGRAMME

PETITE SECTION, MOYENNE SECTION, GRANDE SECTION (Pre-K3, Pre-K4, & Kindergarten)

The kindergarten's ultimate aim is to help each child become independent, in accordance with defined procedures, and to allow them to acquire the knowledge and skills necessary to succeed in mastering the basic learning skills in *CP*.

The highest priority of the kindergarten is for the children to acquire rich, well-structured oral language, which can be clearly understood by others. In the kindergarten, the child establishes relationships with other children and with adults. They exercise their motor, sensory, emotional, and intellectual skills, they learn to form relationships; they develop into students. They discover the universe of the written word.

The kindergarten encourages the development of all the young children they receive by responding to their individual needs. It widens their sphere of relationships and allows them to discover games, to investigate, to create things freely or with guidance, to participate in a rich and varied range of exercises which will contribute to forming their personality and to their cultural awakening.

It allows each child the time to settle in, observe, imitate, carry out tasks, investigate; ensuring all the while their interest doesn't flag and they don't tire. It stimulates their desire to learn and increases the opportunity of widening their experience and enriching their understanding. Kindergarten revolves around the children's need to be active, their delight in games, their curiosity and natural propensity to model themselves on adults and others, the satisfaction in being able to overcome difficulties and succeed.

The activities proposed in kindergarten must offer multiple opportunities for sensorial and motor skill experiences in total safety. The organization of time in the kindergarten respects the needs and biological rhythms of the children while offering carefully planned and well-implemented activities; while it is more flexible with the youngest children, time management becomes more rigorous as they get older. The *projet d'école* (school's development plan) guarantees continuity between the kindergarten and the primary school of which the *Grande Section*, which is both a kindergarten class and also the first year of the Basic Learning Cycle, is the pivotal point. The plan is designed and put into place in liaison with the primary school and can be the same for both sections. The support and participation of parents in the school's development plan and more broadly in school life, is desirable.

The programme of the kindergarten, without hourly curricular requirements, presents major domains of activity to be covered over the three years which precede the start of compulsory schooling; it fixes the objectives to be attained and the skills to acquire before the passage into primary school. In implementing the programme, the developmental stages and rhythm of the child must be taken into account.

The kindergarten has an essential role in identifying and preventing problems or difficulties, a role that it must fully assume, especially in regards to specific language difficulties.

ACQUIRING LANGUAGE

Oral language is the pivot of all learning in the kindergarten. The children express themselves and make themselves understood through language. They learn to listen carefully to the messages addressed to them, to understand them and respond to them. In exchanges with the teacher and their friends, in all activities and, later, in specific teaching sessions, they acquire new words daily, they are given precise meanings of the words, they gradually acquire the syntax of the French language (order of words in a sentence).

Their vocabulary will be enriched and they will be introduced to the varied and rich uses of the language (questioning, telling, explaining, thinking) through use of the language in all other activities.

Discussion, expression

The children learn to converse, firstly through the intermediary of an adult, in situations which concern them directly: they express their needs, talk about their discoveries, and ask questions; they listen to and reply to requests. They name things which surround them and discuss their accomplishments accurately.

Gradually, they learn to participate in a group discussion, wait for their turn to speak and keep to the topic.

They recite nursery rhymes with expression and sing songs which they have memorized. They learn little by little to communicate about less immediate realities; they become aware of what they have observed or experienced, talk about events to come, tell stories they have invented, rephrase the main points of a statement they have heard. They gradually acquire the elements of language which are necessary to be understood, that is to say: to name the people concerned correctly, show links between facts, express relationships in time by correct use of tense and pertinent words or expressions, situate things or scenes and describe movements appropriately.

Comprehension

Special attention is paid to comprehension, which, more than expression, is at this age closely linked to the general abilities of the child.

Children learn to make the distinction between a question, a promise, an order, a refusal, an explanation, an account. They appreciate the particular purpose of instructions given by the teacher and understand the common terms used within this context.

Children learn to understand a friend who speaks about subjects unfamiliar to them, an adult speaker, whom they may or may not know, who shares new information. As a result of hearing classic or modern stories or tales adapted to their age group, they are able to understand longer and more and more complex accounts and learn to tell them themselves.

Learning to master the French language

By manipulating language and listening to texts read to them, children learn the rules which govern the structure of a sentence; they learn the usual order of words in French. At the end of kindergarten, they use, in an adapted manner, the main classes of words (articles, nouns, verbs, adjectives, adverbs, prepositions) and can formulate complex phrases. They gradually learn to expand their sentences into statements, very short accounts and explanations.

Each day, in the different domains of activities, and as a result of stories that the teacher tells or reads, children hear new words, but this simple exposure is not enough for them to memorize them. Acquiring vocabulary demands specific lesson sequences with regular activities of classification and memorization of words. They will recycle acquired vocabulary; infer meaning of unknown words from the context. In relation to these activities and readings, the teacher will introduce new words each week (an increasing number during the year and from year to year), to enrich the vocabulary associated with the activities. Children also learn vocabulary (nouns, verbs, adjectives, adverbs, prepositions) which allows them not only to understand what they hear (who is doing what? to whom? where? when? how?) but also to converse and express their thoughts competently and clearly in a school situation.

These crucial acquisitions are made possible by the attention that teachers pay to each child, supplying the precise words, encouraging their attempts, rephrasing their efforts, so allowing them to hear correct models. Teachers must make sure also they exclude all approximations in oral language for their young students; it is as a result of children hearing well-constructed sentences with precise vocabulary that they are able to progress in their own mastery of oral language.

At the end of kindergarten, children can:

- understand a message and act or reply accordingly;
- name an object, a person or action relating to everyday life precisely;
- formulate, and make understood, a description or a question;
- describe, and make understood an incident previously unknown to the listener, or an invented story;
- take the initiative in asking questions or expressing their point of view.

DISCOVERING WRITING

The kindergarten introduces the children gradually to basic learning skills. Oral expression and the activities associated with it, in particular the lesson sequences dedicated to vocabulary acquisition, the numerous occasions when they listen to stories that the teacher recounts then reads and the production of writing recorded by the teacher, prepare the children to begin reading and writing. Through three key activities (work on the sounds of words, acquisition of the alphabet and the manual skills for writing), the kindergarten contributes significantly to the systematic learning of reading and writing which will begin in CP.

1. Becoming familiar with the written word

Discovering written models

Children discover the social applications of writing by comparing the most frequent examples in and out of school (posters, books, papers, magazines, screens, signs...). They learn to name them correctly and understand their purpose. They examine and handle books, start to become familiar with what can be found on a page or a cover.

Discovering written language

Children are familiarized little by little with written French through daily readings of texts by the teacher. So that they understand the specificity of the written word, these texts are chosen for the quality of language, (accuracy of syntax, precise and varied vocabulary which is used appropriately) and the special way in which they illustrate the literary genres to which they belong, (stories, legends, fables, poems, examples of children's literature). Thus, throughout kindergarten, children are offered the opportunity to become acquainted with works of heritage literature and to absorb them. They become attuned to unusual phraseology; their curiosity is stimulated by questions asked by the teacher who will draw their attention to new words or turns of phrase that they will use again in other activities. After listening to the narration, the children reformulate what they have understood; query what is still unclear to them. They are encouraged to memorize sentences or short extracts of texts.

Contributing to written texts

Children will contribute to writing texts, an activity which offers a genuine opportunity to show evidence of what has been done, observed or learnt. They learn to dictate a text to an adult who will lead them, by their questions, to become aware of the requirements linked to making an enunciation. They therefore learn to be in command of their choice of words and syntactical structure better. At the end of kindergarten, they know how to transform a spontaneous enunciation into a text that an adult will write down as they dictate.

At the end of kindergarten children can:

- identify the main purposes of the written word;
- listen to and understand a text read by an adult;
- know some heritage texts, mainly traditional stories;
- make an enunciation in an adapted form so that it can be written down by an adult.

2. Preparing to learn to read and write

Distinguishing the sounds of words

Children discover early on the pleasure of playing with words and the sounds of the language. They emphasize syllables, then manipulate them (taking out a syllable, recombining several syllables in another order...). They can distinguish the same syllable in several words and say where it is situated in the word (initial, medial, final position).

Gradually they will be able identify sounds and perform a wide range of actions on the components of the language (localize, substitute, invert, add, combine...). The teacher must set up the progression for these demanding oral activities very carefully in the light of their very abstract characteristics.

Starting to learn the alphabet

Children become acquainted with the correlation between oral and written language; in this regard, the frequent use of picture dictionaries, alphabet books, where words are matched with pictures, should be

encouraged. As a result of being presented with familiar examples (date, title of a story or a rhyme) or very short sentences, children understand that the written word is a succession of words where every written word corresponds to an oral word.

They discover that the words they say or hear are made up of syllables; they relate letters to sounds. The discrimination of sounds becomes more and more exact. They gradually learn the name of most of the letters of the alphabet that they can recognize in printed characters and in cursive writing, although knowledge of the alphabet in its traditional order is not required at this stage. They will associate some letters with their sound and name them when it is appropriate. Children learn, therefore, the rudiments of the alphabet, without it being necessary to work on all areas.

Learning the manual skills for writing

Children study and reproduce graphic symbols daily, not only as a preparation for writing but so as to acquire the most adept and efficient manual skills possible. Learning to write depends on skills that are developed by written activities (single, curved, continuous line series...), but also requires particular competence in recognizing the characteristics of letters.

All children learn cursive writing in *Grande Section*, as soon as they are able; the work is closely supervised so that they establish good habits in the quality of their written production and are able to write with ease.

At the end of kindergarten children can:

- differentiate sounds;
- distinguish the syllables of a spoken word; recognize the same syllable in several statements;
- match the words of a short statement orally and in writing;
- recognize and write most of the letters of the alphabet;
- relate sounds to letters;
- copy in cursive writing, short, simple words where the relationship of letters to sounds has been studied, with guidance from the teacher;
- write their name in cursive writing.

BECOMING A STUDENT

The aim is to teach children to recognize their individuality, to be recognized as a person, to live collectively with others, to follow the rules of collective life, to understand what school is and what their place is in school. Becoming a student relies on a gradual process which calls for the teacher to be both flexible and exacting.

Living together: learning the rules of courtesy and the principles of moral behaviour

Children discover the richness and the constraints of the group to which they belong. They feel the pleasure of being accepted and recognized, they learn progressively to make their school-friends feel welcome also.

The collective dimension of the kindergarten is an appropriate place for the children to learn to converse with each other and with adults and take their place in the discussions. Children must be given the opportunity to observe the rules of courtesy and good manners, such as greeting the teacher at the beginning and end of the day, replying to questions, thanking someone who helps them and not interrupting others who are speaking.

Particular attention will be paid to the moral foundations of these rules of behaviour, such as respect for others and their property, the obligation to follow the rules set down by adults and also respect for the child's word.

Cooperating and becoming independent

By participating in games, in a ring, in groups, chanting rhymes or listening to stories, working on common projects etc., children learn to enjoy group activities and to cooperate. They become interested in others and can work together with them. They learn to be responsible in the classroom and show initiative. They become involved in a group project or an activity, and become resourceful; they also learn independence, effort and perseverance.

Understanding what school is

Children must understand the rules of the school community progressively, the definition of school, what is done there, what is expected of them, what is learnt at school and why it is learnt. They learn to differentiate between parents and teachers.

Gradually, they accept the collective rhythm of activities and learn to put aside their own interests. They understand the importance of collective instructions. They learn to ask questions or ask for help to succeed in what is demanded of them. They establish how the concrete activities they participate in relate to what they learn from them (we do this to learn, to know how to do it better). They acquire objective references to evaluate their achievements; at the end of kindergarten, they can identify mistakes in their work or their friends' work. They learn to be attentive for longer. They discover how certain school activities are linked to those of everyday life.

At the end of kindergarten the children can:

- respect others and respect the rules of community life;
- listen, help, cooperate; ask for help;
- have self-confidence; control their emotions;
- identify adults and their role;
- carry out simple tasks independently and participate in school activities;
- talk about what they are learning.

ACTING AND EXPRESSING THEMSELVES THROUGH THEIR BODIES

Physical education and physical experiences contribute to the motor, sensorial, emotional and intellectual development of the child. They give the opportunity of exploring, expressing themselves, of being active in a familiar environment, then gradually, in a more unknown one. They help them to become familiar with their environment.

Children discover their physical ability, they learn to perform in total safety while taking calculated risks, to put in effort and control their energy. They express what they feel, can name activities and the objects handled or used and say what they would like to do.

The teachers ensure they set up situations and activities which can be built on from year to year, which are progressively complex; they make sure that the children have enough practice to progress and make them aware of new accomplishments.

As they practise free or guided physical activities in different environments, the children develop their motor skills in movement: (running, crawling, jumping, rolling, sliding, climbing, swimming...), balance, manipulation (shaking, pulling, pushing) or propelling and receiving objects (throwing, catching). Ball games, opposition and games of skill complete these activities. Children learn to coordinate their activities and join them in sequence. They adapt their motor skills to achieve efficiency and precision according to the skill.

Through participating in activities which have rules, they develop their ability to adapt and cooperate; they understand and accept the advantages and the constraints of collective activities.

Activities of expression with artistic theme – in a circle, dancing games, mime, dance, allow expression through acquired skills and, at the same time, development of the imagination.

As a result of diverse activities, the children become aware of their bodies in relation to space. They recognize: in front, behind, above, below, then right and left, near and far. They learn to negotiate a course set up by the teacher or suggested by them; they describe and demonstrate these movements.

At the end of kindergarten the children can:

- adapt their movements to environments or different constraints;
- cooperate and oppose each other individually or collectively; accept collective constraints;
- express themselves with or without musical beat, with or without equipment; express feelings and emotions through gesture and movement;
- be familiar with their environment and move about in it;

- describe or negotiate a simple course.

DISCOVERING THE WORLD

In the kindergarten, children discover the world around them; they work out where they stand and where they are coming from in time and place. They observe, they ask questions and become more rational in the formulation of their questions. They learn to adopt a point of view other than their own and this move towards logical thinking allows them to develop their ability to reason. They become capable of counting, classifying, ordering and describing, as they learn specific vocabulary and different forms of representation (drawings, diagrams). They start to understand what distinguishes the living from the non-living (matter, objects).

Learning about objects

Children learn about common technical devices (torch, telephone, computer...) and understand their usage and function: what they are used for and how they are used. They become aware of the danger of certain objects.

They fabricate things, using a range of materials and choose tools and techniques adapted to the project (cutting, sticking, folding, assembling, nailing together, putting together and taking apart...).

Learning about matter

Children learn to recognize the basic characteristics of matter by cutting, modelling, assembling, using common materials like wood, earth, paper, cardboard, water etc.,

They also discover intangible realities such as the existence of air and start to observe how water can change its state.

Learning about living things

Children observe different forms of life. Keeping animals and growing plants and vegetables are a valuable way of learning about life cycles which comprise birth, growth, reproduction, aging and death.

They discover the parts of the body and the five senses: their characteristics and their functions. They pay attention to hygiene and health, especially nutrition. They learn the basic rules of physical hygiene. They become sensitive to the problems of the environment and learn to respect life.

Learning about shape and size

As they handle a range of different objects, children differentiate simple properties (small/big; heavy/light). Gradually, they manage to distinguish several criteria, to compare and to classify according to form, size, weight, capacity.

First experience with quantities and numbers

The kindergarten is a decisive time in the acquisition of the sequence of numbers (number chain) and its use in the procedures of quantification. Children learn about and understand the functions of numbers, in particular, how they represent quantity and how ordinal numbers can be used to rank position.

The activities proposed to the youngest children (sharing out, comparisons, matching...) lead them to go beyond a general intuitive approach to counting sets of objects. The child's subsequent questions (how, why etc.) and use of correct vocabulary, including number words, helps them and the teacher to become aware of what they have learnt. Progressively, the children are able to repeat the number list to at least 30 and learn to use it to count.

From the beginning, numbers are used in activities where they have meaning and lead effectively to a goal: games, class activities, comparison problems set by the teacher, adding to something, collecting, distributing, and sharing. The size of the sets **and whether they are able to execute an instruction on sets of objects** are the important variables that the teacher uses to adapt activities to everyone's ability. At the end of kindergarten problems are a first introduction into the universe of arithmetic but it is only in CP where they learn mathematical symbols (signs of operations, the 'equals' sign) and techniques.

Learning the written form of numbers which follows is introduced in concrete situations (with a calendar for example) or games (navigating a numbered course). Children establish a first correlation between the oral term for the number and the written; their performance is still inconsistent at this stage, but it is important that everyone has embarked this learning process. Learning how to write numbers is done with the same thoroughness as with lettering.

Understanding time

Children comprehend very gradually as a result of the regular pattern of the timetable, the evolution of time in the day, then of days and months. At the end of kindergarten, they understand the cyclical aspects of certain phenomena (the seasons) or representations of time (the week, the month). The notion of simultaneity is brought up in activities or well-known stories; representation (drawings, pictures) helps to clarify it.

From the *Petite Section*, the children use calendars, clocks, timers to familiarize themselves with chronology and measure periods of time. This understanding is still limited, however, and will be developed in *CP*. Through stories of events in the past, examining familiar heritage pieces (items kept in the family...), they learn to distinguish the present from the near past and from the more distant past, although this is still difficult for them.

All these acquisitions require precise vocabulary to be learnt, which, through repetition, in particular through following rituals, will lead them to develop understanding.

Understanding place

Throughout kindergarten, children learn to find their way around in the school area and in their immediate environment. They manage to find their bearings in relation to objects or other people, to situate objects or people one in relation to another or in relation to other references, which presumes a change of focus in adopting a point of view other than their own. At the end of kindergarten, they can distinguish their left from their right.

Children are asked to follow a range of instructions and show understanding of them (accounts, graphic representations).

Of particular importance are activities where they have to switch attention from the horizontal plane to the vertical or the vice versa, and keep the relative positions of objects or elements in mind. These activities prepare for orientation in the written sense. Learning to write on a line on a page or a piece of paper is studied in conjunction with reading and writing.

At the end of kindergarten children can:

- recognize, name, describe, compare, arrange and classify materials or objects according to their qualities and usages;
- know some features of animal and plant life, understand the major processes: growth, nutrition, movement, reproduction;
- name the main parts of the human body and their purpose; distinguish the five senses and their function;
- know and apply some rules personal hygiene, nutrition and respect for their surroundings;
- be aware of danger and exercise caution;
- use references relating to days, weeks and the year;
- situate events in relation to others;
- draw a circle, a square, a triangle;
- compare quantities, resolve problems relating to quantities;
- memorize a sequence of numbers at least to 30;
- count a quantity orally in sequence using known numbers;
- match the name of a known number with the written figure;
- orient themselves in their environment and situate objects in relation to themselves;
- work within the confines of a page;
- understand and use vocabulary appropriately relating to orientation and relationships in time and place.

OBSERVING, FEELING, IMAGINING, CREATING

The kindergarten will raise artistic awareness in the children. Visual, tactile, auditory and vocal activities increase the sensorial capacities of the child. They will use their imagination and enrich their knowledge and capacities of expression; the activities contribute to developing their faculties of attention and concentration. They offer an opportunity of familiarizing the children, by listening and observing, with the most varied range of artistic expression possible; they feel emotion and acquire first references in the universe of creation.

These activities can be linked with other areas of learning: they satisfy curiosity in learning about the world; they allow the child to exercise their motor skills; they encourage them to express their reactions, tastes and choices in discussions with others.

Drawing and craft activities (making things) are the main methods of expression. The children experiment with different materials, supports and techniques of drawing. They discover, use and create images and things of different natures. They fabricate and construct using paint, glued paper and collage in relief, assemblage, modeling...

In this context, the teacher helps the children to express what they see, to fashion their projects and creations; they encourage them to use specific vocabulary in producing their work. They encourage them to begin a personal collection of objects with aesthetic and emotional value.

The voice and listening are a very early means of communication and form of expression that the children discover while playing with sounds, singing, moving.

For activities using the voice, they learn a repertoire of rhymes and songs based on oral tradition as well as work from contemporary writers; this repertoire is expanded each year. Children sing for pleasure, to accompany other activities; they learn to sing in chorus. They invent songs and experiment with their voice, with noises, with rhythms.

Structured listening activities refine the attention span, develop sensitivity, allow them to distinguish sounds and develop auditory memory. Children listen for pleasure, to reproduce sounds, in movement; in play... they learn to characterize tone, intensity, duration and pitch by comparison and imitation and to describe these characteristics. They listen to a wide range of musical works. They discover for new sound possibilities experimenting with instruments. They gradually master rhythm and tempo.

At the end of kindergarten the children can:

- adapt their skills to particular pieces of equipment (instruments, supports, materials);
- use drawing as a means of expression and representation;
- create a two- or three-dimensional piece of work according to their choice;
- study and describe some heritage works, build up a collection;
- memorize and interpret songs and rhymes;
- listen to a musical extract or a production, then express their feelings and discuss with others to give their impressions.

CP AND CE1 (1st & 2nd Grade) THE BASIC LEARNING CYCLE PROGRAMME

The Basic Learning Cycle begins in the last year of the kindergarten (*Grande Section*) and the same pedagogic approaches are employed throughout the cycle. This cycle continues into the two first years of the primary school, in *CP* (Grade 1) and in *CE1* (Grade 2).

Learning to read, write and learning the French language, the knowledge and understanding of numbers, writing numbers in figures (decimal numeration) and arithmetic using small quantities are a priority in terms of teaching objectives in *CP* and *CE1*. Whatever the activity to be conducted, the primary and

constant consideration will be achievement in these domains.

Physical education and sports have an important place in the school activities of this cycle. The first introduction to science, the first reflections on history and civic education all open the children's minds to the world and help to build a culture common for all students.

Art education encourages the students' artistic expression and they are also given direct exposure to works of art, which will serve as an initiation into the history of art.

All teaching will contribute to the acquisition of The Common Base of Knowledge and Skills. Constant vigilance is required regarding quality in the presentation of their work, manual skills, working posture, the tools of school work.

The projects of each school will determine how the kindergarten and the primary school harmonize their programmes. The programming of activities must be thought out in terms of continuity: the *CP* teachers will build on the kindergarten teachers' work and on what the children have already acquired. Teaching in French and in Mathematics will follow yearly progressions as included with this programme.

FRENCH

At the end of *Grande Section* in the kindergarten, children have largely increased their vocabulary; they are capable of expressing themselves, listening to others and speaking in front of a group. They will be able to understand a story when read by an adult, to distinguish the sounds of the language clearly and the signs that represent them in writing. In the first year of primary school (*Cours Préparatoire*), children learn to read by deciphering and identifying words and by the progressive acquisition of the knowledge and skills necessary for the understanding of texts. The alphabet must be worked on systematically from the beginning of the year. Reading and writing texts are mutually reinforced throughout the cycle when they are taken together, learning words, sentences and texts. They are supported by oral practice of language and the acquisition of vocabulary; and accompanied by an initiation into grammar and spelling. Students gradually learn to master the gestures of cursive handwriting: using correct written forms, how to link the letters, accents, spaces between the words, punctuation and capital letters.

1. Oral Language

In the Basic Learning Cycle, students continue to develop their oral language: to respect the organization of the sentence, to express the relationships of cause and effect, time and place (why? when? where?); to conjugate verbs more accurately, to expand their vocabulary; to participate orally for longer and in a better organized way, while at the same time respecting the subjects dealt with and the rules of communication.

They are trained to listen to and understand texts that the teacher reads, to identify the central points of the text and to ask questions. Recitation serves first of all to develop oral language, and then develops the acquisition of written language as well as cultural awareness and literary sensitivity. The students are required to recite rhymes, texts in prose and poems from memory, without errors, with the appropriate rhythm or intonation.

2. Reading, writing

From *Cours Préparatoire* (Grade 1) the students practice independently deciphering and reading words which are already known to them. The link between reading and writing is essential to this learning. This training progressively leads the student to read more easily and faster (decoding, identification of meaning). In *Cours Élémentaire 1* (Grade 2) longer and more varied texts, comprising more complex sentences, are presented progressively to the students.

Knowing how to decipher and comprehend the meaning of words is not enough to read a sentence or text; students also learn to understand through the organization of a sentence or text that they are reading. They will acquire the vocabulary and knowledge necessary to understand the texts that they are assigned. Using a good-quality text book is essential for success in this delicate area of teaching. Through the reading of texts reflecting cultural heritage and works intended for young children, including

poetry, the child is able to make an initial appreciation of literary culture.

Students learn to compose a short text independently: to research and organize ideas, choose vocabulary, construct and connect sentences, to pay attention to spelling.

They learn to use the computer, to type and use an electronic dictionary.

3. Vocabulary

Through specific activities in class, but also in all teaching, the student acquires new words daily. In expanding their vocabulary, they increase their ability to function in the world that surrounds them, to put their experiences, opinions and feelings into words, to understand what they hear and read and express themselves in a precise manner, orally as well as in writing. Activities of classification through generic terms, an initiation into the usage of synonyms and antonyms, the discovery of word families and a first familiarization with the dictionary will facilitate understanding, memorization and word use.

4. Grammar

The first study of grammar concerns the simple sentence. Punctuation marks and their usage are identified and studied. The students learn to identify a sentence, verb, noun, article, qualifying adjective, personal pronouns (subject forms). They learn to locate the verb in a sentence and its subject.

Students distinguish the present, future and past tenses. They learn to conjugate the most frequently used verbs from the 1st group, *être*, *avoir*, in the four tenses most used in the indicative: the present, future, past continuous, and the compound past tense (*passé composé*). They learn to conjugate the verbs *faire*, *aller*, *dire*, *venir*, in the present indicative. The knowledge of gender and of number and how they are used will be acquired at the end of CE1.

5. Spelling

The students begin to write by recognizing how letters and sounds correspond and the rules relative to the value of letters (s, c, g), to copy a short text without mistakes, and to write down accurately words they have memorized. In relation to their initiation into grammar, they are trained to spell conjugated forms correctly, to respect the agreement between subject and verb, as well as the agreements in gender and in number in noun phrases and to use full stops and capital letters in the correct place.

In *CP* and in *CE1*, the students' spelling is developed and methods of improving it are progressively put in place.

MATHEMATICS

Learning Mathematics develops imagination, rigour and precision as well as reasoning ability. Proficiency in numbers and arithmetic is the main priority in *CP* and *CE1*. Students gradually learn to solve problems which contribute to their understanding of mathematical operations. At the same time, regular practice in mental arithmetic is essential. They start to acquire automatic reflexes. Acquiring mathematical mechanisms can only be achieved with an understanding of the process.

1. Numbers and arithmetic

Students learn decimal numeration up to 1000. They count sets, work out the sequence of numbers, compare and put them in order. They memorize addition and multiplication tables (by 2, 3, 4 and 5), learn techniques for addition and subtraction, how to multiply and how to solve problems using these operations. Grouping and sharing problems are a first introduction to division for numbers under 100. Daily training in mental arithmetic helps deepen knowledge of numbers and their characteristics.

2. Geometry

Students enrich their knowledge on the subject of position and location. They learn to recognize and describe planes and solids. They use instruments and techniques to reproduce or draw plane figures. They learn to use specific vocabulary.

3. Size and measurement

Students learn about and compare common units of length (m and cm; km and m), weight (kg and g), capacity (litres), time (hours, half-hours) and money (euros, centimes). They begin to solve problems regarding length, mass, length of time or cost.

4. Organization and management of data

Students will gradually learn to use common charts: tables, graphs.

PHYSICAL EDUCATION AND SPORTS

Physical education aims to develop motor skills and offers a first initiation into physical, sports and artistic activities. These activities fulfil the basic human need to move about, are enjoyable and also encourage effort and perseverance. Students learn to know themselves and others better and also learn to look after their health. Activities are organized over the two years of the cycle and local resources are exploited.

Performance skills

- Athletics: running fast, long-distance running, negotiating obstacles, high jump and long jump, throwing far.
- Swimming: being able to swim 15 metres.

Adapting movement to different types of environment

- Climbing activities: climbing to a height of 3 m and descending (rock climbing wall).
- Water sports: going underwater, swimming underwater, floating.
- Rolling and sliding activities: covering a simple course on roller blades or bicycle.
- Orientation activities: locating markers in a known environment.

Individual and team activities involving cooperation and opposition

- Wrestling games: blocking an opponent.
- Racquet games: achieving several returns.
- Traditional games and team games with or without a ball: cooperating with partners to face opponents as a team, respecting the rules, taking on different roles (attack, defense, referee).

Creating and performing expressive, artistic or aesthetic activities

- Dance: Communicating emotions through physical expression with a short choreographed piece (3 to 5 elements), with different sound supports.
- Gymnastics: achieving a sequence of 2 or 3 'acrobatic' acts on various pieces of apparatus (bars, the beam and cushioned mat).

MODERN LANGUAGES

Students discover the existence of different languages very early on, in their environment, as well as abroad. From *CP* onwards there is an oral introduction to a modern foreign language. In *CE1* both oral and written activities are included in foreign language teaching with emphasis on comprehension and oral expression.

The learning of a language requires regular practice and memory training from the beginning. This demands curiosity, the ability to listen, attentiveness, willingness to learn by heart, confidence in oneself in the use of another language.

Students distinguish the melody and accents of another language; they discover and acquire vocabulary relating to the person and everyday life; they start to use terms that they have memorized. Specific programmes should be referred to concerning progressions for each modern foreign or regional

language.

DISCOVERING THE WORLD

In *CP* and *CE1* students are able to access knowledge more easily due to their skills in reading and mathematics. They acquire references in time and place, gain knowledge about the world and master specific corresponding vocabulary. They go beyond their initial perceptions by observation and manipulation. Students begin to acquire the elements of the IT and Internet Proficiency Certificate (B2i). They use and learn about the basic functions of a computer.

1. Finding one's bearings in place and time

Students discover and start to enlarge on their basic concept of familiar surroundings: the classroom, school, neighbourhood, village and town. They compare these familiar settings with other settings and more distant places. They study common forms of portrayal of their world (photographs, maps, world maps, a globe).

Students learn to understand how day and night, weeks, months and seasons alternate. They orientate themselves through the use of instruments: the calendar, the clock. They learn about and memorize more distant points in time: dates and famous names in French history; they become aware of how ways of life evolve.

2. Discovering the living world, matter and objects

Students identify characteristics of living things: birth, growth and reproduction; nutrition and dietary regimes of animals. They learn rules of hygiene and personal and collective safety. They understand how living things interact with their environment and how to respect their environment. They distinguish between solids and liquids and observe the changing states of matter. They produce basic models and simple electric circuits to understand how an electrical device works.

ART AND THE HISTORY OF ART

The students' artistic sensibility and expression are developed by art activities, but also by cultural references linked to the history of art.

They also learn to use precise vocabulary which allows them to express what they feel, their emotions, their preferences and their tastes. A first introduction to works of art will lead them to observe, listen, describe and compare.

1. Visual Arts

Visual arts include the fine arts, cinema, photography, design and digital art. Teaching visual arts requires regular and diversified practice in modelling, drawing and producing fixed or mobile images. Traditional techniques (painting, drawing) or more contemporary ones (digital photography, cinema, video, computer graphics) are used as well as simple amalgamation procedures: overlays and drawing, collage and montage). These activities are created two-dimensionally as well as three-dimensionally, using tools, manual techniques, and different media and support materials. Students are led to express what they observe, to imagine and create their own projects and their own artwork using appropriate vocabulary.

2. Musical Education

Musical education in *CP* and *CE1* is based on learning a repertoire of approximately 10 rhymes or songs and listening to excerpts of various works. It will aim to teach students to sing with tonal accuracy, in rhythm, using their voice and breath properly and articulating correctly, to respect the requirements of group singing; to recognize very simple musical characteristics concerning melodic themes, rhythms and tempo, pitch and timbre. They start to recognize the main families of instruments.

In musical education as in visual arts, to develop knowledge of the history of art, students are given a first

introduction to notable musical works appropriate to their level of appreciation. Depending on where they live, monuments, museums, art studios or shows will be explored.

CIVIC AND MORAL EDUCATION

Students learn manners and socialization. They gradually become more responsible and independent.

1. They learn moral principles, which can be presented by way of illustrated maxims and explained by the teacher in the course of the day: "One man's rights end where another man's begin." "Do unto others what you would have them do unto you" etc. They will become aware of the notions of rights and obligations.

2. They deepen their understanding of the rules of collective living begun in the kindergarten: such as formulas of politeness or when to use "vous". They observe social customs of courtesy (e.g. listening when others are speaking, standing up when an adult comes into the classroom and helping in the classroom (giving out and putting away materials).

3. They study health and safety education. They are made aware of risks linked to using the internet. They will be given appropriate information regarding different forms of abuse.

4. They learn to recognize and respect the emblems and symbols of the French Republic (La Marseillaise, the French flag, Marianne, the motto "Liberty, Equality, Fraternity").

FIRST STAGE FOR THE MASTERY OF THE COMMON BASE OF KNOWLEDGE AND SKILLS: SKILLS EXPECTED AT THE END OF CE1

Skill 1:

Mastery of the French language

The students can:

- express themselves orally in a clear manner, and use appropriate vocabulary;
- read unaided, a text containing known and unknown words;
- read unaided and listen to heritage texts and major works of literature for young readers, adapted for their age group;
- read a statement or simple instruction;
- extract the theme from a paragraph or a short text;
- copy a short text without errors in well-presented, legible, cursive handwriting;
- write a dictated five-line text, using lexical, spelling and grammatical knowledge;
- use their knowledge to improve a short text;
- write a 5 to 10 line text independently;

Skill 2

Using a modern foreign language

The students can:

- understand and communicate simple messages relating to everyday life.

Skill 3

The main elements of Mathematics, Science and Technology

The students can:

- write, name, compare and put in order whole natural numbers up to 1000;
- calculate with addition, subtraction, multiplication;
- divide numbers up to 100 by 2 and by 5 (where the final result is a whole number);
- know and use tables of addition and multiplication by 2, 3, 4 and 5;
- calculate mentally using addition, subtraction and simple multiplication;
- situate an object relating to themselves or another object, giving and describing its position;
- recognize, name and describe common planes and solids;
- use a ruler and set square to draw a square, a rectangle, a triangle, a right-angle triangle, with care and precision;
- use common units of measurement: estimate measurement;
- display precision and care in drawings, measurements and calculations;

- solve very simple problems;
- observe and describe to carry out research;
- apply elementary safety rules to prevent the risk of household accidents.

Skill 4

Mastering common information technology and communication skills

The students are:

- starting to acquire knowledge of the digital environment.

Skill 5

Humanities

The students can:

- repeat from memory a number of texts in prose or short poems
- appreciate cultural practices from another country;
- distinguish between the recent past and a more distant past;
- express themselves through writing, song, dance, drawing, painting, three-dimensional creations (modelling, assemblage);
- distinguish specific major categories of artistic creation (music, dance, theatre, cinema, drawing, painting, sculpture);
- recognize visual or musical works studied in advance;
- provide a very simple definition of different artistic occupations (composer, director, actor, musician, dancer);

Skill 6

Social and civic skills

The students can:

- recognize the emblems and symbols of the French Republic;
- respect others and the rules of collective life;
- play a game or team sport and respecting the rules;
- abide by conventions of courtesy with his or her friends, with adults at school and out of school, with the teacher in class;
- participate orally in a class discussion while respecting the rules of communication;
- call for help; go to find help from an adult;

Skill 7

Independence and initiative

The students can:

- listen in order to understand, ask questions, repeat, complete a piece of work or an activity;
- exchange views, question, justify a point of view;
- work in a group, take part in a project;
- master a number of motor skills such as running, jumping, throwing;
- describe their close environment, orientate themselves there, find their way around in a specific way;
- apply the basic rules of hygiene.

CE2, CM1 AND CM2 (3rd, 4th, & 5th Grades) THE CONSOLIDATION CYCLE PROGRAMME

Continuing on from the first years of the primary school, the main objectives from *CE2* to *CM2* are to master the French language as well as the basic elements of Mathematics. Teaching in all subjects, however, contributes to the acquisition of the Common Base of Knowledge and Skills.

Understanding and expression in a modern foreign language will also be given particular attention. Independence and personal initiative, necessary for school success, are developed progressively in all areas of activity and permit each child to gain self-assurance and efficiency. They will regularly utilize Information and Communication Technology in Education (*T.I.C.E - Technologies de l'Information et de*

la Communication dans l'Enseignement) as part of their studies towards the IT and Internet Proficiency Certificate (B2i).

Students are prepared so that they can continue their studies in the different branches of learning in secondary school successfully. Schools will arrange for links to be set up with the secondary school so that the students are better prepared for their arrival there.

French and Mathematics teaching follow yearly progressions, included in the present programme.

FRENCH

Having all students master the French language precisely and clearly in oral and written expression is primarily a matter for French teaching, but also concerns all other areas of learning: Science, Mathematics, History, Geography, Physical Education and Art. The progression for mastering the French language is based on a programme of reading and writing, vocabulary, grammar and spelling. A literature programme reinforces independence in the students' reading and writing.

The study of the French language (vocabulary, grammar and spelling) requires specific activities and sessions. It highlights the areas of expression, comprehension and composing texts. Handwriting is practised daily, so that it becomes more and more even, quick and neat. Students learn to be constantly aware of the presentation of their school work, to present it in an organized manner, clearly and neatly, including, in time, the use of word-processing techniques. Choosing good-quality text books for each area of French teaching is one factor in its success. All the knowledge acquired as a whole contributes to the building up of a common culture for the students.

1. Oral Language

Students can listen to the teacher, ask questions, express their point of view, their feelings. They learn to speak in front of other students, to rephrase, sum up, tell a story, describe, explain their reasoning and present arguments.

In varied types of discussions they learn to respect the point of view of others, use precise vocabulary according to the level of language being used, to adapt their words to those they are speaking to and what is being expressed.

Regular work on recitation (memorization and diction) is done on both prose and poems.

The teacher gives considerable attention to the quality of oral language in all school activities.

2. Reading, writing

Reading and writing are systematically linked: the students work on them daily, in French as well as in all other teaching areas. Studying texts, particularly literary texts, aims to develop comprehension and to give confidence in learning to compose texts independently.

Reading

Reading continues to be taught systematically:

- global recognition of words, easy recognition of uncommon and rare words, improvement in speed and efficiency in silent reading;
- understanding of sentences;
- understanding of school texts (wording of problems, instructions, text book exercises);
- understanding of instructive and non-fiction texts;
- understanding of literary texts (accounts, descriptions, dialogues, poems);

Students learn to understand the sense of a text by paraphrasing the essential and by answering questions related to it. Understanding the text lies in identifying its main elements (for example, the subject of a non-fiction text, the characters and events in an account), and also in analyzing it in detail. To do this they must pay particular attention to the distinctive traits which give coherence to a text: the title, the organization of sentences and paragraphs, the role of punctuation and linking words, the usage of pronouns, verbal tenses, lexical fields.

Literature

The literature programme aims to give all students a repertoire of literary references appropriate for their age group, drawn from heritage works and from literature for young readers of yesterday and today; it also contributes to the building up of a common literary culture. Each year, students read unabridged works from different genres of childhood classics and from the list of literature for young readers that the Ministry of National Education publishes regularly. This regular reading programme is designed to develop the students' pleasure in reading.

Students reflect on what they read, express their reactions to it or their points of view and discuss these subjects with each other, explore the relationships between texts (authors, themes, feelings expressed, characters, events, how the text is situated in time and place, comic or tragic tone...). The different interpretations are always related back to the elements of the text which either confirm them or refute them.

Composing a text

Composing texts is a regular and progressive part of learning: it is one of the priorities of the Consolidation Cycle. Students learn to narrate real facts, to describe, to explain a procedure, to justify a response, to invent stories, to summarize accounts, to write a poem, while respecting the rules of composition and writing. They are trained to draft, to correct, and to improve their writing, using vocabulary they have acquired, their knowledge of spelling and grammar as well as the tools available to them (text books, dictionaries, lists etc.).

3. Study of the French language

Vocabulary

The acquisition of vocabulary increases the students' capacity to function in the world which surrounds them, to give words to their experiences, opinions and feelings, to understand what they hear and read and to express themselves precisely and correctly, both in speaking and writing.

Specific activities and sessions are used to enlarge and structure the students' vocabulary, particularly from textual supports which have been carefully selected; the discovery, memorization and utilization of new words are accompanied by the study of the relationships between meaning and words.

This study is concerned with, on the one hand, associated meaning of words (synonymy, antonymy, polysemy, grouping words under generic terms, identifying different levels of the language), and on the other hand, on form and meaning (word families). It is concerned also with the grammatical identification of categories of words. They use a dictionary, either printed or digital, regularly.

All the branches of teaching add to the students' development and correct use of vocabulary. The teacher pays attention to the students' use of vocabulary in all school activities.

Grammar

The ultimate aim of grammar is to further the understanding of texts read or heard, to improve expression with a view to guaranteeing accuracy, correct syntax and spelling. It is concerned almost exclusively with the simple sentence: the complex sentence is only studied in *CM2*. Students progressively acquire grammatical vocabulary relating to the notions studied and use their knowledge in written activities.

The sentence

- Knowledge and relevant use of declarative, interrogative, imperative, exclamative, affirmative or negative forms.
- Difference between the active and passive voice.
- Adequate use of common punctuation marks.

Categories of words

- Identification, according to their nature, of the following words: verbs, nouns, determiners (definite and indefinite articles, possessive, demonstrative, interrogative determiners), qualitative adjectives, pronouns (personal, possessive, relative, demonstrative and interrogative), adverbs, prepositions.
- Adequate use of pronominal substitution, as well as coordinating conjunctions and other linking words (adverbs).

Word function

- Identification of the verb, of its subject (proper noun, noun phrase or pronoun), and objects: direct, indirect and second, adverbial phrases (of place and time).
- Understanding of the notion of circumstance.
- Identification of the subject complement.
- Identification of elements of the noun phrase and their functions: determiner, qualifying attributive adjective, noun complement, relative clause noun complement).

Verbs

- Knowledge of vocabulary relating to the understanding of conjugations.
- Identification of simple tenses in a text and tenses in the indicative, and understanding of how they are formed.
- First introduction to verb tenses and in particular the past tenses.
- Conjugation of verbs in the first and second groups, of *être* and *avoir* in the following indicative tenses: the present, future, past continuous, simple past, the compound past tense, (*passé composé*) the past perfect, the future perfect, the present conditional, the present imperative, the infinitive, present and past participles.
- Conjugation of *aller, dire, faire, pouvoir, partir, prendre, venir, voir, vouloir* in the following indicative tenses : the present, future, past continuous, simple past, the compound past tense, present conditional, the present imperative, the infinitive, the present and past participles.
- using the tenses studied correctly.

Agreement

Knowledge and use of:

- rules and signs of agreement in the noun phrase: agreement in gender and number between the determiner, the noun and the qualifying adjective;
- the rules of agreement in number and person between the subject and verb;
- the rules of agreement of the past participle made with *être* (not including reflexive verbs) and *avoir* (in the case of the object coming after the verb).

Clauses

- Distinction between simple and complex sentences; between independent clauses (coordinate and juxtaposed), main and subordinate clauses.

Spelling

Constant attention is given to spelling. Regular copying practice, all forms of dictation and writing as well as a range of exercises ensures the knowledge is acquired: the application of these forms in numerous and varied activities will gradually lead the students to develop automatic reflexes when it comes to correct written forms. Students become accustomed to using appropriate tools.

Grammatical spelling

- Students are trained to spell the conjugated forms of verbs studied correctly, to apply the rules of agreement learnt in grammar (see above), to distinguish the principal grammatical homophones (*à-a, où-ou...*)
- The distinctive characteristics of forms of the plural of certain nouns (*en-al, -eau, -eu, -ou; en -s, -x, -z*) and of certain adjectives (*en -al, -eau, -s, -x*) must be memorized.

Lexical spelling

- Spelling: sound/symbol relationships including the how the sound of letters changes in relation to the vowels around them (*s/ss, c/ç, d/qu, g/gu/ge*) or due to the following consonant (*n* becomes *m* in front of *m, b* and *p*) is mastered.
- The spelling of frequently-used words, in particular invariable words, as well as frequently-used words with accents, is memorized. Learning how to spell relies also on applying spelling rules or regular patterns in writing words (doubling consonants, silent letters and common word endings).

MATHEMATICS

Mathematics develops research and reasoning, imagination and the capacity for abstract thought, rigour and precision. From *CE2* to *CM2*, in the four areas of the programme, students enrich their knowledge, acquire new tools, and continue to learn to solve problems. They reinforce their skills in mental

arithmetic. They acquire new automatic reflexes. Acquiring mathematical mechanisms can only be achieved with an understanding of the process. The mastery of the main mathematical elements helps in everyday life situations and prepares the student for secondary school studies.

1. Numbers and arithmetic

The organized study of numbers goes up to a billion, but they may come across larger numbers.

Whole natural numbers

- principles of decimal numeration: value of figures according to their written position.
- oral and written designation of figures and letters.
- comparing and ordering numbers, situating numbers on a number line, use of the signs $>$ and $<$.
- mathematical relationships between commonly used numbers: double, half, quadruple, quarter, triple, third..., the notion of multiple.

Decimals and fractions

- simple fractions and decimals: written conventions, situating them between two consecutive whole numbers, writing them as the sum of a whole and of a fraction inferior to 1, adding two decimal fractions or two fractions with the same denominator.
- decimal numbers: oral and written designations in figures, place values, process of transforming decimals with a comma to a fraction and vice-versa, comparing and ordering numbers, situating them on a number line, rounding up to the nearest whole number, tenth and hundredth.

Arithmetic

- **mental:** tables of addition and multiplication. Daily practice of mental arithmetic using the four operations furthers an understanding of numbers and their properties.
- **set out by hand:** an operational technique for each of the four operations is essential.
- **using a calculator:** the calculator is used in a defined way for the more complex calculations dealt with by the students.

Problem-solving based on real life situations permits a deeper knowledge of the numbers studied, reinforces the students' grasp of meaning and practice of operations, develops rigour and reasoning ability.

2. Geometry

The main objective of Geometry teaching from *CE2* to *CM2* is to permit students to go progressively beyond a basic recognition of objects to a study based on the use of line and measuring instruments.

Geometric relationships and properties: alignment, perpendicularity, parallelism, equal length of lines, axial symmetry, the midpoint of a segment.

Using instruments and techniques: a ruler, set square, compass, tracing paper, grid paper, dotted paper, folding.

Planes: a square, a rectangle, a rhombus, a parallelogram, triangles and their specific characteristics, circles.

- description, reproduction, construction
- specific vocabulary relating to these shapes: side, vertex, angle, diagonal, axis of symmetry, centre, radius, diameter.
- enlargement or reduction of planes, in line with their proportions

Common solids: cube, rectangular prism, cylinders, triangular prism, pyramid,

- recognition of these solids and study of patterns.
- specific vocabulary relating to these solids: vertex, edge, face.

Problems of reproducing or constructing diverse geometric shapes increase knowledge of common figures. They present the students with the opportunity to use specific vocabulary and procedures for measurement and drawing.

3. Size and measurement

Length, mass and volume: measurement, estimation, legal units of measurement of the metric system, calculating size, conversions, perimeter of a polygon, formulae for the perimeter of a square and rectangle, circumference of a circle, the volume of a rectangular prism.

Area: comparison of surfaces according to their area, common units of measurement, conversions; formulae for the area of a rectangle and triangle.

Angles: comparison, using an angle template and a set square; right angles, acute angles, obtuse angles.

Time: telling the time and reading a calendar.

Length of time: units of measurement for length of time, calculating duration of time between two given moments.

Money:

Solving concrete problems helps to consolidate knowledge and ability relating to units and measurement, and to give meaning to them. It will mean more realistic evaluations of measurement.

4. Organization and management of data

The ability to organize and manage data is developed by problem-solving related to everyday life or based on other subjects studied. It means gradually learning to sort and classify data, to read or produce tables and graphs and analyze them.

Proportionality is introduced through percentages, scales, conversion, enlarging or reducing figures. For this, several methods (in particular the so-called “rule of three”) are used.

PHYSICAL EDUCATION AND SPORTS

Physical education aims to develop motor skills and the practice of physical, sports and artistic activities. It contributes to health education by helping students to be more aware of their bodies, and to safety education by allowing them to take controlled risks. It encourages responsibility and independence, through the illustration of moral and social values (respect for rules, self-respect and respect of others). Activities are organized over the three year cycle and local resources are exploited.

Measuring one’s performance (in distance, in time)

- Athletics: running fast, long-distance running, running and negotiating obstacles, relay running, long jump, high jump, throwing.
- Swimming: being able to swim 30 metres.

Adapting movement to different types of environment

- Climbing activities: climbing and descending a given path (rock climbing wall).
- Water sports: diving, swimming underwater, floating.
- Rolling and sliding activities: navigating a course of different moves on roller blades, bicycle or skis.
- Orientation activities: locating several markers in a semi-natural setting, using a map.

Individual and team activities involving cooperation and opposition

- Wrestling games: bringing an opponent to the ground and immobilizing them.
- Racquet games: scoring points in a two-person match
- Team games (handball, basketball, football, rugby, volleyball): cooperating with partners to face opponents as a team, respecting the rules, taking on different roles (attack, defense, referee).

Creating and performing expressive, artistic or aesthetic activities

- Dance: with several others create a dance sequence (at least 5 choreographed elements) to express through physical movement people, images, feelings and to communicate emotions with different sound supports.
- Gymnastics: creating and achieving a sequence of 4 or 5 ‘acrobatic’ acts on various pieces of apparatus (bar, vault, the beam and mat).

MODERN LANGUAGES

At the end of *CM2*, students must have acquired the skills necessary for basic communication as defined by level A1 of the Common European Framework of Reference for Languages, which is the principal reference document for the teaching, learning and evaluation of modern languages.

From *CE2* onwards, oral activities in comprehension and expression are a priority. Students widen their vocabulary and the sounds of the language must be constantly reinforced: the accent, melody, rhythms of the language studied. In grammar, the objective is to use basic forms: simple sentences and coordinating conjunctions. They learn to spell the words learnt. Knowing something of the people's lifestyles in the country concerned will further enhance their understanding of other ways of life. Specific programmes should be referred to concerning progressions for each modern foreign or regional language.

EXPERIMENTAL SCIENCE AND TECHNOLOGY

The objective of Experimental Science and Technology is to have the students understand and describe the real world, the world of nature and the man-made world, to act on this knowledge and to understand the changes brought about by human activity. The students learn to distinguish between fact and verifiable hypotheses on the one hand, opinions and beliefs on the other.

Observing, questioning, experimenting and practised argumentation, in the spirit of the French program for enquiry-based science education, (*La main à la pâte*), for example, are essential in order to attain these ends; which is why they focus on investigative procedures to acquire knowledge and skills which develop their curiosity, creativity, a critical mind and interest in scientific and technical progress.

The approach is one sensitive to nature and students learn to be responsible for the environment, the living world, health. They understand that sustainable development corresponds to the needs of this and future generations. In relation to the teaching of humanities and civic education, they learn to act on this perspective. The students' work will display diverse written records, for example, in an observation workbook or experiment book.

Earth and sky

The movement of the Earth (and planets) around the Sun, the Earth's rotation on its axis; the length of day and how it changes through the seasons.

The movement of the Moon around the Earth.

Light and shadow.

Volcanoes and earthquakes, the risks for human society.

Matter

Water: a resource

- states and changes of state;
- the path of water in nature;
- maintaining water quality for use;

Air and air pollution.

Mixes and solutions.

Waste: reduction, reuse, recycling

Energy

Simple examples of energy sources (fossil fuels and renewable energy).

Energy needs, consumption, and energy economy.

Uniformity and diversity of living things

Introduction to biodiversity: investigating the differences between living species.

Introduction to uniformity of living things: investigating common points between living species.

Introduction to classifying living things: interpreting similarities and differences in terms of species.

How living things behave

Stages of development of a living thing (animal or plant).

Conditions for development of animals or plants.

Methods of reproduction of living things.

How the human body works and health

Physical movement (muscles, the bones of the skeleton, the joints).

First introduction to the role of nutrition: digestion, breathing and blood circulation.

Human reproduction and sex education.

Hygiene and health: beneficial or harmful behaviour, especially in the areas of sport, diet, sleep.

Living things and their environment

How living things adapt to the conditions of their surroundings.

Place and role of living things; the concept of food chains and food webs.

Evolution of the environment shaped by man; the forest; the importance of biodiversity.

Technical devices

Electric circuits supplied by batteries.

Safety rules, dangers of electricity.

Levers and balances, equilibrium

Mechanical devices, transfer of movement.

HUMANITIES

Humanist culture, its historic, geographic, artistic and civic dimensions, is nurtured with an introduction to the history of art. The Humanities open the students' minds to the diversity and evolution of civilizations, societies, territories, religions and the arts; they are given references in terms of time, space, culture and civics. Regular reading of literary works will also contribute to the development of the person and citizen.

History and Geography

These give common references so that students understand where they come from and where they stand, to begin to understand the uniformity and complexity of the world. They inspire curiosity in the students, the ability to observe and think critically. The students will keep diverse written records, for example, summaries and chronological friezes, maps and sketches.

The objectives of history and geography teaching in Cycle 3 contribute to the knowledge and skills that the students acquire progressively in the course of their compulsory schooling.

Art produced individually or collectively develops a sense of aesthetics, furthers expression, creativity, manual skills and helps students acquire work procedures and techniques. Studying the history of art enlightens and teaches the students sensibility and judgement as they study great works of art chronologically.

HISTORY AND GEOGRAPHY

1. History

The study of the following items allows students to identify and describe, in a simple fashion, the important periods of history which will be studied in secondary school. History is studied chronologically using factual accounts and studying heritage documents. These items do not, in any way, deal with all aspects of the themes of the programme but do ensure that the students will know the famous names or events representing each of these periods. The events and the personages indicated below in italics make up a list of essential references that the teacher will be able to use according to their teaching choices. Milestones in national history, they form the basis of a common culture. These references will be linked with those of the history of art.

Prehistory

The first traces of human life, the use of iron and the beginnings of agriculture, the appearance of art.

Tautave man almost 500 000 years ago; Lascaux 17 000 years ago.

Antiquity

The Gauls, the Romanization of Gaul and Christianity in the Gallic-Roman world.

Julius Cesar and Vercingétorix; 52 B.C: the battle of Alésia.

The Middle Ages

After the invasions, the birth and development of the kingdom of France.

Relationships between the lords and peasants, the role of the Church.

496 : baptism of Clovis ; 800 : coronation of Charlemagne ; 987 : Hugues Capet, King of France ; Saint Louis ; Jeanne of Arc.

Modern Times

The age of Discovery and the first colonial empires, the slave trade and slavery.

The Renaissance : the arts, scientific discoveries, Catholics and Protestants.

Louis XIV : an absolute monarch.

The Enlightenment.

Gutenberg ; 1492 : Christopher Columbus in America ; François the First ; Copernicus ; Galileo ; Henri IV and the edict of Nantes ; Richelieu ; Louis XIV, Voltaire, Rousseau.

The French Revolution and the 19th Century

The French Revolution and the first Empire: the desire for freedom, equality, the Terror, the great reforms of Napoleon Bonaparte.

France in a Europe of industrial and urban expansion: the age of factory work, of technical progress, of colonies and emigration.

The establishment of democracy and the Republic.

Louis XVI ; 14 July 1789 : storming of the Bastille ; 26 August 1789 : Declaration of the Rights of Man and the Citizen ; 21 September 1792 : proclamation of the Republic ; 1804 : Napoléon 1st, French Emperor ; 1848 : male universal suffrage and abolition of slavery ; 1882 : Jules Ferry and free, compulsory secular schooling,; Pasteur ; Marie Curie ; 1905 : Law of Separation of Church and State.

The 20th Century and our Age

The violence of the 20th century:

- the two world wars;

- the extermination of the Jews and the Roma people by the Nazis: a crime against humanity.

The scientific and technological revolution, consumer society.

The 5th Republic.

The European Union.

*1916 : Battle of Verdun ; Clemenceau ; 11 November 1918 : armistice of the First World War ; 18 June 1940 : call of General de Gaulle ; Jean Moulin ; 8 May 1945 : end of the Second World War in Europe ; 1945 : women's right to vote in France ; 1957 : treaty of Rome ; 1958 : Charles de Gaulle and the establishment of the 5 Republic ; 1989 : fall of the Berlin Wall ; 2002 : the Euro, European currency.*th

2. Geography

The objective of the Geography programme is to have students describe and understand how people live and manage their territories. Studies begin on a local and national scale; the aim is for the students to identify and learn the main characteristics of the geography of France within a European and world framework. They should regularly consult a globe and maps and study landscapes.

The Geography programme contributes to education in sustainable development as does the Science programme.

Essential references are mentioned in italic; they integrate and give structure to the programme of European and world geography. They can be used according to the teacher's choice.

Local geographic realities in the region where the students live

- the landscapes of villages, towns or districts, the movement of men and goods, the main economic activities;

- a subject of choice connected to sustainable development (in relation to the Experimental Science and Technology programme): water in the *commune* (needs and treatment) or waste (reducing and recycling);

- the *département* and the region.

Study of maps.

French territory in the European Union

- the main types of landscapes;
- the diversity of French regions;
- the borders of France and the countries of the European Union.

Principal characteristics of relief, water and climate in France and in Europe: study of maps.

The administrative divisions of France (départements, regions): study of maps.

The countries of the European Union: study of maps.

French people in the European context

- how the population is spread out in France and in Europe;
- the main cities of France and Europe.

Distribution of the population and location of the main cities: study of maps.

Travelling in France and Europe

- an airport;
- the motorway network and the TGV network.

The rapid railway network in Europe: study of maps.

Production in France

- four types of activity areas: an industrial-harbour zone, a service centre, an agricultural area and a tourism zone.

Within the framework of sustainable development education, these four studies will inform students about resources, pollution, risks and risk prevention.

France in the world

- French territories in the world ;
- the French language in the world (in relation to the programme of Civic and Moral education).

These two questions will relate to a study of the globe and world maps: the oceans and continents important relief lines of the planet, the main climatic zones, areas that are either dense or empty of population, poor and rich areas of the planet..

The programme can be studied in the order of the presentation over three years. In CE2 they can study "local geographic realities"; in CM1, "French territory in the European Union", "the population of France and Europe" and "travelling in France and Europe"; CM2 can be reserved for the sections "production in France", "France in the world".

ART AND THE HISTORY OF ART

Art

Artistic sensibility and the ability to express it are developed in the students by artistic practices, but also by studying diverse works of art of different genres, from different periods and places in the history of art.

1. Visual arts

Combining diversified activities and frequent exposure to ever more complex and varied works of art, the teaching of visual arts (fine arts, cinema, photography, design, digital art) develops the programme begun in Cycle 2. Teaching of this subject encourages expression and creativity. It leads to the acquisition of knowledge and specific techniques and allows the child to understand the notion of a work of art and to distinguish the consumable value from the aesthetic value of the articles studied. Regular and varied activities and references to works of art will therefore combine to contribute to the teaching of the history of art.

2. Musical education

Musical education is based on practices concerning the voice and listening: vocal games, a variety of songs sung in rounds and for 2 voices, small groups or as a choir. These vocal activities can be enriched with rhythmic games with a simple formula played on appropriate acoustic equipment. As a result of listening activities, the students are trained to compare musical works, discover a variety of genres and styles relating to period and culture. Recognizing and identifying musical characteristics consolidates the

work undertaken in *CP* and *CE1*. Vocal and listening activities also play a role in the teaching of the history of art.

HISTORY OF ART

The History of Art acquaints the students with references to heritage works of art or contemporary art; these works are presented to them in relation to a certain period, a geographical area (based on chronological or geographical references acquired in history and in geography), a form of expression (drawing, painting, sculpture, architecture, applied arts, music, dance, cinema), and if needs be a technique (oil on canvas, engraving...), a craft or a live creative activity.

The history of art in relation to other subjects helps the students to be aware of where they stand in relation to the artistic creations of humanity and different cultures in time and place.

Presented with a great range of works, they discover the richness, the permanence and the universality of artistic creation.

In visual arts as in musical education, under the umbrella of the history of art, students become aware of works which they are able to appreciate. Depending on where they live, they will visit monuments, museums, art studios, live shows or films at the cinema. The aim of these excursions will be to arouse the students' interest regarding great works of art or artistic activities of their own town or region.

The teaching of the history of art is hinged on the six historic periods of the History programme; it takes into account six important artistic domains as follows:

- spatial art: architecture, gardens, urbanism;
- language arts: literature, poetry;
- art of daily life: art objects, furniture, jewellery;
- acoustic art: music, song;
- live art: drama, choreography, circus;
- visual art: fine arts, cinema, photography, design, digital art.

Examples concerning these domains are presented below. A list of reference works will be published to which everyone can refer at their convenience.

Prehistory and Gallo-Roman Antiquity

- Prehistoric architecture (megaliths) and classical (Gallo-Roman monuments);
- A Gallo-Roman mosaic;
- Lascaux cave paintings; a classical sculpture.

The Middle Ages

- Religious architecture (a Romanesque church; a Gothic church; a mosque; an abbey);
- buildings and military and civic sites (a fortified castle; a fortified city; a half-timbered house);
- An extract from a tale of chivalry;
- A costume, a stained glass window, a tapestry.
- Religious music (a Gregorian chant) and secular music (a troubadour's song).
- A festival and a performance enjoyed by the populace or aristocracy (a carnival, a tournament).
- A fresco; a Romanesque sculpture; a Gothic sculpture; an illuminated manuscript.

Modern Times

Royal architecture (a chateau of the Loire Valley, Versailles), military architecture (a fortification); an urban centre; a formal garden.

- Renaissance poetry; a story or fable from the classical period.
- A piece of furniture and a costume, a means of transport; a tapestry.
- Instrumental and vocal music from the baroque and classical repertoire (a symphony; a religious musical work). A popular song.
- An extract from a play.
- Paintings and sculptures from the Renaissance, the 17th and 18th centuries (Italy, Flanders, France).

The 19th Century

- Industrial architecture (a station). Urbanism: a town plan.
- Accounts, poems.
- Pieces of furniture and decoration and table arts (Sèvres, Limoges).
- Musical extracts from the Romantic era (symphony, opera).
- An extract from a play, from a ballet.

- Some works illustrating the principal art movements (Romanticism, Realism, Impressionism); a sculpture; a short film from the beginnings of cinematography; photography of the period.

The 20th Century and our period

- Architecture: works of art and housing.
- Accounts, short stories, illustrated accounts, poetry.
- Graphic design (a poster); transport design (a train).
- 20th century music (jazz, music from films, songs).
- A mime, circus, stage show; an extract from a modern or contemporary dance performance.
- Some works illustrating the main contemporary art movements: a sculpture, cinematographic and photographic works (including silent films); cinematographic works illustrating the different historical periods.

COMMON TECHNIQUES OF INFORMATION AND COMMUNICATION

Digital culture requires a measured approach to computer science, to the multimedia and the internet. From primary school, an attitude of responsibility in the use of these interactive tools must be aimed for. The programme in the Consolidation Cycle is organized according to five domains stated in the official texts defining the B2i Certificate:

- become comfortable in the computer science environment;
- adopt a responsible attitude;
- create, produce, process and exploit data;
- inform oneself, gather information;
- communicate, exchange information.

Students learn how to master the basic functions of a computer: how different parts work; use of the mouse, the keyboard. They are trained to word-process, to type a digital document; to send and receive messages. They learn how to research on-line, identifying and sorting information.

Information and communication technology is used in most areas of teaching.

CIVIC AND MORAL EDUCATION

Civic and moral Education aims to help the students integrate better within their class and school at a time when their character and independence are forming.

This subject leads them to reflect on the concrete problems of school life and, therefore, to be more clearly aware of moral issues: the relationship between personal freedom and the constraints of collective life, responsibility for acts or behaviour, respect for shared values, the importance of manners and respect for others.

In relation to the study of History and Geography, Civic Education allows the students to identify and understand the importance of values, of founding texts, of symbols of the French Republic and European Union, in particular the Declaration of the Rights of Man and of Citizen.

During the Consolidation Cycle, students study in particular the following subjects:

1. Self-respect, respect for differences in personal identity in all people including themselves: the main rules of manners and courtesy, the constraints of collective living, safety rules and prohibited dangerous games, first aid, basic rules of road safety, knowledge of risks linked to using the internet, the rejection of violence.
2. The importance of rules of law in the organization of social life which can be explained through legal sayings ("nobody is above the law", "one cannot be one's own judge" etc.).
3. The basic rules of organization in public life and a democratic state: rejection of all types of discrimination, representation (the election), legislation (Parliament) and its execution (government), national social security undertakings (social security, responsibility between generations).
4. The constitutional characteristics the French nation: characteristics of its territory (in relation to the Geography programme), and the stages of unification (in relation to the History programme), the rules of acquiring nationality, the national language (The *Académie Française*).
5. The European Union and the French-speaking world: the flag, the European anthem, the diversity of cultures and the purpose of the political project of European construction, the community of languages and cultures formed by the whole of the French-speaking world (in relation to the Geography programme).

SECOND STAGE FOR THE MASTERY OF THE COMMON BASE OF KNOWLEDGE AND SKILLS: SKILLS EXPECTED AT THE END OF CM2

Skill 1:

Mastery of the French language

The students can:

- express themselves orally and in written work, using appropriate and precise vocabulary;
- speak in public, respecting the level of language adopted;
- read easily (aloud, silently) a text;
- read texts of heritage and important works of literature for young readers, adapted to their age group independently;
- read a statement, an instruction independently;
- understand new words and use them correctly;
- extract the main idea of a text;
- use their knowledge to reflect on a text (understand it better, or improve it);
- respond to a question using a complete sentence orally as well as in writing;
- compose a text of about 15 lines (account, description, dialogue, poem, summary) using their knowledge in vocabulary and grammar;
- spell a simple text of 10 lines correctly – composed or dictated – referring to the spelling and grammar rules learnt as well as vocabulary;
- know how to use a dictionary.

Skill 2

Using a modern foreign language

The students can:

- communicate: introduce themselves, reply to and ask questions;
- understand instructions, familiar words and very common expressions.

Skill 3

Basic Knowledge in Mathematics, Science and Technology

A) Basic knowledge in Mathematics

The students can:

- write, name, compare and use whole numbers, decimal numbers (up to hundredth) and some simple fractions;
- know the tables of addition and multiplication from 2 to 9;
- use techniques of operation for the four operations with whole numbers and decimals (for division the divisor is a whole number)
- calculate mentally using the four operations;
- estimate a result to the nearest power of 10;
- use a calculator;
- recognize, name and describe common planes and solids;
- use a ruler, a set square and a compass to check features of common planes and solids and construct them with care and precision;
- use common units of measurement: use measuring instruments; make conversions;
- solve problems relating to the four operations, and proportionality, use different mathematical components; numbers, measurements, "rule of three", geometric figures, diagrams;
- organize numerical or geometric information, justify and appreciate the accuracy of a result;
- read, interpret and draw some simple representations: tables, graphs.

B) Science and Technology

The students can:

- undertake a procedure of investigation: observe, question;
- manipulate and experiment, formulate a hypothesis and test it, formulate an argument;
- experiment using several methods to resolve a problem;
- express and utilize the results of measurement or research using scientific vocabulary orally and verbally;
- master knowledge in different scientific domains;
- use their knowledge in different scientific contexts and activities of daily life (for example appreciate the balance of a meal):

- exercise manual and technical skills.

Skill 4

Mastering common information technology and communication skills

The students can:

- use a computer to get information, document it and present their work;
- use a computer to communicate;
- show a critical mind in view of information and its processing.

Skill 5

Humanities

The students can:

- repeat about 10 poems and prose texts with expression, from memory;
- sing a song from memory, participate with accuracy in a rhythmic game; identify some simple, distinguishing musical features;
- identify the main periods of history studied, memorize some chronological references and place them in order, knowing one or two of their major characteristics;
- identify on a map and know some main geographical and human characteristics of the local and world scale;
- read and use different terminology: maps, sketches, graphs, chronology, iconography;
- distinguish the main categories of artistic creation (literature, music, dance, drama, cinema, drawing, painting, sculpture, architecture);
- recognize and describe visual or musical works already studied: situate them in time and place, identify the artistic domain which they relate to, detail certain components, using some specific terms of vocabulary;
- express their feelings and preferences about a work of art, using their knowledge;
- draw and practice other diverse forms of visual expression and craft (abstract forms or images) using different materials, supports, instruments and techniques;
- invent and produce texts, craft, choreographed elements or sequences with artistic or expressive intent.

Skill 6

Social and civic skills

The students can:

- recognize the symbols of the European Union;
- respect others, and in particular, apply the principles of equality to both girls and boys;
- show awareness of the dignity of human beings and draw consequences from that in daily life;
- respect the rules of collective living, in particular in sports;
- understand the notions of rights and obligations accept them and apply them;
- take part in a dialogue: speak publicly, listen to others, formulate and justify a point of view; cooperate with one or several school-friends;
- demonstrate some knowledge of first aid;
- demonstrate knowledge of road safety rules; judge whether an activity, game or action in daily life presents serious danger.

Skill 7

Independence and initiative

The students can:

- follow simple instructions independently;
- demonstrate perseverance in all activities;
- begin to assess themselves in simple activities;
- work on an individual project or in a group;
- show self-respect by following the main rules of hygiene; accomplish everyday actions without risk of harming themselves;
- find their way around by adapting to the environment;
- measure a performance in athletics and swimming;
- use a map;
- listen for an extended length of time (reading, music, show etc.)

KINDERGARTEN: REFERENCES FOR ORGANIZING MODELS OF PROGRESSION

In the kindergarten, the differences in age and, therefore, in development and maturity between the children have important implications; in addition the fact that French may or may not be the language of the family will impact on the speed of learning acquisitions. These gaps between children in the same class are not, in general, indicators of difficulty; they indicate differences, which must be taken into account for each child to progress in their personal development. The teachers will ensure that premature learning is avoided. The following tables provide references to be used by pedagogic teams for organizing models of progression.

Acquiring Language

<i>Petite section</i>	<i>Moyenne section</i>	<i>Grande section</i>
<p>Discussion, expression</p> <ul style="list-style-type: none"> - Establish a rapport with others through language. - Use the pronoun "I" to speak about oneself. - Reply to requests by an adult and make oneself understood. - Express oneself, recite very simple rhymes, sing in front of others. - Start to play a role in group discussions. - Make one's needs in school understood through language. <p>Understanding</p> <ul style="list-style-type: none"> - Understand a simple instruction in an unambiguous situation. - Listen to a story or short poem in silence. - Understand a short, 	<p>Discussion, expression</p> <ul style="list-style-type: none"> - Express oneself in better structured language, articulate correctly (complex syllables with combined consonants may still be difficult to pronounce). - Say or sing about ten rhymes, songs and poems, with correct pronunciation. - Describe, question and explain in games and activities in other domains. - Participate in a group discussion, listening to others and wait for one's turn to speak. - Relate an event unknown to others; invent a story from a series of pictures; make a hypothesis on the content of a book from its cover and illustrations. In each case, adapt one's words for clarification, based on questions or remarks. 	<p>Discussion, expression</p> <ul style="list-style-type: none"> - Tell, describe, explain after having finished an activity or a game (out of context). - Justify an action, a refusal, a preference using "because" correctly. - Relate an event unknown to others; present a project; invent a story (possibly starting from some pictures). - Speak in a way that is comprehensible to others. - Participate in a conversation keeping to the topic of the discussion. - Recite rhymes, poems or other types of texts, adopting an appropriate tone. - Sing about ten songs learnt in class.

<p>simple story told by the teacher: Answer some very simple questions on the text heard; guided by the teacher or pictures, retell some parts of the story heard.</p> <p>- Study a book with pictures, or illustrations, and give opinions verbally.</p> <p>Learning to master the French language</p> <p>- Utilize a new linguistic tool (lexical or syntactic), that the teacher provides when needed, to express what one has to say. Understand, acquire and use correct vocabulary (nouns and verbs in particular; some adjectives relating to colours, shape and size) concerning: - Use correct sentences, even if they are very short.</p> <ul style="list-style-type: none"> . everyday actions (hygiene, getting dressed, snacks, meals, rests), . class activities (surroundings, equipment, materials, actions, fabrications), . relationships with others: greetings (hello, goodbye), courtesy (please, thank you). 	<p>Understanding</p> <ul style="list-style-type: none"> - Understand instructions for school activities, at least when face to face with an adult. - Listen, in silence to a simple story which is more complex than the previous year. - Understand a story told by the teacher; retell it, at least as a logical and chronological sequence using pictures. <p>Learning to master the French language</p> <ul style="list-style-type: none"> - Know some generic terms (animals, flowers, clothes etc.); in a series of real items or in picture form), identify and name those which can be classed under a given generic term.. - Produce progressively longer sentences, correctly constructed. - Use gender correctly of nouns, common pronouns, the most frequently used prepositions. - Understand, acquire and use correct vocabulary (nouns, verbs, adjectives, adverbs, comparatives) concerning: <ul style="list-style-type: none"> . daily actions, school activities, relationships with others (greetings, courtesy, apologies), . personal accounts, recollection of stories heard (description of characters, surroundings, logical and chronological connections). 	<p>Understanding</p> <ul style="list-style-type: none"> - Understand instructions given to a group. - Understand a story read by the teacher; retell it by reconstructing the logical and chronological connections; interpret it or transform it (puppets, drama performance, drawing) - Understand a non-fiction text read by the teacher; make associations with questions or/and with what has been learnt in class. - Appreciate a poem, identify some evocative (or amusing) words, give one's impressions and express them through a drawing or painting. <p>Learning to master the French language</p> <ul style="list-style-type: none"> - Produce complex sentences, correctly constructed. - Understand and use verb tenses appropriately to express the past and future (the choice of tense being more important than the exact form of the conjugated verb). - Understand, acquire and use correct vocabulary (nouns, verbs, adjectives, adverbs, comparatives), concerning: <ul style="list-style-type: none"> . daily life, activities and relationships with others, . school activities and learning and particularly the universe of the written word, . personal accounts and recollection of stories heard (description of characters, relationships between them, logical and chronological connections, spatial relationships). . expression of feelings or emotions felt personally, or by others and or by characters from familiar stories. - show interest in the meaning of words: decipher a word that has never been heard, try to understand a new word in context, ask the teacher about the meaning of a word.
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Discovering the written word - Becoming familiar with the written word.

<i>Petite section</i>	<i>Moyenne section</i>	<i>Grande section</i>
<p>Written supports - Recognize written text supports used frequently in class; distinguish books from other supports. - Handle a book correctly.</p> <p>Oral initiation into written language Listen to stories told or read by the teacher.</p> <p>Identification of written forms - Recognize one's first name printed in capitals. - Distinguish letters from other graphic forms (figures or varied drawings) in different directions.</p>	<p>Written supports - Recognize more written text supports used frequently in class than the previous year. - In simple activities (already experienced or subjects already dealt with), make hypotheses on the content of a text from the cover page of the book and the accompanying pictures. - Establish links between books (picture dictionaries/ books with text and pictures; books telling a story/not telling one).</p> <p>Oral initiation into written language - Listen to texts told or read by the teacher which acquaint the child with less familiar vocabulary and syntax than in texts heard previously. - In a story, identify the main character (it's the story of...); recognize that character in the illustrations that follow. - Recall the beginning of a story read in episodes by the adult; try to anticipate the continuation. - Compare stories with points in common, the same main character, same setting). - Know some heritage texts, mainly traditional stories.</p> <p>Contribute to the writing of a text - Produce an enunciation in an adapted form so that it can be written (dictated to the adult). Identify written forms - Recognize one's first name in cursive writing. - Identify similarities in familiar written words (letters, syllables) (e.g. days of the week, first names) Recognize letters of alphabet.</p>	<p>Written supports - Recognize the types of writing found in daily life (books, posters, papers, magazines, signs, road signs, electronic signs, forms) and start to understand their use. - Be familiar with a book (cover, page, pictures, text); - Become accustomed to using the space on a page.</p> <p>Listen to and understand written language. - After listening attentively to a read text, achieve full understanding by querying unknown words, expressions, sentence constructions. - Be familiar with different versions of a traditional story; make precise comparisons between them. - Give one's opinion on a story.</p> <p>Contribute to the writing of a text - Make an enunciation so that it can be transcribed by the teacher (precise vocabulary, correct syntax, clear connections, coherence as a whole). - Recognize most of the letters.</p> <p>Learn to write: written training, writing. - Practise written exercises to master the basic contours of writing. - After learning the sound and how it is transcribed by a letter, write that letter in cursive writing. - Under the guidance of the teacher, copy short, simple words in cursive writing where</p>

Preparing to learn to read and write

<i>Petite section</i>	<i>Moyenne section</i>	<i>Grande section</i>
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<p>Distinguish the sounds of words</p> <ul style="list-style-type: none"> - Play with the different sounds of the language: <ul style="list-style-type: none"> . listen to and repeat short, very simple rhymes which help in the acquisition of sound awareness (rhyming vowels mainly), . follow the teacher's model and repeat short set formulas, words of three or four syllables, articulating and pronouncing them correctly. 	<p>Distinguish the sounds of words</p> <ul style="list-style-type: none"> - Listen to and repeat, with correct pronunciation, short, very simple rhymes which help in the acquisition of sound awareness (vowels mainly and some consonants which can be easily used in sound games). - In a simple enunciation, distinguish words (names of objects, etc.), to grasp the idea that an oral word represents a unit of meaning. - separate the syllables of words, sentences or short texts. - Identify the same syllable in words, find words which have a particular final syllable; identify rhyming words. 	<p>Distinguish the sounds of words</p> <p>Practise rhymes which help in sound acquisition, as well as games to practise sounds and syllables.</p> <ul style="list-style-type: none"> - Distinguish between word and syllable. - Count the syllables of a word; pinpoint a syllable in a word (beginning, end). -Distinguish the component sounds of language, in particular the vowels (a, e, i, o, u, é, and some consonants at the beginning of a word (head) or at the end (rhyme) in words (f, s, ch, v, z, j). Identify a sound in a word (beginning, end) - Distinguish between similar sounds (f/v, s/ch, s/z, ch/j) <p>An introduction to the alphabet</p> <ul style="list-style-type: none"> - Relate sounds to letters: match letter and sound exactly for some vowels and consonants, when the sound form is very familiar.
<p>Early writing skills: manual control</p> <ul style="list-style-type: none"> - Imitate large gestures 	<p>Early writing skills: Written production</p> <ul style="list-style-type: none"> - Produce the basic contours of writing: circular, vertical, horizontal, joining of loops, waves, on a vertical surface (the board), then horizontal (the table). - Copy stylized drawings using these drawing methods. - Write one's first name in printed capitals horizontally from left to right. 	<p>the correlation between letter and sound has been studied: hold the writing tool correctly and control the position of the page; Practise recopying words after learning to write them with the teacher to improve the quality of their formation, their size and how they are joined in particular.</p> <ul style="list-style-type: none"> - Write one's first name in cursive writing from memory.

CP AND CE1: MODELS OF PROGRESSION FOR THE BASIC LEARNING CYCLE

FRENCH

The following tables give references to pedagogic teams to organize progressions in learning. Only new knowledge and skills are mentioned in each column. For each new level, knowledge and skills acquired in the previous class are to be consolidated.

Oral Language

<i>CP</i>	<i>CE1</i>
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<ul style="list-style-type: none"> - Express oneself in a correct manner: pronounce sounds and words accurately, respect the structure of a sentence, formulate questions correctly. - Recount an event or very simple information clearly: express relationships of causality, temporal or spatial circumstances, use verb tenses adequately (present, future, past continuous, <i>passé composé</i>). - Demonstrate comprehension of an account or a non-fiction text read by a third party by replying to questions on it: rephrase the content of a paragraph or a text, identify the main characters in an account. - Tell a story already heard using the pictures. - Describe pictures (illustrations, photographs...). - Rephrase an instruction. - Take part in discussions and to listen to others; ask questions. - Recite rhymes or short poems (about ten) controlling breathing and without errors (without omission or substitution). 	<ul style="list-style-type: none"> - Give a structured and comprehensible account (causal relationships, precise temporal and spatial circumstances) to a third party to whom the facts or the story told are unknown. - Express oneself accurately so as to be understood in school activities. - Present individual or work done as a team to the class. - Take part in a discussion: ask questions, give responses, listen and give a point of view while respecting the rules of communication. - Recite prose texts or poems (about ten) and use intonation to interpret them.
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Reading

<i>CP</i>	<i>CE1</i>
<p>Know the names of letters and alphabetical order.</p> <ul style="list-style-type: none"> - Distinguish between a letter and the sound it transcribes; know the correlation between letters and sounds in simple written forms (e.g. <i>f</i>; <i>o</i>) and complex written forms (e.g. <i>ph</i>; <i>au</i>, <i>eau</i>). - Know that a syllable is composed of one or several written forms, that a word is composed of one or several syllables; be capable of identifying these components (written forms, syllables) in a word. - Know the correlation between printed lower case and capital letters, cursive lower case and capitals. - Read words studied with ease. - Work out regular unknown words. - Read the most frequently used words with ease (so-called "key words"). - Read aloud a short text whose words have already been studied, articulating correctly and respecting punctuation. - Know and use vocabulary specific to the reading of a text: book, cover, page, line, author, title, text, sentence, word; beginning, end, character and story. - Say who or what the text is talking about; find the answer to questions concerning the read text in the text or illustration; rephrase its meaning. - Listen to unabridged works read, especially literature for young readers. 	<ul style="list-style-type: none"> - Read a text silently, working out unknown words and demonstrate comprehension in a summary, a reformulation, answers to questions. - Read terms, an instruction silently and understand what is expected. - Participate in a reading with dialogue: with correct articulation, fluency, respecting punctuation and with appropriate intonation. - Listen to and read unabridged short works or lengthy extracts of longer works. - Identify the characters, the events and the temporal and spatial circumstances of an account that has been read. - Compare a newly heard or read text with one or some known texts (themes, characters, events, endings). - Read or listen to unabridged works, especially literature for young readers and be aware of what one has read. adjective, an action verb or a noun. - Regroup words by family; find one or more words of a given family. - Start to use alphabetical order to check spelling of a word in the dictionary or to find a meaning. - Read a short text (5 lines), prepared or unprepared, using spelling

Writing

<i>CP</i>	<i>CE1</i>
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<ul style="list-style-type: none"> - Copy a very short text in legible, cursive writing, on the lines, not letter by letter but word by word (using the component syllables), respecting the liaisons between letters, the accents, the spaces between words, punctuation marks, capitals. - Write, without errors, as a dictation, syllables, words and short sentences whose written forms have been studied. - Choose and write simple words independently respecting the correlation between letters and sounds. - Compose and write collectively a simple co 	<ul style="list-style-type: none"> - Copy a short text (by whole words or groups of words) respecting the spelling, the punctuation, the capitals and mindful of presentation. - In particular, copy with care, respecting layout, a prose text or a poem learnt in recitation; illustrate with a drawing. - Write, without errors, as a dictation, sentences or
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Vocabulary

<i>CP</i>	<i>CE1</i>
<ul style="list-style-type: none"> - Use precise words to express oneself. - Start to classify nouns by wide semantic categories (names of people, animals, things) or narrower and referring to the concrete world (e.g. names of fruit). - Find one or more names belonging to a given category (e.g. the name of a tree, name of a tradesman). - Find a word of opposite meaning for a qualifying adjective or an action verb. - Put words in alphabetical order. 	<ul style="list-style-type: none"> - Give synonyms (for example to rephrase the meaning of a text or to improve an oral or written expression). - Find a word of opposite meaning for a qualifying

Grammar

<i>CP</i>	<i>CE1</i>
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Sentences

- Identify sentences in a text using punctuation (full stop and capitals).

- Word categories

- Recognize nouns and verbs and distinguish them from other words.

- Recognize nouns and the articles that precede them; identify the article.

- Introduction to pronouns: know how to use subject personal pronouns orally.

Gender and number

- identify and explain signs of gender and number: the *s* of the plural of nouns, the *e* of the feminine adjective, the endings *-nt* of verbs of the first group in the present indicative.

Verbs

- use orally, the present, the future and *passé composé*.

herent sentence, with the help of the teacher, then several.

- Compare written production to a model and correct the errors.

- Produce a well-presented piece of work; maintain correct posture and master manual skills to write easily; take care of the tools of school work.

Sentences

- Introduction to forms and types of sentences: know how to change an affirmative sentence into a negative or interrogative sentence.

Word categories

- Identify according to their nature: verbs, nouns, articles, personal pronouns (subject form), qualifying adjectives.

- Nouns: distinguish between proper and common nouns.

- Articles: start to identify elided articles (*l'*) and contracted articles (*du, au, aux*).

- Manipulate other determiners;

- Introduction to adverbs: change the meaning of a verb by adding an adverb.

Function

- in a simple sentence where the regular syntactical order subject-verb is respected, identify the verb and its subject (in the form of a proper noun, a pronoun or a noun phrase).

- Introduction to the notion of circumstance: know how to respond orally to questions *où? quand? pourquoi? comment?*

Gender and number

- Know and apply masculine/feminine, singular/plural forms.

- Know and apply the rule of agreement of verb with subject, and, in the noun phrase, the rule of agreement between the determiner and the noun it determines, between qualifying adjective and the noun it qualifies.

Verbs

- Understand the correlation between verbal tenses (past, present, future) and the notions of actions already done, actions happening now, actions not yet done.

- Identify the present, past continuous, future and *passé composé* in the indicative of verbs studied; find their infinitive.

- Conjugate verbs in the first group, *être and avoir*, in the present, future, *passé composé* in the indicative;

- Conjugate the verbs *faire, aller, dire, venir*, in the present indicative. and grammatical knowledge.

- Compose and write a simple coherent sentence independently, then several, then a narrative or explanatory text of 5 to 10 lines.

- Reread one's work and correct it; correct a copied or composed text independently, according to the information given.

Spelling*CP**CE1*

<ul style="list-style-type: none"> -Write words learnt, without errors. - Write simple words, without errors, independently, respecting the correlation between letter and sound. - Recopy, without errors, a short text (2 to 5 lines). - Start to use marks of gender and number independently (the plural of nouns, the feminine of adjectives, the ending <i>-nt</i> of verbs in the first group). - Start to use capitals correctly (beginning of sentences, proper names of people). 	<ul style="list-style-type: none"> -Write, without errors, as a dictation, sentences or a short text (5 lines), prepared or unprepared, using lexical, spelling and grammatical knowledge. - In dictated and independent work: <ul style="list-style-type: none"> . respect the correlation between letters and sounds, . in particular, respect the rules for the value of letters according to vowels in proximity (<i>c/ç, c/qu, g/gu/ge, s/ss</i>), . spell, without errors the most frequently used invariable words as well as the key words learnt in <i>CP</i>, . make the subject and verb agree in sentences where the subject-verb order is respected, . in a simple noun phrase, make the qualifying adjective agree with the noun it qualifies, . spell, without errors, the conjugated forms learnt, . use full-stops, and capitals appropriately as well as commas to separate items in a list.
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MATHEMATICS

The following tables give references to pedagogic teams to organize progressions in learning.

Only new knowledge and skills are mentioned in each column.

For each level, knowledge and skills acquired in the previous class are to be consolidated.

Problem solving plays an essential role in mathematical activity.

It is present in all subject domains and is practiced in all stages of learning.

Numbers and arithmetic

<i>CP</i>	<i>CE1</i>
<ul style="list-style-type: none"> - Know (know how to write and name) whole natural numbers up to 100. - Produce and recognize addition deconstructions of numbers under 20 (the "addition table"). - Compare, put these numbers in order; situate them correctly between two other consecutive numbers. - Write a sequence of numbers in increasing or decreasing order. - Know doubles of numbers under 10 and halves of even numbers up to 20. - Know the 2 times multiplication table. - Calculate sums and differences mentally. - Calculate sums, differences, gap exercises horizontally. - Know and use operating techniques for addition and start to use subtraction techniques (on numbers up to 100). Solve simple problems in an operation. 	<ul style="list-style-type: none"> - Know (know how to write and name whole, natural numbers up to 1 000. - Identify and place these numbers on a number line, compare them, put them in order, situate them between two other consecutive numbers. - Write or say sequences of numbers in from 10 in 10s, from 100 in 100s, etc., - Know doubles and halves of commonly used numbers. - Memorize the multiplication numbers by 2, 3, 4 and 5. - Know and use methods of mental calculation to calculate sums, differences and products. - Calculate results of operations horizontally. - Know and use operating techniques for addition and subtraction (on numbers up to 1 000). - Know an operating technique for multiplication and use it to carry out multiplication by a single figure number.

- Divide by 2 or 5 numbers up to 100 (whole number result).
- Solve problems relating to addition, subtraction and multiplication.
- Introduction to division of two whole numbers relating to a sharing or grouping problem.
- Use the basic functions of a calculator.

Geometry

<i>CP</i>	<i>CE1</i>
<ul style="list-style-type: none"> - Situate an object and use vocabulary in order to define positions (in front of, behind, on the left of, on the right of...). - Recognize and name a square, a rectangle, a triangle. - Reproduce simple geometric figures with the help of instruments or techniques: ruler, grid paper, tracing paper. - Recognize and name a cube and a rectangular prism. - Start to learn geometric vocabulary. 	<ul style="list-style-type: none"> - Describe, reproduce, draw a square, a rectangle, a right angle triangle. - Use instruments to create drawings: ruler, set square or template for right angles. - Observe and recognize some relationships and geometric properties: alignment, right angle, axis of symmetry equal length of lines. - Identify squares, intersections of a grid. - Know and use appropriate basic geometric vocabulary. - Recognize, describe, and name some regular solids: cube, rectangular prism...

Size and Measurement

<i>CP</i>	<i>CE1</i>
<ul style="list-style-type: none"> - Situate events in the day, using hours and half hours. - Compare and classify objects according to their length and weight. - Use a numbered ruler to draw segments, compare length. - Be familiar with and use euros. - Solve problems relating to everyday life. 	<ul style="list-style-type: none"> Use a calendar to compare length of time. - Know the relationships between hour and minute, metre and centimetre, kilometre and metre, kilogram and gram, euro and centime. - Measure segments, distances. - Solve problems relating to length and weight.

Organization and management of data

<ul style="list-style-type: none"> - Read or complete a table in simple concrete activities. 	<ul style="list-style-type: none"> - Use a table, a graph. - Organize information given in a statement.
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CE2, CM1 AND CM2: MODELS OF PROGRESSION FOR THE CONSOLIDATION CYCLE

FRENCH

The following tables give references to pedagogic teams to organize models of progression in learning. Only new knowledge and skills are mentioned in each column. For each level, knowledge and skills acquired in the previous class are to be consolidated.

Oral Language

CE2	CM1	CM2
<p>Telling, describing, presenting - Give a structured and comprehensible account to a third party to whom the facts or the story told are unknown, invent and modify stories, describe a picture, express feelings, using correct sentences and with appropriate vocabulary.</p> <p>Discussions, debates - Listen to and grasp what has been said. - Question so as to understand better. - Express and justify an agreement or disagreement, put forward a personal, justified point of view.</p> <p>Recitation Recite prose texts or poems without errors and with expression (about 10). he difficult or new vocabulary having been explained by the teacher. - Read an extract of a text aloud, fluently and with expression, after preparation. - Read a literary or non-fiction text silently; understand it (rephrase, answer questions on the text). Identify specific information in a text, in particular the title, structure, (sentences, paragraphs), vocabulary. - Recognize punctuation marks. - In an account: .identify different terms describing a character, . tenses of verbs and linking words expressing temporal relationships to understand the chronology of events precisely, - colons and quotation marks to identify the words of characters. - Read a non-fiction, descriptive or narrative text, and reconstruct the main idea of the text orally or in writing (subject of the text, object of description, outline of the story, relationships between the characters...).</p>	<p>Telling, describing, presenting - Describe an object, present a piece of work to the class, using correct sentences and with appropriate vocabulary.</p> <p>Discussions, debates - Ask to be able to speak and speak at the appropriate time. - React to another student's talk with a justified point of view. - Participate in a debate, respecting everyone's turn to speak and the rules of politeness. - Present a piece of work to the class in a group.</p> <p>Recitation - Recite prose texts or poems without errors and with expression (about 10) - Read a text of about ten lines aloud, fluently and with expression, after preparation. - Read a literary or non-fiction text silently and understand it (rephrase it, summarize, answer questions on the text). - Identify specific information in a text and infer new (implicit) information from it. - In an account or a description, refer to linking words which mark spatial relationships and use complements of place to understand the setting of the place of action or place described. - Understand the usage of the past continuous and simple past in an account, the present in a scientific or non-fiction text. - Grasp the atmosphere or tone of a descriptive, narrative or poetic text, referring in particular to its vocabulary. - Participate in a debate on a text, comparing its interpretation to others in a well-argued manner.</p>	<p>Discussions, debates - Participate in discussions constructively: keep to the topic, adapt one's words to the audience, argue one's case, utilize one's knowledge, respect the usual rules of communication.</p> <p>Recitation - Recite prose texts or poems without errors and with expression (about 10). - Read a text of more than ten lines fluently and with expression after preparation. - Refer to linking words and expressions which demonstrate logical relationships to understand the connections of an action or reasoning precisely. - Recognize the consequences of formal choices (use of certain words, utilization of a well-defined level of language, etc). - Carry out, alone, research in non-fiction works (books, multimedia). - Familiarize oneself in a library, a multimedia library.</p>

<ul style="list-style-type: none"> - Adopt a strategy to achieve understanding: identify unknown and non-understood words, reread, question, use a dictionary , etc. - Familiarize oneself in a library and use it frequently to choose and borrow books. 	<ul style="list-style-type: none"> - Use common class tools (text books, posters, etc) to look for information, or overcome a difficulty. - Carry out research with the help of an adult, in non-fiction works (books or multimedia products). 	
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Reading, writing

N.B. The texts or works given to the students to read are adapted to their age group and maturity, from the point of view of linguistic complexity, themes dealt with and knowledge to be used. From CE2 to CM2, they become progressively longer and more difficult. The texts read by the teacher are more complex than those the students can read alone.

. Reading

CE2	CM1	CM2
<ul style="list-style-type: none"> - Read the instructions for school-work, the wording of problems, t 	<ul style="list-style-type: none"> - Read instructions unaided for school-work, the wordi 	<ul style="list-style-type: none"> - Read unaided a lesson in a text book after working in

Literature

CE2	CM1	CM2
<ul style="list-style-type: none"> - Read a whole work or lengthy extracts of a long work. - Be familiar with the work read, give one's point of view as to the message. - Relate from memory, or using some pictures, some stories read in previous years or months; know their title. - Establish relationships between texts or works: same author, same theme, same character, etc. 	<ul style="list-style-type: none"> - Read at least one work per term and be familiar with it; choose a typical extract and read it aloud. - Adapt behaviour as a reader to the difficulties met: notes to memorize, re-reading, asking for help, etc. - Recall the title and author of books read. - Participate in a debate on a work, comparing one's point of view with others, in the form of an argument. 	<ul style="list-style-type: none"> - Read at least five works in the school year and be familiar with them; choose a typical extract and read it aloud. - Explain reading choices, preferences. - Relate from memory a work read; cite from memory a short typical extract. - Find connections between literary works, orally and in writing.

Writing

CE2	CM1	CM2
<ul style="list-style-type: none"> - Copy without errors (formation of letters, spelling, punctuation) a text of five to ten lines, taking care with presentation. - In particular, copy with care, and follow the layout of a text in prose or a poem learnt in recitation. 	<ul style="list-style-type: none"> Copy without errors a text of about ten lines, following the layout if required. 	<ul style="list-style-type: none"> Copy without errors a text of at least fifteen lines and adapt its presentation.

Composing a text

CE2	CM1	CM2
<p>In different school activities, compose precise and correctly worded written work.</p> <p>Compose a short narrative text, paying attention to its temporal coherence (verb tenses) and its accuracy (in the choice of characters and through the use of qualifying adjectives), avoiding repetition by the use of synonyms, and respecting the syntactical constraints and spelling as well as punctuation.</p> <ul style="list-style-type: none"> - Compose a short dialogue (formulation of questions and orders). - Know how to expand a sentence by adding words: linking with <i>and</i> a noun to another, a verb to another. - Improve (correct and enhance) a text as a result of comments and help from the teacher. 	<p>In different school activities, record ideas, hypotheses and useful information for school work.</p> <ul style="list-style-type: none"> - Compose a short dialogue (formulation of questions and orders). - Compose short texts of different types (accounts, descriptions, portrayals) paying attention to their coherence, their accuracy (pronouns, linking words, time relationships in particular) and avoiding repetition. - Know how to expand a simple sentence by linking words: <i>et, ni, où, mais</i> between words or simple sentences; <i>car, donc</i> between simple sentences), adverbs, circumstantial complements and by enriching them with noun phrases. 	<p>In different school activities, take useful notes for school work.</p> <ul style="list-style-type: none"> - Master the coherence of tenses in an account of about ten lines. - Compose different types of texts of at least two paragraphs paying attention to their coherence, avoiding repetition and respecting syntactical constraints and spelling as well as punctuation. - Write a poetic text, following one or several precise instructions.

Vocabulary

CE2	CM1	CM2
<p>Vocabulary acquisition</p> <ul style="list-style-type: none"> - Use terms belonging to the lexicon of time references, daily life and school work appropriately. - Use precise terms corresponding to concepts studied in different school subject areas. - Know what an abbreviation is (e.g. “<i>adj.</i>” in an entry in a dictionary). <p>Mastering the meaning of words</p> <ul style="list-style-type: none"> - In a text, find words on the same topic (e.g. sea vocabulary). - Use synonyms and antonyms in oral and written expression activities. - Explain, in its context, the meaning of a known word; distinguish it from other possible meanings. <p>Word families</p> <ul style="list-style-type: none"> - Construct or complete word families. <p>Using a dictionary</p> <ul style="list-style-type: none"> - Know how to spell a word; know alphabetical order; know how to classify words by alphabetical order. - Use the dictionary to search for the meaning of a word. 	<p>Vocabulary acquisition</p> <ul style="list-style-type: none"> - Use terms pertaining to actions, feelings and judgments correctly. 	<p>Vocabulary acquisition</p> <ul style="list-style-type: none"> - Start to use terms referring to abstract notions (emotions, feelings, obligations, rights). - Understand acronyms.

Grammar

<i>CE2</i>	<i>CM1</i>	<i>CM2</i>
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<p>The sentence</p> <ul style="list-style-type: none"> - Transform a simple affirmative sentence into the negative or interrogative, or the reverse. - Identify the conjugated verb in a simple sentence and provide its infinitive. <p>Categories of words</p> <ul style="list-style-type: none"> - Recognize according to their nature verbs, nouns (proper, common), articles, possessive determiners, personal pronouns (subject forms), qualifying adjectives. - begin to learn about adverbs: change the meaning of a verb by adding an adverb, join simple sentences by temporal linking words (e.g. the adverbs <i>puis, alors...</i>). <p>Function</p> <ul style="list-style-type: none"> - Understand the difference between the nature of a word and its function. - Distinguish between verb complements and noun complements. - In a simple sentence where the subject verb order is respected: <ul style="list-style-type: none"> . identify the verb and subject (in the form of a proper noun, a noun phrase or a personal pronoun); . recognize the object (direct and indirect) of the verb; . recognize the noun complement. - Introduction to circumstance: know how to reply orally to questions with <i>où, quand? comment? pourquoi?</i> Noun phrases: <ul style="list-style-type: none"> . understand the function of its components: the noun (headword of the noun phrase), the determiner (article, possessive determiner) which determines it, the adjective which qualifies it, the noun which completes it; <p>- manipulate the adjective</p>	<p>The sentence</p> <ul style="list-style-type: none"> - Construct negative, interrogative, imperative sentences correctly. - Identify conjugated verbs in complex sentences and supply their infinitives. <p>Categories of words</p> <ul style="list-style-type: none"> - Distinguish categories of words already known, according to their nature as well as demonstrative and interrogative determiners, personal pronouns (except <i>y</i> and <i>en</i>) relative pronouns (<i>qui, que</i>), adverbs (of place, time, manner), negations. <p>Function</p> <ul style="list-style-type: none"> - In a simple sentence where the subject-verb order is respected: <ul style="list-style-type: none"> . Identify the verb and subject (proper noun, noun phrase, personal pronoun, relative pronoun), . recognize the second object, . recognize circumstantial complements of place, time, recognize the subject complement. -Understand the notion of circumstance: the difference between object and circumstantial complement (manipulations). - The noun phrase: <ul style="list-style-type: none"> . manipulation of the relative clause (addition, suppression, substitution of the adjective or noun complement and the reverse). - Know the functions of the qualifying adjective: attributive, predicative. <p>Verbs</p> <p>Understand the notion of anteriority of a past fact in relation to a present fact.</p> <ul style="list-style-type: none"> -Know the distinction between simple and compound tenses, rules for formation of compound tenses (<i>passé composé</i>), the concept of the auxiliary. <p>- Conjugate verbs already</p>	<p>The sentence</p> <ul style="list-style-type: none"> - Construct exclamations correctly. - Understand the difference between simple and complex sentences. - Recognize independent, coordinated, juxtaposed clauses. - Recognize relative clauses (only the noun complement relative clause). <p>Categories of words</p> <ul style="list-style-type: none"> - Distinguish categories of words already known, according to their nature, as well as possessive, demonstrative, interrogative and relative pronouns, linking words (conjunctions of coordination, adverbs or adverbial expressions of time, place, cause and consequence), prepositions (place, time). - Know the difference between definite and indefinite articles and understand their meaning; recognize the elided forms and the contracted forms of the definite article. - Recognize and use degrees of the adjective and adverb (comparative, superlative). <p>Function</p> <ul style="list-style-type: none"> - Understand the distinction between essential complements (object), and circumstantial objects (manipulations). -Understand the notion of the noun phrase: the qualifying attributive adjective, the noun complement and the relative clause which give more information about the noun. <p>Verbs</p> <p>Understand the notion of relative anteriority of a past fact in relation to another, of a future fact in relation to another.</p> <ul style="list-style-type: none"> - Conjugate verbs already studied into tenses and modes already studied, as well as in the indicative of the future perfect, the past perfect, the present conditional, the present and past participle; conjugate verbs not yet studied applying the rules learnt. <p>Agreements</p>
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<p>and the noun complement (addition, suppression, substitution of one for the other...).</p> <p>Verbs</p> <ul style="list-style-type: none"> - Understand the notion of past, present and future actions. - Know the person, rules of formation and endings of the simple tenses studied (present, future, past continuous). - Conjugate in the present indicative, future and past continuous verbs of the first and second groups, as well as <i>être, avoir, aller, dire, faire, pouvoir, partir, prendre, venir, voir, vouloir</i>. 	<p>studied in tenses already studied, as well as in the indicative of the <i>passé simple</i> the <i>passé composé</i> and the present imperative; conjugate verbs not yet studied applying the rules learnt.</p> <p>Agreements</p> <ul style="list-style-type: none"> - Know the rule of agreement of the past participle in verbs using <i>être</i> (not including reflexive verbs). - Know the rule of agreement of the adjective (attributive or predicative) with the noun words. - Use context to understand an unknown word; verify the meaning in the dictionary. - Define a known word, using an adequate generic term (concrete words: e.g. an apple tree is a fruit tree). - Start to identify different levels of language. <p>Word families</p> <ul style="list-style-type: none"> - Group words according to the meaning of their prefix. - Group words according to the meaning of their suffix. - Know, and use orally, vocabulary concerning the composition of words (root, prefix, suffix, family). - Use the construction of an unknown word to understand it. <p>Using a dictionary</p> <ul style="list-style-type: none"> - In a dictionary definition, identify the generic term. - Use the dictionary to check the meaning of a word, in particular when there are several, or its category, spelling or level of language. - Make use of the codes, used in the entries of a dictionary. 	<ul style="list-style-type: none"> - Know the rule of agreement of the past participle in verbs using <i>être</i> and <i>avoir</i> (the direct object coming after the verb). <p>Mastering the meaning of words</p> <ul style="list-style-type: none"> - Distinguish the different meanings of a verb according to its construction (e.g. <i>jouer, jouer quelque chose, jouer à, jouer de, jouer sur</i>). - Identify the use of a word or expression in the figurative sense. - Classify words with related meaning by identifying variations of intensity (e.g. good, delicious, and succulent). - Define a known word using an adequate generic term and adding specific information about the object defined. <p>Word families</p> <ul style="list-style-type: none"> - Group words according to their root. - Group words according to meaning of their prefix and know the meaning, in particular the meaning of the main prefixes expressing ideas of place or movement. - Group words according to the meaning of their suffix and know that meaning. - For a word given, supply one or more words of the same family, checking that they exist. <p>Using a dictionary</p> <ul style="list-style-type: none"> - Use a dictionary with ease.
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Spelling

N.B.: All the required knowledge and skills in all writing activities stated above and not restated in this chart apply. Spelling revision is a standard requirement.

CE2	CM1	CM2
<p>- Write, without errors, a text in dictation of at least five lines, using knowledge acquired in vocabulary, grammar and spelling.</p> <p>Phonetic skills</p> <ul style="list-style-type: none"> - Recognize the correlation between letters and sounds. - Recognize the characteristics of letters in relation to nearby vowels (<i>s/ss, c/c/ c/qu/, g/gu/ge</i>). - Recognize the characteristics of letters in relation to the following consonant (<i>n</i> becoming <i>m</i> before <i>m, b, p</i>). - Use accents without errors (<i>é, ê, ê</i>). <p>Grammatical spelling</p> <ul style="list-style-type: none"> - Write the plurals of nouns ending in <i>s, x, z</i>; <i>by -al, by -ou</i>, without errors. - Spell the plural and feminine forms of adjectives without errors. - Write, without errors, the forms of verbs studied in the tenses studied, without confusing them, in particular, the endings (<i>-e, -es, -ent; -ons and -ont; -ez, -ais, -ait and aient; -ras, -ra</i>). -Apply the rule of agreement of verb with subject, (including personal pronoun) in sentences where the subject-verb order is respected, and where the verb is a simple tense. - Make the determiner and the noun agree without errors, and the noun and the adjective (attributive). - Write, without errors, the grammatical homophones linked to the grammar programme (<i>a/à, ont/on, est/et, sont/son</i>) <p>Lexical spelling</p> <ul style="list-style-type: none"> - Write, without errors names 	<p>- Write, without errors, a text in dictation of about ten lines, using knowledge acquired.</p> <p>Grammatical spelling</p> <ul style="list-style-type: none"> - Write, without errors, the plural of nouns ending in <i>in -eu, in -eau</i>. The plural of the nouns in <i>-au, -ail</i> is in the process of being learnt. - Write, without errors, the forms of the verbs studied in the tenses studied, including the first group in <i>-cer, -ger, guer</i>. -Apply the rule of agreement of verb with subject, including verbs in a compound tense and where subjects are reversed. - Apply the rule of agreement of the past participle with <i>être</i> and <i>avoir</i> (where the direct object is placed after the verb). - Make the adjective agree without errors (attributive, in apposition, and subject complement) with the noun. - Write grammatical homophones already studied without errors, as well as <i>ses/ces, mes/mais, on/on n', ce/se, c's' (c'est/s'est, c'était's'était), ou/ où, la/l'a/l'as/là</i>. - Write, without errors, the infinitives of verbs of the first group after a preposition (<i>il me dit d'aller</i>). <p>Lexical Spelling</p> <ul style="list-style-type: none"> - Write invariable words, without errors, in particular the most frequently studied in grammar. 	<p>- Write, without errors, a text in dictation of at least ten lines, using knowledge acquired.</p> <p>Grammatical spelling</p> <ul style="list-style-type: none"> - Spell verbs studied correctly in the tenses studied, including verbs of the first group in <i>-yer, -eter, -eler</i>. - Apply the rule of agreement of verb with subject, including with the subject <i>qui</i> of the 3rd person. - Write without errors the grammatical homophones already studied as well as <i>on/on n', d'on/dont/donc, quel(s)/quelle(s)/qu'elle(s), sans/s'en</i>; the distinction between <i>leur</i> and <i>leurs</i> is still in the process of being learnt at the end of the cycle. - Distinguish by meaning, the homophone verbal forms of the past continuous and the compound past tense (<i>passé composé</i>). <p>Lexical spelling</p> <p>Write correctly (doubling the consonant) the beginning of words starting with <i>ap-,ac-,af-,ef- and of-</i>.</p> <ul style="list-style-type: none"> - Write the final syllable correctly of nouns ending with <i>-éé</i>; <i>by -té or -tié</i> by a silent <i>e</i>. - Respect the conventions for syllable breaks at the end of a line.

<p>and adjectives ending with a silent consonant (e.g. <i>chant, cf chanteur; blond, cf blonde...</i>).</p> <ul style="list-style-type: none"> - Write, without errors, words regularly memorized, in particular the invariable words acquired in CP and CE1, frequently used words, reference words for sounds. - Know the concept of homonyms and write, without errors, an increasing number of homonyms up to the end of the cycle. <p>- Identify the infinitive of a verb studied in a text.</p> <p>Agreements Know the rules of agreement of the verb with its subject; the agreement between determiner and noun, noun and adjective.</p>	<ul style="list-style-type: none"> - Use one's knowledge of families of words to write new words without errors (prefix <i>in-, im-, il- or ir-</i>, suffix <i>-tion...</i>). - Memorize the spelling of the final syllable in nouns ending in <i>-ail, -eil, -euil</i>. 	
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MATHEMATICS

The following tables give references to pedagogic teams for organizing learning progressions. Only new knowledge and skills are mentioned in each column. For each level, the knowledge and skills acquired in the previous class are to be consolidated. Problem solving plays an essential role in mathematics activities. It is present in all subject domains and is practised in all stages of learning.

Numbers and Arithmetic

CE2	CM1	CM2
<p>Whole numbers up to one million</p> <ul style="list-style-type: none"> - Know, know how to write and name whole numbers up to one million. - Compare, put in order; situate them between two consecutive numbers. - Know and use expressions such as: double, half (<i>moitié, demi</i>), triple, quarter of a whole number. - Know and use certain relationships between numbers of frequent use: between 5, 10, 25, 50, 100, between 15, 30, and 60. <p>Whole number arithmetic Mental arithmetic</p> <ul style="list-style-type: none"> - Memorize and use tables of addition and multiplication. - Calculate sums, differences and 	<p>Whole numbers up to one billion</p> <ul style="list-style-type: none"> - Know, know how to write and name whole numbers up to one billion. - Compare, put in order; situate them between two consecutive numbers. - The notion of multiples: recognize multiples of frequently used numbers: 5, 10, 15, 20, 25, 50. <p>Fractions</p> <ul style="list-style-type: none"> - Name simple fractions and decimals using vocabulary: half, third, quarter, tenth, hundredth. 	<p>Whole numbers</p> <p>Fractions</p> <ul style="list-style-type: none"> - Situate a simple fraction between two whole consecutive numbers. - Write a fraction as the sum of a whole number and a fraction less than 1. - Add two decimal fractions or two simple fractions with the same denominator. <p>Decimal numbers</p> <ul style="list-style-type: none"> - Know the value of each figure of the decimal part according to its position (up to 1/10,000th). - Know how to:

<p>products mentally.</p> <p>Set out a calculation by hand</p> <ul style="list-style-type: none"> - Addition, subtraction and multiplication. - Know an operating technique for division and implement with a divisor of one figure. - Organize calculations to find a result, through mental arithmetic, set out by hand, or with the help of a calculator. <p>Problems</p> <ul style="list-style-type: none"> - Solve problems relating to the four operations 	<ul style="list-style-type: none"> - Use these fractions in simple exercises of dividing up or coding measures of size. <p>Decimal numbers</p> <ul style="list-style-type: none"> - Know the value of each figure of the decimal part according to its position (up to 1/100th). - Know how to: <ul style="list-style-type: none"> . identify them, place them on a number line, . compare them, put them in order, . situate them between two whole consecutive numbers, . change them from fractions to writing them with a comma and vice-versa. <p>Arithmetic</p> <p>Mental arithmetic</p> <ul style="list-style-type: none"> - Consolidate knowledge and ability in mental arithmetic on whole numbers. - Multiply a whole number or decimal mentally by 10, 100, 1 000. - Mentally estimate a result to the nearest power of 10. <p>Set out a calculation by hand</p> <ul style="list-style-type: none"> - Addition and subtraction of two decimal numbers. - Multiplication of a decimal number by a whole number. - Euclidean division of two whole numbers. - Decimal division of two whole numbers. - Know some functions of a calculator in order to obtain the result of calculations. <p>Problems</p> <ul style="list-style-type: none"> - Solve problems involving a one or two stage procedure. 	<ul style="list-style-type: none"> . identify them; place them in order on a number line, . compare them, put them in order, . deconstruct numbers, writing them with a comma, using 10; 100; 1000... and 0,1; 0,01; 0,001... - Give a value to the nearest whole number, tenth or hundredth. <p>Arithmetic</p> <p>Mental arithmetic</p> <ul style="list-style-type: none"> - Consolidate knowledge and ability in mental arithmetic on whole numbers and decimals. - Divide a whole or decimal number by 10, 100 1 000. <p>Set out a calculation by hand</p> <ul style="list-style-type: none"> - Addition, subtraction, multiplication of two whole numbers or decimals. - Division of a decimal number by a whole number. - Appropriate use of a calculator. <p>Problems</p> <ul style="list-style-type: none"> - Solve increasingly complex problems.
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Geometry

CE2	CM1	CM2
<p>Planes</p> <ul style="list-style-type: none"> - Recognize, describe, name, reproduce and draw geometric figures: square, rectangle, rhombus, right angle triangle. - Check the characteristics 	<p>Planes</p> <ul style="list-style-type: none"> - Recognize that some lines are parallel. - Use geometric vocabulary in context: aligned points, line, perpendicular lines, parallel lines, segment, midpoint, angle, axe of 	<p>Planes</p> <ul style="list-style-type: none"> - Use instruments to check that two lines are parallel (ruler and set square) and to draw parallel lines. - Verify the characteristics of a figure using instruments. - Construct the height of a triangle.

<p>of a plane using a numbered ruler and set square.</p> <ul style="list-style-type: none"> - Draw a circle with a compass. - Use the following vocabulary in context: side, vertex, angle, midpoint. - Recognize that a figure possesses one or several axes of symmetry, by folding it or with the help of tracing paper. - Draw, on grid paper, the symmetrical form of a figure in relation to a given straight line. <p>Volume</p> <ul style="list-style-type: none"> - Recognize, describe and name: a cube, a rectangular prism. - Use the following vocabulary in context: face, edge, vertex. <p>Problems: reproduction and construction</p> <ul style="list-style-type: none"> - Copy figures (on plain, grid or dotted paper) following a model. - Construct a square or a rectangle following given dimensions. 	<p>symmetry, centre of a circle, radius, diameter.</p> <ul style="list-style-type: none"> - Check the characteristics of a simple plane using a ruler, set square, a compass. - Describe a figure with a view to identifying it amongst other figures or reproducing it. <p>Volume</p> <ul style="list-style-type: none"> - Recognize, describe and name regular solids: cube, rectangular prism, and triangular prism. - Recognize or complete the pattern of a cube or rectangular prism. <p>Problems: reproduction, construction</p> <ul style="list-style-type: none"> - Complete a figure of axial symmetry. - Trace a simple figure following a construction plan or instructions. 	<ul style="list-style-type: none"> - Reproduce a triangle with the aid of instruments. <p>Volume</p> <ul style="list-style-type: none"> - Recognize, describe and name regular solids: cube, rectangular prism, cylinder, triangular prism. - Recognize or complete a pattern for a regular solid. <p>Problems: reproduction, construction</p> <ul style="list-style-type: none"> - Draw a figure (on plain, grid or dotted paper), following a construction plan or a freehand drawing (with information relative to its properties and dimensions).
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Organization and Management of Data

<i>CE2</i>	<i>CM1</i>	<i>CM2</i>
<ul style="list-style-type: none"> - Know how to organize data of a problem, in order to solve it. - Use a table or a graph to interpret the data. 	<ul style="list-style-type: none"> - Construct a table or a graph. - Interpret a table or a graph. - Read the coordinates of a point. - Place a point where the coordinates are known. - Use a table or "rule of three" in very simple activities of proportion. 	<ul style="list-style-type: none"> - Solve problems relating to proportions and in particular problems relating to percentages, scales, average speed or unit conversion, using a range of methods (including the "rule of three").

Size and Measurement

CE2	CM1	CM2
<p>Know the following units of measurement and the relationships which link them:</p> <ul style="list-style-type: none"> . Length: metre, kilometre, centimetre, millimetre; . Weight: kilogram, gram; . Capacity: litre, centilitre; . Money: euro and centime; . Time: hour, minute, second, month, year; <p>- Use instruments to measure length, weight, capacity, then express this measurement by a whole number or range between two whole numbers.</p> <p>- Verify that an angle is a right angle using a set square or angle template.</p> <p>- Calculate the perimeter of a polygon.</p> <p>- Read the time on a watch with hands or a clock.</p> <p>Problems</p> <p>- Solve problems where the solution involves the above units.</p>	<p>Know and use common units of measurement for length of time, as well as the units of the metric system for length, weight and capacity and their relationships.</p> <ul style="list-style-type: none"> - Measure length with the help of a compass. - Formulae for the perimeter of a square and rectangle. <p>Area</p> <p>Measure or estimate surface area using an effective tiling pattern system, with the help of a surface referent, or by using a grid reference.</p> <ul style="list-style-type: none"> - Classify and arrange surfaces according to their area. <p>Angles</p> <ul style="list-style-type: none"> - Compare angles of a figure using an angle template. - Estimate and check using a set square, whether an angle is a right angle, acute angle, obtuse angle. <p>Problems</p> <ul style="list-style-type: none"> - Solve problems involving conversions 	<ul style="list-style-type: none"> - Calculate a length of time from the initial point to the end point of time. - Formula for the circumference of a circle. - Formula for the volume of a rectangular prism (introduction to the use of metric measurements of volume). <p>Area</p> <ul style="list-style-type: none"> - Calculate the area of a square, rectangle, a triangle using the appropriate formulae. - Know and use the common units of area (cm², m² and km²). <p>Angles</p> <ul style="list-style-type: none"> - Reproduce a given angle using an angle template. <p>Problems</p> <ul style="list-style-type: none"> - Solve problems involving conversions. - Solve problems involving different units of measurement simultaneously.

French Curriculum alignment with LA Core Curriculum

Kindergarten

French Curriculum - Acting and Expressing Themselves Through Their Bodies

- Adapt their movements to environments or different constraints
- Cooperate and oppose each other individually or collectively; accept collective constraints
- Express themselves with or without musical beat, with or without equipment; express feelings and emotions through gesture and movement
- Be familiar with their environment and move about in it
- Describe or negotiate a simple course³⁷

French Curriculum - Becoming a Student

Behavioral and Character Development integrated in all aspects of curriculum

- respect others and respect the rules of community life
- listen, help, cooperate; ask for help
- have self-confidence; control their emotions
- identify adults and their role
- carry out simple tasks independently and participate in school activities
talk about what they are learning³⁸

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

The intent of this standard is to enable students to demonstrate mature locomotor and non-locomotor skills and combine these movements into smooth and rhythmical sequences in a variety of conditions.

Benchmark 1-P-1: Performs locomotor and non-locomotors skills at a basic level, progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges.

GLEs

1-P-1.1 Demonstrate an awareness of personal and general space while moving in different directions.

1-P-1.2 Demonstrate correct form for the locomotor skills of walk, run, jump, hop, and gallop.

1-P-1.3 Demonstrate selected elements of space awareness movement concepts for levels and directions, such as low, medium, high, up/down, forward/backward, right/left, clockwise/counter-clockwise.

Benchmark 1-P-2: Demonstrates ways to manage body weight in a variety of situations alone or within a group

³⁷ Coué, Annick. *Programmes d'enseignement de l'école primaire hors-série n 3^o du 19 juin 2008* (Unofficial Translation by Conseillère Pédagogique - Lycée Français de Singapour), pg. 12; http://www.lfs.edu.sg/fr/enseignement/cbilingues/formulaires/french_curriculum.pdf

³⁸ Coué, Annick. *Programmes d'enseignement de l'école primaire hors-série n 3^o du 19 juin 2008* (Unofficial Translation by Conseillère Pédagogique - Lycée Français de Singapour), pg. 11; http://www.lfs.edu.sg/fr/enseignement/cbilingues/formulaires/french_curriculum.pdf

GLEs

- 1-P-2.1 Maintain balance on preferred and non-preferred leg in a variety of positions and levels for a minimum of five seconds.
- 1-P-2.2 Walk forward and sideways (feet should not cross) on a two inch line for a distance of ten feet.
- 1-P-2.3 Demonstrate climbing up and down steps using alternating feet.
- 1-P-2.4 Demonstrate the ability to support body weight while hanging, without feet touching the ground.

Benchmark 1-P-3: Performs manipulative skills using a variety of equipment in different environmental conditions.

GLEs

- 1-P-3.1 Demonstrate the ability to strike an object using a variety of body parts.
- 1-P-3.2 Demonstrate the ability to roll a ball.
- 1-P-3.3 Demonstrate the ability to catch a tossed ball using the hands and/or body.
- 1-P-3.4 Demonstrate the ability to kick a stationary object.
- 1-P-3.5 Demonstrate the ability to throw an object underhand.
- 1-P-3.6 Demonstrate the ability to bounce a ball continuously using two hands.

Benchmark 1-P-4: Performs basic rhythmic skills alone, with a partner, or within a group.

GLEs

- 1-P-4.1 Perform locomotor and non-locomotor movements to a steady beat.
- 1-P-4.2 Clap hands to a simple, rhythmic beat.

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

The intent of this standard is to enable students to demonstrate elements of fundamental skills and to use them in relation to the concepts of space, effort and relationships.

Benchmark 2-P-1: Integrates other content areas through movement.

GLEs

- 2-P-1.1 Identify parts of the body (e.g. head, knee, shoulder, back, elbow, hips, and ankle)
- 2-P-1.2 Demonstrate the ability to incorporate language arts, math, social studies, and science concepts through movement activities (e.g., recognition of letters, numbers, animal movements).

Benchmark 2-P-2: Demonstrates and uses a variety of relationships with objects.

GLEs

- 2-P-2.1 Understand and respond appropriately to the terms of over, under, behind, next to, through, right, left, up, down, forward, backward, and in front of using the body and other objects.
- 2-P-2.2 Demonstrate the ability to move directionally upon verbal cue (forward, backward, sideways, around).

Benchmark 2-P-3: Identifies fundamental movement patterns.

GLEs

2-P-3.1 Recognize the locomotor skills of walk, run, jump, hop, gallop, levels and pathways when demonstrated.

2-P-3.2 Identify non-locomotor skills of push, pull, bend, twist, stretch, and turn when demonstrated.

Benchmark 2-P-4: Establishes a beginning movement vocabulary.

GLE

2-P-4.1 Demonstrate the ability to follow directions given the following movement vocabulary: slow/fast, forward/backward, sideways, up/down, straight

Benchmark 2-P-5: Applies appropriate concepts to performance

GLE

2-P-5.1 Demonstrate ability to change movement patterns of walk, run, jump, hop and gallop on command.

Standard 3: Exhibits a physically active lifestyle.

The intent of this standard is to enable students to develop positive attitudes toward regular physical activity and its effect on personal well being.

Benchmark 3-P-1: Participates regularly in vigorous activities outside of physical education class.

GLE

3-P-1.1 Participate regularly in a variety of non-structured and minimally organized physical activities outside of physical education class (e.g., at home, recess, before school and after school). Record using teacher/parent log.

Benchmark 3-P-2: Acknowledges that physical activity is good for personal well-being.

GLE

3-P-2.1 Explain how physical activity can improve one's health.

Benchmark 3-P-3: Experiences and expresses satisfaction from participation in physical activity.

GLE

3-P-3.1 Willingly participates in and attempt new physical activities during free time.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

The intent of this standard is to encourage students to participate in activities that promote health-related fitness.

Benchmark 4-P-1: Sustains activity from moderate to vigorous intensity levels while participating in physical activity.

GLE

4-P-1.1 Participate for short periods of time (10 minutes) in moderate to vigorous physical activities that cause increased heart rate and respiration.

Benchmark 4-P-2: Identifies physiological signs of moderate physical activity (e.g., fast heart rate, sweating, and increased breathing).

GLE

4-P-2.1 Observe and describe the relationship and immediate effect of physical activity on the heart, respiration, and perspiration.

Benchmark 4-P-3: Demonstrates activities that increase muscular strength and endurance.

GLE

4-P-3.1 Demonstrate sufficient muscular strength by supporting body weight in various activities (bear walk, crab walk, seal walk).

Benchmark 4-P-4: Demonstrates moving each joint through a full range of motion.

GLE

4-P-4.1 Demonstrate the ability to correctly perform a variety of teacher-led flexibility activities regularly during physical education.

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

The intent of this standard is to enable students to demonstrate safe practices, rules, and procedures with little or no reinforcement.

Benchmark 5-P-1: Demonstrates established protocols with little reinforcement (e.g., playground, classroom, and gymnasium).

GLE

5-P-1.1 Follow rules, directions, and procedures from the instructor with reinforcement.

Benchmark 5-P-2: Acknowledges the importance of being aware of one's surroundings and acting in a safe manner in physical activity settings.

GLE

5-P-2.1 Demonstrate self-discipline and responsibility while actively participating in group, individual and partner activities.

Benchmark 5-P-3: Works cooperatively (e.g., takes turns, is supportive, assists partner) with another to complete an assigned task.

GLE

5-P-3.1 Cooperate with another student or small group in sharing equipment and space to complete a task.

Benchmark 5-P-4: Applies the elements of socially acceptable conflict resolution in physical activity settings (e.g., cooperation, sharing, and consideration).

GLEs

5-P-4.1 Demonstrate the characteristics of sharing and positive interaction during physical activity.

5-P-4.2 Resolve conflicts with others in socially acceptable ways.

Standard 6: Demonstrates an understanding and respect for differences among people in physical activity settings.

The intent of this standard is to encourage students to identify and demonstrate concepts of cooperation, sharing, and consideration regardless of differences.

Benchmark 6-P-1: Recognizes the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.

GLE

6-P-1.1 Choose partners or playmates without regard to physical differences.

Benchmark 6-P-2: Interacts with others regardless of personal differences (e.g., gender, ethnicity, disability).

GLE

6-P-2.1 Willingly participates with partners or groups in physical education activities regardless of gender, cultural differences, and/or special needs.

Benchmark 6-P-3: Demonstrates a willingness to help a fellow student who has difficulty completing a skill.

GLE

6-P-3.1 Demonstrate a willingness to encourage and help others in the physical activity setting through actions and words.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The intent of this standard is to encourage students to demonstrate cooperation with others in dyads and small groups and to express their feelings through activity.

Benchmark 7-P-1: Describes the feelings that result from challenges, successes, and failures in physical activity, alone or in groups.

GLE

7-P-1.1 Communicate likes and dislikes of activities when given an opportunity to share (thumbs up, thumbs down, rising of hands, verbal responses).

Benchmark 7-P-2: Distinguishes feelings about and during physical activity.

GLEs

7-P-2.1 Express positive feelings when describing activities.

7-P-2.2 Develop and demonstrate positive attitudes towards physical activity.

Benchmark 7-P-3: Displays a willingness to participate in new activities.

GLE

7-P-3.1 Willingly chooses new activities in which to participate when given several options.

Curriculum Alignment - Grade 4 - Mathematics

Numbers

Know how to write whole numbers up to one billion. LCC #1 (N-1-E), Fr CMI

Read, write, compare and order whole numbers using place value concepts and models through one million. LCC #2 (N-1-E) (N-3-E) (A-1-E) Fr CM1

Know all basic facts for multiplication and division through 12×12 and 144 divided by 12 and recognize composite numbers less than 50. LCC #3, #4 (N-1-E) (N-6-E) Fr CE2

Know the value of each figure of the decimal part according to its position up to $1/100^{\text{th}}$. LCC #5, (N-1-E), Fr CM1

Name simple fractions and decimals using vocabulary: half, third, quarter, tenth, hundredth. LCC # 6, #7 (N-1-E) (A-1-E), Fr CM1

Use common reference points for per cents ($1/4$, $1/2$, $3/4$, 1). LCC #8 (N2E)

Estimate fractional amounts up to twelfths, using pictures, models, and diagrams. LCC#9 (N-2-E)

Solve multiplication and division number sentences including interpreting remainders. LCC #10 (N-4-E) (A-3-E), Fr CE2

Multiply 3 digit by 1 digit number, 2 digit by 2 digit numbers and divide by 3 digit numbers by 1 digit number with or without remainders. LCC#11 (N-6-E) (N-7-E), Fr CE2

Count money, determine change and solve simple word problems using money amounts and using decimal rotation. LCC#12 (N-6-E)(N-9-E)(M-5-E)

Consolidate mental math, estimation, calculators, or paper/pencil strategies to solve multiplication and division problems. LCC#13(N-8-E) Fr CM1

Solve real life problems including those in which some information is not given. LCC#14 (N-9-E)

Solve problems involving a one or two stage procedure. Fr CM1

Multiply a whole number or a decimal mentally by 10, 100, 1000. Fr CM1

Calculate in writing the following: addition and subtraction of two decimal numbers, multiplication of a decimal number by a whole number, and Euclidean division of two whole numbers. Know some functions of the calculator in order to obtain the results of calculations. Fr CM1

Algebra

Write number sentences or formulas containing a variable to represent real life problems. LCC # 15 (A-1-E)

Write a related story problem for a given algebraic sentence. LCC #16 (A-1-E)

Use manipulatives to represent the distributive property of multiplication over addition to explain multiplying numbers. LCC # 17 (A-1-E) (A-2-E)

Identify and create true/false and open/closed number sentences. LCC # 18 (A-2-E)

Solve one step equations with whole number solutions. LCC# 19 (A-2-E) (N-4-E)

Measurement

Measure length to the nearest quarter – inch, meters (m). LCC # 20 (M-2-E) (M-1-E) Fr CE2

Describe concept of volume, using cubic inch and cubic cm and capacity using fluid ounces (fl. oz.) and milliliters(ml). LCC# 21 (M-2-E) (M-3-E)

Select and use standard units of measure, abbreviations and tools to measure length and perimeter (i.e. in., cm, ft., yd., mile, m, km), area (i.e., square inch, square foot, square centimeter), capacity (i.e., fl. oz., cup, ft., cup, pt., qt., gal., l, ml), weight/mass (i.e., oz., lb., g., kg., ton), and volume (i.e., cubic cm, cubic in.) LCC#22 (M-2-E) (M-1-E)
Fr CE2, CM1

Set up, solve, interpret elapsed time problems. LCC #23 (M-2-E) (M-5-E)

Recognize the attributes to be measured in a real-life situation. LCC# 24 (M-2-E) (M-5-E)

Use estimates and measurements to calculate perimeter and area of rectangular objects (including squares) in U.S. (including square feet) and metric units. LCC # 25 (M-3-E)
Fr CM1

Estimate the area of an irregular shape drawn on a unit grid. LCC # 26 (M-3-E) Fr CM1
Use unit conversions within the same system to solve real life problems. LCC # 27 (M-4-E) (N-2-E) (M-5-E) Fr CM1

Solve problems using conversions. Fr CM1

Geometry

Identify the top, bottom, or side view of a given 3 dimensional object. LCC# 28 (G-1-E) (G-3-E) Fr CM1

Identify, describe the properties and draw circles, polygons (triangle, quadrilateral, parallelogram, trapezoid, rectangle, square, rhombus, pentagon, hexagon, octagon, and decagon). LCC # 29 (G-2-E)

Make and test predictions regarding transformations (slides, flips, and turns) of plane geometric shapes. LCC # 30 (G-3-E)

Identify, manipulate, and predict the results of rotations of 90, 180, 270, and 360 degrees on a given figure. LCC# 31(G-3-E)

Draw, identify and classify angles that are acute, right, and obtuse. LCC# 32 (G-5-E) (G-1-E)

Specify locations of points in the first quadrant of coordinate systems and describe paths on maps. LCC# 33 (G-6-E)

Use geometric vocabulary in context: aligned points, line, perpendicular lines, parallel lines, segment, midpoint, angle, axis of symmetry, center of circle, radius and diameter. Fr CM1

Check the characteristics of a simple plane using a ruler, set square, and a compass. Fr CM1

Recognize or complete the pattern of a cube or a rectangular prism. Fr CM1

Complete a figure of axial symmetry. Fr CM1

Trace a simple figure following a construction plan or instructions. Fr CM1

Data

Summarize information and relationships revealed by patterns or trends in a graph and use to make predictions. LCC#34 (D-1-E)

Find and interpret the meaning of mean, mode and median of a small set of numbers (using concrete objects) when the answer is a whole number. LCC# 35 (D-1-E)

Analyze, describe, interpret and construct various types of charts and graphs using appropriate titles, axis labels, scales and legends. LCC# 36 (D-2-E) (D-1-E)

Determine which type of graph best represents a given set of discrete data. LCC# 37 (D-2-E) (D-1-E)

Solve problems involving simple deductive reasoning. LCC # 38 (D-3-E)

Use lists, tables and tree diagrams to generate and record all possible combinations for 2 sets 3 or fewer objects (combinations of pants and shirts, games and days) and for given experiments. LCC # 39 (D-3-E) (D-4-E)

Determine the total number of possible outcomes for a given experiment using lists, tables and tree diagrams (e.g., spinning a spinner, tossing 2 coins). LCC# 40 (D-4-E) (D-5-E)

Apply appropriate probabilistic reasoning in real-life contexts using games and other activities (e.g., examining fair and unfair situations) LCC # 41 (D-5-E) (D-6-E)

Read the coordinates of a point. Fr CM1

Use a table or “rule of three” in very simple activities of proportion. Fr CM1

Patterns, Relations, and Functions

Find and describe patterns resulting from operations involving even and odd numbers.
(such as even + even = even) LCC# 42 (P-1-E)

Identify missing elements in a number pattern. LCC # 43 (P-1-E)

Represent the relationship in an input-output situation using a simple equation, graph, table,
or word description. LCC# 44 (P-2-E)

Baccalauréat Exams in a Lycée (High School: 11th, 12th)

Summary of Areas of Concentration (Séries)

S <i>Scientifique</i> (Sciences)	ES <i>Economique et sociale</i> (Economics and Social Sciences)	L <i>Littéraire</i> (Literary)
The natural sciences stream requires a high level in mathematics, physics & chemistry, and biology or, if available, engineering sciences.	The <i>bac ES</i> is balanced between literary and scientific courses of studies, and students must take an economics and social sciences exam.	The <i>bac L</i> weighs French literature, philosophy, history & geography, and foreign languages heavily.

Content

Série scientifique (S)

The S stream prepares students for work in scientific fields such as medicine, engineering and the natural sciences. Natural sciences students must specialize in either mathematics, physics & chemistry or earth & life sciences.

11 th grade (<i>première</i>) subjects ³⁹			
Subjects	Weight	Format of exam	Duration
French Language	2	Written	4 hours
French Language	2	Oral	20 minutes
<i>Travaux personnels encadrés</i> (TPE)	2 ⁴⁰	Oral	Ten minutes for each student (students typically prepare in groups of 3)
12 th grade (<i>terminale</i>) subjects			
Subjects	Weight	Format of exam	Duration
Mathematics	7 or 9	Written	4 hours
Physics & Chemistry	6 or 8	Written and Lab	3.5 hours plus 1 hour
Earth & Life Sciences	6 or 8	Written and Lab	3.5 hours + 1 hour
12 th grade (<i>terminale</i>) subjects (cont.)			

³⁹ Exam is taken at the end of 11th grade.

⁴⁰ Only points above 10 out of 20 (50%) are taken into consideration. Multiplied by two for first subject (except Latin & Greek, where the multiplier is three) and by one for the second subject.

Subjects	Weight	Format of exam	Duration
Engineering Sciences	4 + 5	Written and Lab	8 hours (1 hr. electrical, 1 hr. mechanical, 4 hrs particle works, and 2 hrs TPE or PPE)
Biology-Ecology	5 + 2	Written and Lab	3.5 hours + 1.5 hour
History & Geography	3	Written	4 hours
First Foreign Lang. (<i>LVI</i>)	3	Written	3 hours
Second Foreign Lang. (<i>LV2</i>) or Regional Language (<i>LVR</i>)	2	Written	2 hours
Philosophy	3	Written	4 hours
Physical Education	2	Year-end Average	
Specializations			
Subjects	Weight	Format of exam	Duration
Mathematics <i>or</i> Physics & Chemistry <i>or</i> Earth & Life Sciences	2 ⁴¹	Oral or Laboratory (except for Mathematics)	1 hour
Supplementary Physical Education	2	Year-end Average	
Optional Subjects⁴²			
Subjects	Weight	Format of exam	Duration
Foreign Language	2 ⁴³	Oral or Written (depending on the language)	20 minutes or 2 hours
Regional Language		Oral	20 minutes
Latin		Oral	15 minutes
Ancient Greek		Oral	15 minutes
Physical Education		Year-end Average or Examination	
Arts		Oral	30-40 minutes

⁴¹ Added to general subject above.

⁴² Two subject maximum.

⁴³ Only points above 10 out of 20 (50%) are taken into consideration. Multiplied by two for first subject (except Latin & Greek, where the multiplier is three) and by one for the second subject.

Série économique et sociale (ES)

Students in the ES stream prepare for careers in the social sciences, in management and business administration, and in economics. The subject Economics & Social Sciences is the most heavily weighed and is only offered in this stream. History & Geography and Mathematics are also important subjects in ES.

11th grade (<i>première</i>) subjects⁴⁴			
Subjects	Weight	Format of exam	Duration
French Language	2	Written	4 hours
French Language	2	Oral	20 minutes
Earth & Life Sciences	2	Written	1.5 hours
<i>Travaux personnels encadrés (TPE)</i>	2 ⁴⁵	Oral	ten minutes for each students (students typically prepare in groups of 3)
12th grade (<i>terminale</i>) subjects			
Subjects	Weight	Format of exam	Duration
History & Geography	5	Written	4 hours
Mathematics	5 or 7 ⁴⁶	Written	3 hours
Economics & Social Sciences	7 or 9 ⁴⁷	Written	4 hours ⁴⁸
First Foreign Lang. (<i>LVI</i>)	3	Written	3 hours
Second Foreign Lang. (<i>LV2</i>) or Regional Language (<i>LVR</i>)	2	Written	2 hours
Philosophy	4	Written	4 hours
Physical Education	2	Year-end Average	

⁴⁴ Exam is taken at the end of 11th grade.

⁴⁵ Only points above 10 out of 20 (50%) are taken into consideration. Multiplied by two for first subject (except Latin & Greek, where the multiplier is three) and by one for the second subject.

⁴⁶ The highest coefficient is applied to students who choose this specialization.

⁴⁷ The highest coefficient is applied to students who choose this specialization.

⁴⁸ The exam is 5-hours long for students in this specialization. An additional topic with a duration of 1 hour is distributed at the beginning of the test to all students who choose this specialization.

12th grade (<i>terminale</i>) subjects (cont.)			
Specializations			
Economics & Social Sciences <i>or</i> Mathematics <i>or</i> LVI/LVR	2 ⁴⁹	Written <i>or</i> Oral	1 hour <i>or</i> 20 minutes
Supplementary Physical Education	2	Year-end Average	
Optional Subjects⁵⁰			
Foreign Language	2 ⁵¹	Oral or Written (depending on the language)	20 minutes or 2 hours
Regional Language		Oral	20 minutes
Latin		Oral	15 minutes
Ancient Greek		Oral	15 minutes
Physical Education		Year-end Average or Examination	
Arts		Oral	30-40 minutes

⁴⁹ Added to general subject above.

⁵⁰ Two subject maximum.

⁵¹ Only points above 10 out of 20 (50%) are taken into consideration. Multiplied by two for first subject (except Latin & Greek, where the multiplier is three) and by one for the second subject.

Série littéraire (L)

Students in the L stream prepare for careers in the humanities such as education, linguistics, and public service. They also have interests in the arts. The most important subjects in the literary stream are Philosophy and French language & literature and other languages, usually English, German and Spanish.

11th grade (<i>première</i>) subjects⁵²			
Subjects	Weight	Format of exam	Duration
French Language & Literature	3	Written	4 hours
French Language & Literature	2	Oral	20 minutes
Natural Sciences	2	Written	1.5 hours
11th grade (<i>première</i>) subjects⁵³ (cont.)			
Subjects	Weight	Format of exam	Duration
Mathematics & Computer Science	2	Written	1.5 hours
<i>Travaux personnels encadrés</i> (TPE)	2 ⁵⁴	Oral	ten minutes for each students (students typically prepare in groups of 3)
12th grade (<i>terminale</i>) subjects			
Philosophy	7	Written	4 hours
Literature	4	Written	2 hours
History & Geography	4	Written	4 hours
First Foreign Lang. (LVI)	4	Written	4 hours
Second Foreign Lang. (LV2) or Regional Language (LVR)	4	Written	3 hours
Physical Education	2	Year-end Average	

⁵² Exam is taken at the end of 11th grade.

⁵³ Exam is taken at the end of 11th grade.

⁵⁴ Added to general subject above.

12th grade (<i>terminale</i>) subjects (cont.)			
Specializations			
Latin <i>or</i> Ancient Greek	4	Written	3 hours
Mathematics	3	Written	3 hours
Arts & Crafts <i>or</i> Cinema & Audiovisual Studies <i>or</i> Art History <i>or</i> Music <i>or</i> Theater & Dramatic Expression <i>or</i> Dance	6	Written and Oral	3.5 hours and 0.5 hour
Supplementary Physical Education	2	Year-end Average	
Optional Subjects⁵⁵			
Foreign Language	2 ⁵⁶	Oral or Written (depending on the language)	20 minutes or 2 hours
Regional Language		Oral	20 minutes
Latin		Oral	15 minutes
Ancient Greek		Oral	15 minutes
Physical Education		Year-end Average or Examination	
Arts		Oral	30-40 minutes

⁵⁵ Two subject maximum.

⁵⁶ Only points above 10 out of 20 (50%) are taken into consideration. Multiplied by two for first subject (except Latin & Greek, where the multiplier is three) and by one for the second subject.

Class Equivalents Between French and American Systems

Grade		Age Range	The Cycles	The School	
American	Lycée Français			American	Lycée
Preschool	Pre-K1	2 1/2 - 4	(1) Cycle des Apprentissages Premiers	Primary	Primaire (Maternelle)
Pre-K	K2	4/5			
Kindergarten	K3	5/6			
1st Grade	CP: Cours Préparatoire		(2) Cycle des Apprentissages Fondamentaux	Primary (Elementary)	Primaire (Elementaire)
2nd Grade	CE-1: Cours Elémentaire 1				
3rd Grade	CE-2: Cours Elémentaire 2				
4th Grade	CM-1: Cours Moyen 1		(3) Cycle des Approfondissements		
5th Grade	CM-2: Cours Moyen 2				
6th Grade	6ème		(4) Cycle d'Adaptation	Secondary (Middle School)	Secondaire (College)
7th Grade	5ème		(5) Cycle Central		
8th Grade	4ème				
9th Grade	3ème		(6) Cycle d'Orientation	Secondary (High School)	Secondaire (Lycée)
10th Grade	Seconde		(7) Cycle de Détermination		
11th Grade	Première		(8) Cycle Terminal		
12th Grade	Terminale				

Sample Textbooks

SFA Texts/Materials

Storybooks, novels
Wordly Wise
Spellwell

Write Source
Daily 6 - Trait Writing

French Texts/Books

Classiques du Pere Castor
Albums du Pere Castor
Histoire d'animaux
Emma serie 1
Musicontes
C'est mon Cahier d'écriture cursive
Les bebes animaux
Les animaux sauvages
Les dinosaurs
La ferme
Albums Cartonnes du Pere Castor
Toute mon annee de maternelle
Toute mon annee de primaire
Maths CP, CE1
Ce Jour la...
Rendez-vous de la Petite Souris
Blanche-Neige
Cygne argente
Brouille
Hansel et Gretel
Monstre ne me mange pas
Afrique de Zigomar
Rafara
Petite Geante
Petit Chaperon rouge
Vilain petit canard
Chien Bleu
Nuit, un chat
Sciences Hachette
Grammaire Hachette
Technologie Hachette
Corps et Sante
Diablo Mathematiques Hatier-6eme
Le Cahier du Citoyen Hachette

Anno, M.
Barcilon, M.
Barrett, A.
Birmingham, C.
Boujon, C.
Browne, A.
Cnuet, C.
Corentine, Ph.
DeBoel, A.C.
Dumas, Ph.
Kimiko
Kimiko
Nadja
Pommaux, Y.

L'Atelier du Language Hatier – 6eme
Le Loup Carres Classiques Nathan
L'Atelier du Language Hatier – 5eme
Diablo Mathematiques Hatier – 5eme
Double Meurtre A L'Abbaye Castor Poche
Tristan et Yseult
Le Cid Classiques Hachette
Les Miserables Hachette
Le Mystere de la Chambre Jaune
Maths Prisme Belin 2007
Texto College Hachette
Inconnu A Cette Adresse Hachette Poche
Antigone La Table Ronde
Math Phare Hachette 2008
Physiques Durandeu Hachette 2008
Methodes Lycee Toutes Series Nathan 2007
Le Jeu de L'amour et du Hasard
Maths Hyperbole Nathan 2010
Histoire Lambin Hachette 2010
Francais Literature 1RE Toutes series Nathan 2007
Dom Juan Texte Integral Larousse
L'Etranger Gillimard
Histoire L'Europe
Enseignement Scientifique Durandeu Hachette 2006
Transmath Mathematiques Informatique Nathan 2001
Candide Classique Hachette
Les Fleurs du Mal Livre du Poche
Serie Historique: L'Antiquite
Serie Historique: La Prehistoire
Le Developpment Durable
Ali-Baba et les 40 Voleurs
La Barbe Bleu
Le Petit Poison d'or

This is a very small sampling of the texts LFNO will use

Haitian Community Interest on August 14, 2010



Lycée Français de la Nouvelle Orléans

August 14, 2010

(Fill in Name of Church or Group)

Sign Up Sheet

<u>NAME:</u>	<u>TELEPHONE #:</u>	<u>EMAIL ADDRESS:</u>	<u>ENTERING GRADE</u>	<u>WANT TO LEARN MORE ABOUT LYCÉE FRANÇAIS?</u>
1. Kerlande Délica Laquere	504-281-8247 504-782-0208	K.laquere2@yahoo.fr	8 ^{and} grade King.	Je attends de bonnes études. C'est une bonne initiative.
2. LUCE B. RODRIGUE	504 358 2830 773 426 3650	BERLYNE22@yahoo.com	1 st Grade	
3. Marie Jaques	504-292-2432			
4. Merilien Laquere	504-368-0776	merilien@kellamsh.net		
5. Nesly Rodrigue	504-906-7200	neslyrodrique@yahoo.fr	1 st & 4 th	
6. Carole Herzins	504-312-2029		3 th and 4 th	



Lycée Français de la Nouvelle Orléans

<u>NAME:</u>	<u>TELEPHONE #:</u>	<u>EMAIL ADDRESS:</u>	<u>ENTERING GRADE</u>	<u>WANT TO LEARN MORE ABOUT LYCÉE FRANÇAIS?</u>
14. Catherine A. Nazare	508 409 7656 504 460 8679	catherine.nazare@hotmail.com Cath_alzue@yahoo.com	Pré-K 4	Yes
15. Diédonné Rodrigue	504 272-1585		Pré-K	Yes
16. Guersine Auluste	(504) 638-7158		Pré-K	Yes
17. MIRTH FELISOR	504-242-3791	Mirth57@yahoo.com		Yes
18. VERA ZORAYA	504 520 9836			
19. Daniel Bouchette	504-394-8576	DBFP97@aol.com		
20.				

CARNEGIE CREDITS NEEDED FOR GRADUATION

	9 th Grade	10 th Grade	11 th Grade	12 th Grade	LA SBESE Minimum Requirement	LFNO Minimum Requirement	LFNO Rec'd Program
Math	Geometry <i>*Algebra I completed in 8th grade</i>	Algebra II	Pre-Calculus	AP Calculus or AP Statistics	3 units	3 units	4 units
English	English I Reading I	English II Reading II	English III or AP Amer. Lit. Reading III	English IV or AP World Literature	4 units	4 units	7 units
Science	Biology	Chemistry	Physics	AP Biology or AP Physics	3 units	3 units	4 units
Social Studies	World Geography	World History	U.S. History (standard or AP)	AP Government / Free Enterprise	3 units	3 units	4 units
Foreign Language	Spanish II <i>*Spanish I completed in 8th grade</i>	Spanish III	AP Spanish Language or Literature or Spanish IV	AP Spanish Language or Literature	0 units	3 units	4 units
Physical Education / Health	Phys. Ed. II <i>*Health & P.E. I completed in 8th grade</i>	Team & Individual Sports	Team & Individual Sports	Team & Individual Sports	1.5 / 0.5 units	1.5 / 0.5 units	1.5 / 0.5 Units
Electives	Music, Art, Technology, or other electives as available				8 units: <i>* 3 credits of required electives are satisfied by our minimum requirements in Foreign Language</i>	5 units	5 units
TOTAL CREDITS REQUIRED					23 units	23 units	30 units

LFNO Admissions Policy and Procedures

1. LFNO Admission Requirements

LFNO will abide by all applicable laws related to student admissions. It will not exclude students based on race, religion, gender, ethnicity, national origin, or identification as a child with an exceptionality as defined in R.S. 17:1943(4) or any other basis that is not permitted by applicable law. The school will be nonsectarian in all respects, and will comply with state and federal laws applicable to public schools concerning church-state issues. In accordance with charter school law, LFNO will not charge tuition, except for its Pre-K three and four-year old programs. No tuition will be charged for Pre-K four students who fall under the at-risk guidelines of the LA 4 program.

In the first year of operation, all applicants, must fill out and submit an application form within the application period in order to be eligible for admission. Prospective parents are required to attend a December, 2010 (tentative date) Open House to satisfy the enrollment policy. In year 2 and thereafter, all parents will also be expected to attend a classroom observation. Any student who is an applicant for 1st Grade or beyond, must exhibit proficiency in French verbal and written skills for their grade level, unless they are transferring from a French accredited school in the United States or another Country. LFNO will provide admission information in the LFNO application packets. To ensure that incoming students from grades 1 and beyond can comprehend French subject area content, an oral and written language assessment exam will be given. Admission is based on the successful completion of the language proficiency examination. The language proficiency test will be administered by the Director of Academics/or the lead teacher to each child on a one-on-one basis. A lottery will be held if there are too many applicants for the available spaces. All policies and procedures will be strictly followed to ensure equal opportunity and access to LFNO.

- a. **Provide a description of the geographic boundaries circumscribing the neighborhood immediately surrounding the charter school from which students residing within may be given preference for enrollment.**

Families residing within a one-mile radius of any LFNO campus now or in the future may be granted an enrollment preference (LA RS 17:3991.B.4.b & LA RS 17:3991.C. These families' child(ren) may or may not be placed into a Tier I category for admissions.⁵⁷

2. Tentative dates for application period (minimum one month; maximum three months)

Lycée Français de la Nouvelle Orléans expects the 2011-2012- school year application period to begin the day that LFNO is chartered. For the purposes of this document, in its first year LFNO assumes that approval will be secured by December 2010; should approval not be received on this date, the timeline provided in this policy will be adjusted accordingly in the first year. In order to ensure sufficient time to blanket the community with information about LFNO and disseminate applications within Orleans, Jefferson, St. Tammany, St. Charles and St. Bernard parishes, LFNO intends to have a 60 day application period with a deadline for applications being on or about February 14, 2011. Materials will be distributed in English and French. The lottery will be held two weeks after the end of the application period. In each subsequent year, the application process will begin on December 15th. The application period will last a total of 90 days concluding on or about March 15. The lottery will be held 15 days after the end of the application period.

3. Enrollment deadlines, lottery date(s) and procedures, waitlist and re-enrollment procedures

⁵⁷ Please see Appendix # E-7a: Geographic Map showing locations of projected school facilities

- a. **Enrollment Deadline:** For the first school year, all applications for admission to LFNO must be completed in total and are due to the LFNO school office by February 14, 2011. To enter the pre-K 3 year-old class, the child must be three years-old by September 30th, Pre-K 4s must be four years old by September 30th, and Kindergartners must be 5 years old by September 30th.
- b. **Lottery Date:** The lottery will be held approximately two weeks, fourteen (14) days (including weekends) after the end of the application period. There will be a public notice posted announcing the date of the lottery through the following means:
- i. LFNO website, E-mail and postal notification
 - ii. Publicized informational meetings for students and families
- c. **Lottery Procedure:** Applications will be numbered on a first-come, first serve basis. If there are more applications than seats available, a lottery will be conducted. The names will be selected in a public setting, witnessed by an external observer, in order to prevent any question of favoritism in the selection process. All applicants who submit a fully completed application that is received in the school office by the deadline of February 14, 2011 by 3:00 pm will be entered into the lottery, if necessary. In the second year application process, siblings' (of LFNO students) applicants will also be required to go through the enrollment process with a timely submission of the application packet. Siblings will be enrolled upon receipt of a completed application packet, and not subjected to the lottery. Announcements of acceptance will be sent out to families no later than three (3) days after the lottery drawing. Families will be given ten (10) business days to accept the school placement. If the placement is declined or if the parent does not respond within the set time frame, a student will be admitted off of the waiting list in the order in which the names were drawn. Again, families will be given the same period of time to respond to accept the school placement. The waiting list will remain valid until the end of the school year. When a place in the school becomes available in a grade, the parent of the first student on the waiting list will be contacted by phone, email or postal mail and given a set period of time to respond (10 business days) to accept the placement. If the place is declined, the next person on the list will be contacted.
- d. **Wait-list:** Applicants who are not selected in the lottery will be placed on a waiting list. These applications will be separated by grade and entered on the enrollment waiting list. This wait list will be the only official, legal document identifying the names of grade eligible students with applications to the charter school pending acceptance for the subsequent school year, or when vacancies arise, based upon the order of random selection from the lottery. The wait list will be maintained until the end of the school year. All families will be informed of the lottery results and their placement on the school's waiting list, within ten days of the lottery drawing by phone, email or postal mail.
- e. **Re-enrollment Procedures:** A March date will be identified for LFNO students to re-enroll for the following school year. Parents will be required to fill out a re-enrollment form, and provide any necessary information. If a parent does not re-enroll their child for the next school year on the identified date or inform the school within five days of that date, LFNO staff will consider that the student will not be returning.

Tentative Timeline for Student Enrollment for LFNO's First Year

DATE	ACTIVITY OR EVENT
December, 2010	Official Kickoff of LFNO's Marketing/Outreach/Recruitment Plan.
December 14, 2010	Start of the PreK-3 - K Enrollment Application Process
February 14, 2011	Deadline - Completed applications due to school office by 3pm.
February 15, 2011	Start of the admission process; review/processing applications
February 28, 2011	Lottery drawing, if necessary
March 2, 2011	Notify parents of acceptance
March 18, 2011	Due date for return parent form accepting the LFNO placement
March 18, 2011	Notify families of LFNO "wait list"
March 21, 2011	Confirm attendance status. Contact wait-listed applicants to determine their continued interest in attending LFNO
April 1, 2011	Contact students on the wait-lists to fill any additional vacancies
July 15, 2011	Mail Opening of school information to parents
August 1, 2011	Parent Orientation Session
August 15, 2011	First Day of School

LFNO YEARLONG MARKETING STRATEGIES

Subject to change

Strategy	Timeline	Comments
Place Ads in Local Newspapers & Magazines	<i>Dec-June</i>	The Times-Picayune, Gambit Weekly, New Orleans Magazine, Louisiana Life, etc.
Disseminate press releases to local papers, radio and television stations announcing the opening of the school	<i>Dec-June</i>	New Orleans Media outlets including: WGNO, WWL, WDSU, WLAE, WYES, etc.
Provide direct contact to families in our community and within our geographical service area	<i>Dec - June</i>	Social workers, clergy, local businesses, youth organizations, daycares, etc.
Information/Brochure drop offs	<i>Dec - June</i>	At locations potential students and parents frequent: daycare centers, community recreation centers, libraries, stores and other local businesses.
Post flyers	<i>Dec - June</i>	Around the school neighborhood and in public places i.e. libraries, police stations and youth serving community-based organizations
Attend local business association meetings	<i>Dec - June</i>	Business Council, Chamber of Commerce, local associations, etc.
Have presence at local fairs and festivals.	<i>March - June</i>	Cultural festivals, Mardi Gras, Jazz Fest, neighborhood block parties, community fairs, etc.
Conduct periodic mass mailings	<i>April - June</i>	If necessary, hire a mailing service to target age appropriate students living in our geographic service area
Word of mouth campaigns	<i>Sept - Aug</i>	Encourage parents who submit applications to help spread the word about the school
Internet	<i>Sept - Aug</i>	www.lfno.org will have application and enrollment information, links will be posted on other community websites, i.e. www.nola.com, www.louisianarebuilds.info, www.nolapublicschools.com, etc.

Tentative Timeline for Student Enrollment for LFNO’s First Year Enrollment, 2011

DATE	ACTIVITY OR EVENT
December, 2010	Official Kickoff of LFNO’s Marketing/Outreach/Recruitment Plan.
December 14, 2010	Start of the PreK-3 - K Enrollment Application Process
February 14, 2011	Deadline - Completed applications due to school office by 3pm.
February 15, 2011	Start of the admission process; review/processing applications
February 28, 2011	Lottery drawing, if necessary
March 2, 2011	Notify parents of acceptance
March 18, 2011	Due date for return parent form accepting the LFNO placement
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August 15, 2011	First Day of School

LFNO Enrollment Form, Promotional Flyer and Proprietary Information Brochure on following pages



LYCÉE FRANÇAIS de la NOUVELLE ORLÉANS

ENROLLMENT FORM

Rentrée 20_____

Student's Personal Information Fiche de Renseignements concernant l'enfant

Last Name / Nom	First Name / Prénom	Sex / Sexe	Grade Applying For / Classe
Nationality / Nationalité	Native Language / Langue maternelle	Present Age	Birth date / Né (e) le
Race/Ethnicity			
<input type="checkbox"/> Asian/Jaune Pacific Islander	<input type="checkbox"/> Black /Noir (Non-Hispanic)	<input type="checkbox"/> White/ Blanc	<input type="checkbox"/> Other / Autre

Parent's Personal Information Fiche de Renseignements concernant les parents

Father / Père Step-Father / Beau-père Guardian / Tuteur

Last Name / Nom	First Name / Prénom		
Nationality / Nationalité	Visa Statu	Native Language / Langue maternelle	
Home Address / Adresse domicile	City / Ville	State / État	Zip / Code Postal
Home Phone / Tel. (domicile)	Cell Phone / Portable	Email / E-mail (domicile)	
Circle Preferred Method of Contact / Comment préférez vous être contacté: Home/Tel / Cell/Portable / Email			

Mother/ Mère Step-Mother / Belle-mère Guardian / Tuteur

Last Name / Nom	First Name / Prénom		
Nationality / Nationalité	Visa Statu	Native Language / Langue maternelle	
Home Address / Adresse domicile	City / Ville	State / État	Zip / Code Postal
Home Phone / Tel. (domicile)	Cell Phone / Tel. (cellulaire)	Email / E-mail (domicile)	
Circle Preferred Method of Contact / Comment préférez vous être contacté: Home/Tel / Cell/ Portable / Email			

• Are both parents living? / Les deux parents sont-ils vivants? _____ yes / oui _____ no / non

• Status of Parental Relationship / État-Civil

Married / Mariés Widow / Veuf Divorced / Divorcés Separated / Séparés Other / Autre

• With Whom does student reside? / Avec qui vit l'enfant? _____

• Who receives school correspondence? / Qui reçoit le courrier scolaire? _____

Continue on the back / Tournez SVP ⇨

**Student Educational Information
Child's Special Education Information
Fiche Concernant l'éducation de l'enfant**

Current School: / École où l'enfant est actuellement scolarisé: _____

Current Grade: / Classe: _____

Educational Considerations:

- Gifted with IEP / Éducation Spécialisée pour surdoué
 - Talented in / Expliquez en _____ with IEP / testé
 - Primary Home Language Other than English (PHLOTE) / Langue maternelle autre que l'anglais
 - Special Education / Education Spécialisée
 - 504 (IAP) or Behavior Modification Plan / Pour enfant en difficulté
 - English as Second Language (ESL) / Anglais en deuxième langue
 - Speech Therapy / Orthophonie
 - I am in the process of having my child evaluated for Gifted/Talented / Mon enfant est en voie d'être testé pour surdoué
 - I suspect my child may qualify for special education services. (Please explain) / Mon enfant est en voie d'être testé pour aide spécialisée (S'il vous plaît expliquer)
- _____
- _____

**Additional Information
Fiche de education d'élève**

_____ Yes / Oui _____ No / Non Is the student a French National? / l'enfant est-il de Nationalité Française?

_____ Yes / Oui _____ No / Non Has student previously attended a French School accredited by the French Government? If yes, name of school and location: / L'enfant est-il scolarisé dans une école homologuée? Si oui, nom et adresse:

_____ Yes / Oui _____ No / Non Does the student have a sibling currently attending LFNO? If yes, list sibling's name and grade. / L'enfant a-t-il frère(s) et soeur(s) à LFNO? Si oui, nom, pré/nom et classe.

Signature of Parent/Legal Guardian

Signature des parents ou Gardien

Date

Printed Name / Nom

LFNO does not discriminate on the basis of race, color, nationality, ethnic origin or disability in violation of state and federal law in admissions, administration of its educational policies and other school administered programs.



Attention Parents!

Lycée Français de la Nouvelle Orléans

Is a public French School that offers the complete French National Curriculum governed by the French Ministry of Education. It is a School of Excellence, one of academic rigor, high expectations, and takes great pride in its diverse cultures and students.

The mission of Lycée Français de la Nouvelle Orléans is to provide a ***diverse – culturally, economically, ethnically – and academically*** challenging educational environment through a world-class public school. Students earn two degrees simultaneously – a Louisiana high school diploma and the prestigious French Baccalauréat. In following the French Ministry of Education’s curriculum and school structure, Lycée Français ***will*** prepare students for success in the multilingual global marketplace.

Lycée Français is now accepting applications for students in Pre-K 3 and 4 year old, & Kindergarten classes in August 2011.

- Tuition-free French School, except for Pre-K 3 & 4 year old classes
- Adding grades every year through French Baccalauréat High School
- Rigorous academic standards for all
- Disciplined environment with uniforms
- Excellent & highly educated teachers
- Pre-K 3 and 4 year old classes
- Small class sizes
- Family partnerships with frequent contact
- After Hours Arts (AHA!) student enrichment and homework instruction
- French Summer Camp
- Focus on community service & leadership

Learn More About Our School:

LFNO is holding informational sessions for parents who are interested in learning more about our school. Applications for enrollment will also be available at these meetings:

<u>Date</u>	<u>Location</u>	<u>Times</u>
TBD	TBD	TBD

[Contact information here]

MISSION STATEMENT

Lycée Français de la Nouvelle Orléans students will matriculate into the finest colleges and universities worldwide.

Lycée Français will provide its students the opportunity to achieve the ***Baccalauréat Français-Américain*** and the Louisiana high school diploma in an academically challenging and culturally diverse educational environment.



Lycée Français de la Nouvelle Orléans offers

- * a World-class education
- * the First public French School nationally
- * a Pre-K through 12th grade school
- * Open enrollment: All welcome to apply
- * a Multi-lingual & Multi-cultural school
- * High-performance standards
- * French National Curriculum
- * Louisiana Core Curriculum benchmarks
- * Baccalauréat Français-Américain (BFA)
- * Louisiana high school diploma
- * Community partnerships with

Association Haïtienne de Développement Humain (AHDH)

New Orleans Center for Creative Arts (NOCCA)

The Greater New Orleans Youth Orchestras (GNOYO)

For more information, please contact:
504-342-4311 or www.LFNO.org



Lycée Français de la Nouvelle Orléans



Lycée Français de la Nouvelle Orléans
will be the first school in the country to
provide a

Public
Stand-alone
Open Enrollment
French National Curriculum
Pre-K through 12th grade School
culminating in the
Louisiana High School Diploma and the
Baccalauréat Français-Américain (BFA)

Whom will Lycée Français serve? Lycee Français will recruit and educate students who are at risk or not at risk, black or white, Asian or Hispanic, rich or poor, French expatriots' children, International transferees' children and students who have attended French programs in other parishes, states or countries.

When will the school open? August 2011, pending charter approval by the Louisiana Department of Education's State Board of Elementary and Secondary Education (SBESE).

What grades will be offered? *Year One:* Lycée Français will open Pre-K3, Pre-K4 and Kindergarten classes with a projected enrollment of 135 students. In *Year Two:* 1st, 6th, and 9th grades are added with additional grades added annually. In *Year Five:* with a projected enrollment of 530 students, Lycée Français will celebrate its ***first graduating class: the Class of 2016.***



Is Pre-K free? Louisiana provides funding for public school students Kindergarten to 12th grades and for “gifted” or “free and reduced lunch” Pre-K students. For Pre-K students who do not qualify for “gifted” or “free and reduced lunch”, there will be an annual tuition of \$4,500.00 (\$ 450.00 per month for 10 months).

What is the difference between a “French immersion program” and a “French School”? Simply stated, a French immersion program in Louisiana teaches the Louisiana Core curriculum in French. A French School teaches the curriculum set by the French Ministry of Education in French and meets the highest educational performance benchmarks issued by the Louisiana Department of Education.

Does the French national curriculum have a proven record of accomplishment? **YES!** Graduates of U.S. based French Schools - especially those who studied at a Lycée and have obtained the Baccalauréat Français Américain (BFA) - go on to attend the world's finest colleges and universities.

Why a Lycée Français in New Orleans?
For almost 300 years, since its inception in 1718 as a French colony, New Orleans has been a city rich in French culture and history. New Orleans is fortunate to offer several schools that incorporate the French language; however, every year there are long lists of applicants vying for too few available desks. Lycée Français will do its part to answer this call of high demand.

Are there strong educational ties with the government of France? As illustrated in the France-Louisiana Cooperation Accords of 2008-2012 and the creation of the Council for the Development of French in Louisiana (CODOFIL), French and Louisiana signatories affirm “*their willingness to reinforce in the fields of preschool through 12th grade education, in language instruction, and in higher education (academics)*”.

They also agree “*to do any and all things necessary to accomplish the development, utilization and preservation of the French language as found in the State of Louisiana for cultural, economic and tourist benefit of the state.*” Lycée Français de la Nouvelle Orléans is committed to fulfilling the educational goals set forth in the Accords and by CODOFIL.

As a spokesperson for CODOFIL said, proudly referencing our state's heritage, “*the [French] language is a birthright and is the language of Louisiana.*”

For more information, please contact:
504-342-4311 or www.LFNO.org

Sample Daily Schedules and 2011 School Calendar

Pre-K3 & Pre-K4 & Kindergarten	Instructional Minutes per Day	Instructional Minutes per Week
Morning Activities - Circle time, Gross Motor development, P.E.	60	300
French Instruction	90	450
Science/History/Geography	60	300
Math	60	300
Arts/Music/Crafts	60	300
Creative play	60	300
TOTAL	390	1950

Sample *Cycle 1* Daily Schedule Pre-K3 – Pre-K4 and Kindergarten

Time	Pre-K 3 year olds
8:00-8:15	Morning school exercises
8:15-9:15	Morning activities; circle time Gross motor development
9:15-11:00	French Instruction
11:00-11:45	Lunch/Recess
11:45-12:45	Story / Nap
12:45-1:30	Math activities
1:30-2:30	art, music
2:30-2:45	Snack
2:45-3:15	Creative play
3:15-3:30	Clean-up/get ready to go home
3:30	Dismissal

TIME	PRE-K 4 yr. olds
8:00-8:15	Morning school exercises
8:15-9:15	Morning activities – circle time Gross motor activities
9:15-11:00	French instruction
11:00-11:30	Small motor activities
11:30-12:30	Lunch/Recess
12:30-1:15	Story/Nap
1:15- 2:00	Math activities
2:00:- 2:30	Music/art
2:30- 2:45	Snack
2:45-3:15	Creative Play

3:15-3:30	Clean-up/get ready to go home
3:30	Dismissal
TIME	Kindergarten
8:00-8:15	Morning school exercises
8:15-9:15	Morning activities – circle time Gross/small motor activities
9:15-11:00	French instruction
11:00-11:30	PE activities
11:30-12:15	Lunch/Recess
12:15-12:30	Story time/telling
12:30-1:15	Math activities
1:15-2:00	Science, History, Geography
2:00-2:30	Art, Music/Crafts
2:30-2:45	Snack
2:45-3:15	Creative play
3:15-3:30	Clean-up/get ready to go home
3:30	Dismissal

Sample *Cycle 2* Daily Schedule for Kindergarten (second half of the year):

The would be the schedule that we would follow beginning the second year for first graders, and then each year thereafter until 5th.

Time	1st-5th Grade
8:00-8:15	Morning school exercises
8:15-10:00	French
10:00-11:00	Math
11:00-12:00	Science, History, Geography
12:00- 12:45	Lunch/recess
12:45--2:00	English
2:00-2:30	Health/PE
2:30-2:45	Snack
2:45-3:15	Art/Music
3:15-3:30	Clean-up/get ready to go home
3:30	Dismissal

1 st – 5 th Grade	Instructional Minutes per Day	Instructional Minutes per Week
French	105	525
Math	60	300
Science/History/Geography	60	300
English	75	375
PE/Hygene	30	150
Art/Music Activities	60	300
TOTAL	390	1950

Sample *Cycle 2* & *3* Daily Schedule for 1st – 5th Grades:

August 2011

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
	1	2	3	4	5	6
7	8 S.O.	9 S.O.	10 S.O.	11 S.O.	12 S.O.	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2011

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
				1	2 P.D. ½ Day	3
4	5 Labor Day	6	7	8	9	10
11	12	13	14	15	16 P.D. ½ Day	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
						1
2	3	4	5	6	7	8
9	10	11	12	13	14 P.D.	15
16	17	18 Records ½ Day	19	20	21	22
23	24	25 Report Cards	26	27	28	29
30	31					

November 2011

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
		1	2	3	4	5
6	7	8	9	10	11 P.D. ½ Day	12
13	14	15	16	17	18	19
20	21 Thanks-giving	22 Thanks-giving	23 Thanks-giving	24 Thanks-giving	25 Thanks-giving	26
27	28	29	30			

December 2011

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21 Records ½ Day	22 Winter Break	23 Winter Break	24
25	26 Winter Break	27 Winter Break	28 Winter Break	29 Winter Break	30 Winter Break	31

January 2012

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
1	2	3	4	5	6 P.D. ½ Day	7
8	9	10	11	12	13	14
15	16 MLK Day	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
			1	2	P.D. 3 ½ Day	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	Mardi Gras 20	Mardi Gras 21	Mardi Gras 22	23	24	25
26	27	28	29			

March 2012

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
				Records 1 ½ Day	P.D. 2 ½ Day	3
4	5	6	Report Cards 7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
1	2	3	4	5	Half Day 6 P.D.	7
8	9 Spring	10 Break	11 Spring	12 Break	13 Spring Break	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
		1	2	3	P.D. 4 ½ Day	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	Report Cards 24	182 25 Last Day	26
27	28	29	30	31		

S.O.	Staff Orientation	5		Weekend Days	
H.D.	Half Days	10		Vacation Days	22
Interim	Records Day	8	R.C.	Report Cards	4
	Instructional Days	184	P.D.	Professional Development Days	19

2011

Aug 8-12 Teacher Orientation
 Aug 15 First Day of School
 Sept 2 ½ Day +
 Staff Professional Development
 Sept 5 Labor Day- No School
 Sept 16 ½ Day +
 Staff Professional Development
 Oct 14 Staff Professional Development
 Oct. 18 Records Day
 Oct 25 Report Cards
 Nov 11 ½ Day +
 Staff Professional Development
 Nov 21-25 Thanksgiving Holidays
 Dec 21 ½ Day +
 Records
 Dec 26-31 Winter Break

2012

Jan 6 ½ Day +
 Staff Professional Development
 Jan 16 Martin Luther King Day
 Jan. 20 Staff Professional Development
 Feb 3 ½ Day +
 Staff Professional Development
 Feb 17 Half Day – Mardi Gras Holiday
 Feb 20-22 Mardi Gras Holiday
 March 1 ½ Day +
 Records
 March 2 ½ Day +
 Staff Professional Development
 March 7 Report Cards

Apr 6	½ Day + Staff Professional Development	May 24	Report Cards Report Cards
Apr 9-13	Spring Break	May 25	Last Day of School
May 4	½ Day Staff Professional Development		

LFNO Family Accountability Contract

Lycée Français de la Nouvelle Orléans Family Accountability Contract

We believe in strengthening our school community through close relationships and mutual accountability for all administrators, teachers, students, and parents. We are all working together for the same mission—to prepare each of our students to enter and excel in a rigorous 4-year college or university.

In order to reach our goal, we must all work together to take on certain responsibilities. Below is a contract that signifies each school community member's responsibilities.

Parent-Student Contract

Attendance

- ✓ I will make sure that my child comes to school every day on time to begin the day by 8:00 am.
- ✓ I understand that if my child misses more than 10% of the school year (20 days), he or she may have to repeat his or her current grade.
- ✓ I understand that any absence is excused if I have contacted the school and written a detailed note regarding illness, family emergency, or religious observance.

Homework

- ✓ I will make sure that my child promptly makes up missed work following absences.
- ✓ I agree to check my child's homework daily and sign assignments and documents when requested by teachers or administrators.

Code of Conduct

- ✓ I agree to promote and support the rules of behavior as outlined in the Lycée Français Family and Student Handbook.
- ✓ I understand that my child will be required to serve a before school or after school detention if he or she commits a detention-level infraction.
- ✓ I understand that my child will be suspended if he or she chooses to skip a school detention.
- ✓ I will come to school for a meeting if my child is suspended, and I understand that my child will not be allowed to return to class until after this meeting occurs.
- ✓ I will sign my student's checklist every week to monitor his or her in-school behavior and academic progress.

Student Dress Policy

- ✓ I will ensure that my child comes to school in proper dress, according to the uniform guidelines listed in the Family and Student Handbook.

- ✓ I understand that if my child comes to school out of uniform, he or she may not be permitted to attend class and will need to wait for the appropriate dress to be brought in from home.

Family Support

- ✓ I agree to support my child’s academic growth by communicating regularly with my child’s teacher and advisor, and by attending all parent-teacher conferences.
- ✓ I agree to attend family meetings, PTO and other school-sponsored events on a regular basis.
- ✓ I agree to volunteer at least **15 hours** during the school year.

Parent/Guardian Signature

Student Signature

Parent/Guardian Name Printed

Student Name Printed

Date

Date

In exchange for your assistance, Lycée Français pledges to do the following for your child:

- ✓ Provide a safe and orderly environment
- ✓ Provide more time on task during the school day
- ✓ Prepare them for college and professional careers
- ✓ Build their character, especially around respect, enthusiasm, achievement and leadership
- ✓ Give them experiences and opportunities that expand their understanding of the world
- ✓ Give them access to excellent academic support
- ✓ Make them avid reader and writers
- ✓ Equip them with foreign language skills
- ✓ Work hard to help them excel

Director of Academics Signature

Principal Signed

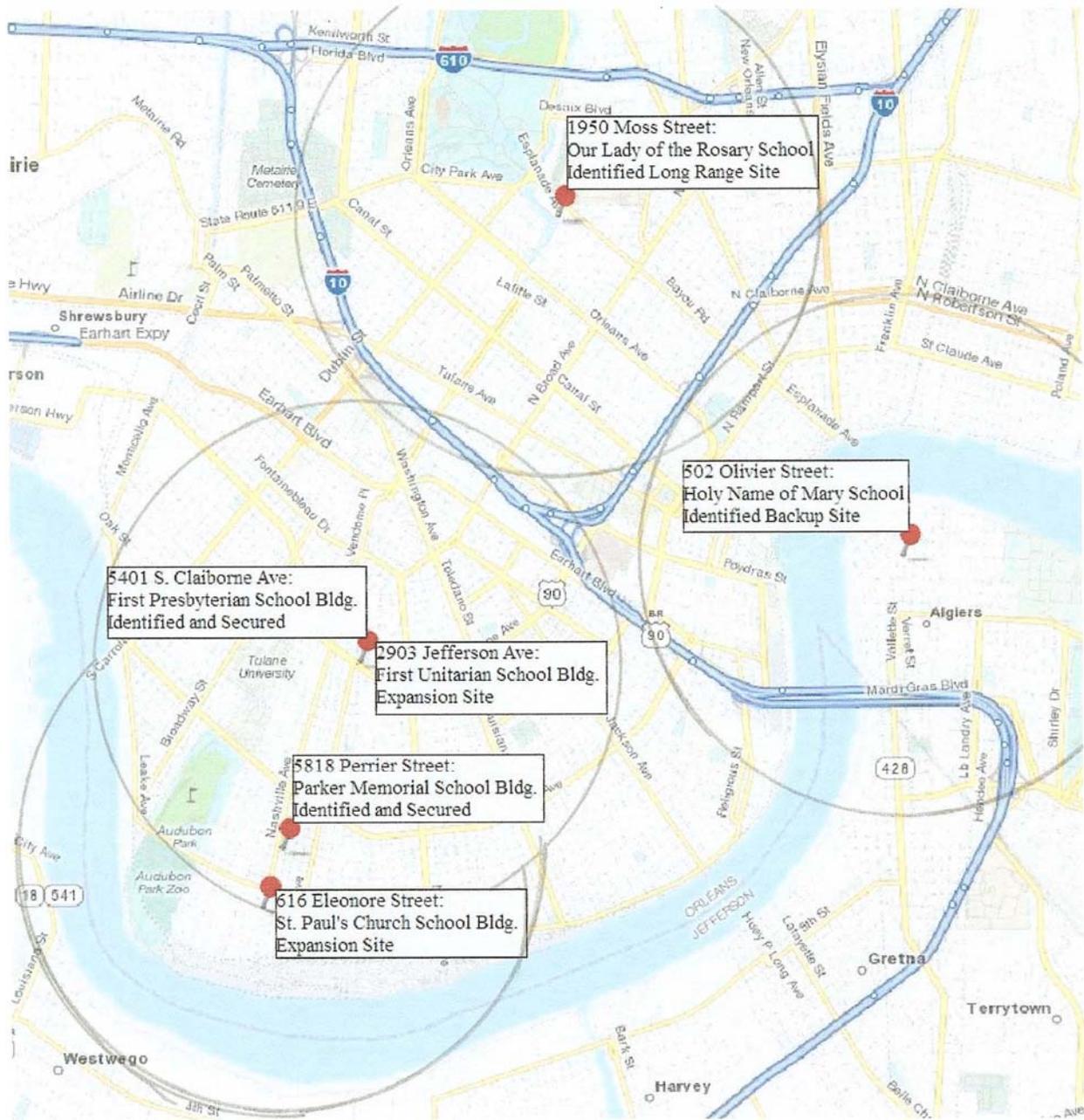
Director of Academics Print Name

Principal Print Name

Date

Date

Facilities Appendices:



Map showing Identified and Confirmed, Identified for Expansion, and Identified Long Range sites for *Lycée Français*.



Orleans Parish School Board

3520 General DeGaulle Drive, Suite 4050 New Orleans, LA 70114

Capital Planning, Facilities Maintenance, and Real Estate Department

7 September 2010

Mr. Andrew Abrams, Chairman

LFNO, Inc.

126 S. Murat St.

New Orleans, LA 70119

Dear Mr. Abrams,

It has been a pleasure working with you and members of your board regarding facilities for Lycée Français de la Nouvelle Orléans.

After visiting your proposed school buildings located at First Presbyterian Church (5401 S. Claiborne Ave) and Parker Memorial Methodist Church (5818 Perrier St) and pending formal code and occupancy reviews, it appears the locations could be well-suited to accommodate your initial facility needs.

Should you have any questions or need further assistance, please let me know.

Sincerely,

Herman K. Taitt, Jr.
Executive Director of Operations



FIRST PRESBYTERIAN CHURCH

5401 South Claiborne Avenue at Jefferson New Orleans, Louisiana 70125
(504) 866-7409 or 866-7400 (fax) Email: info@fpcno.org Web: www.fpcno.org

August 12, 2010

Mr. Andrew Abrams, Chairman
Lycée Français de la Nouvelle Orléans
126 S. Murat St.
New Orleans, LA 70119

Dear Mr. Abrams,

I hereby acknowledge that the Session Board of First Presbyterian Church of New Orleans, and the Lycée Français de la Nouvelle Orléans (LFNO), have been working together for the past months to determine how our facility might best accommodate LFNO's facility needs.

It is our understanding that LFNO is a Type II - Charter School applicant with the Louisiana Department of Education, and that Charter approvals may be determined this December for school openings August 2011.

The various visits by you, your board members and architects have been helpful in your due diligence process and ours. The Session Board has conferred with Pastor Jayne Ruiz, considered the matter, and voted. We agree that LFNO would provide a unique educational opportunity for the children of Louisiana and contribute to the revitalization of the New Orleans public school system. We look forward to working with LFNO, and in anticipation of Charter approval; welcome a conditional lease agreement.

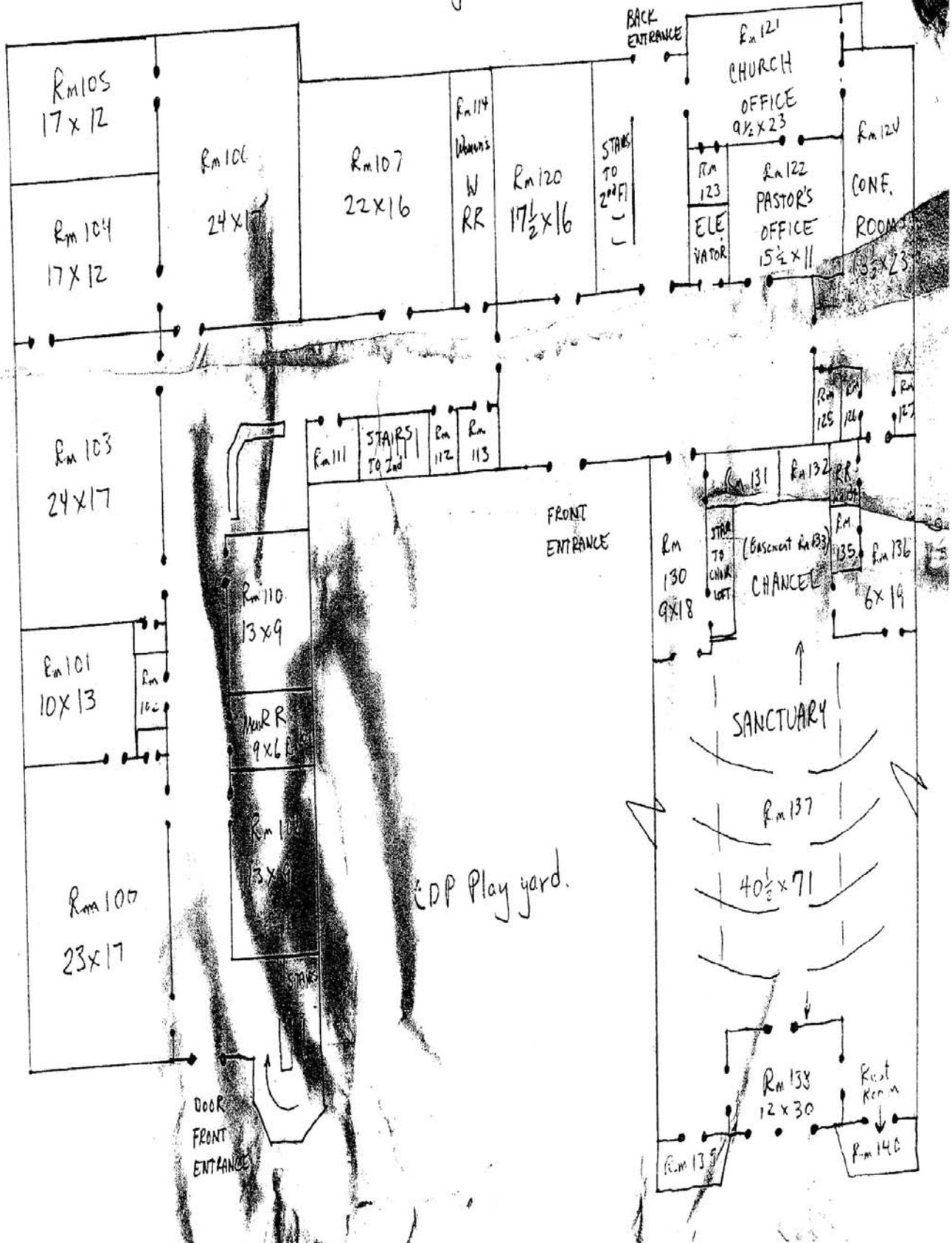
First Presbyterian Church of New Orleans proudly offers our available facility space and property for \$3,000.00 month in addition to the terms to be more fully described in the conditional lease agreement.

Our thoughts and prayers are with you as LFNO continues working towards Charter approval.

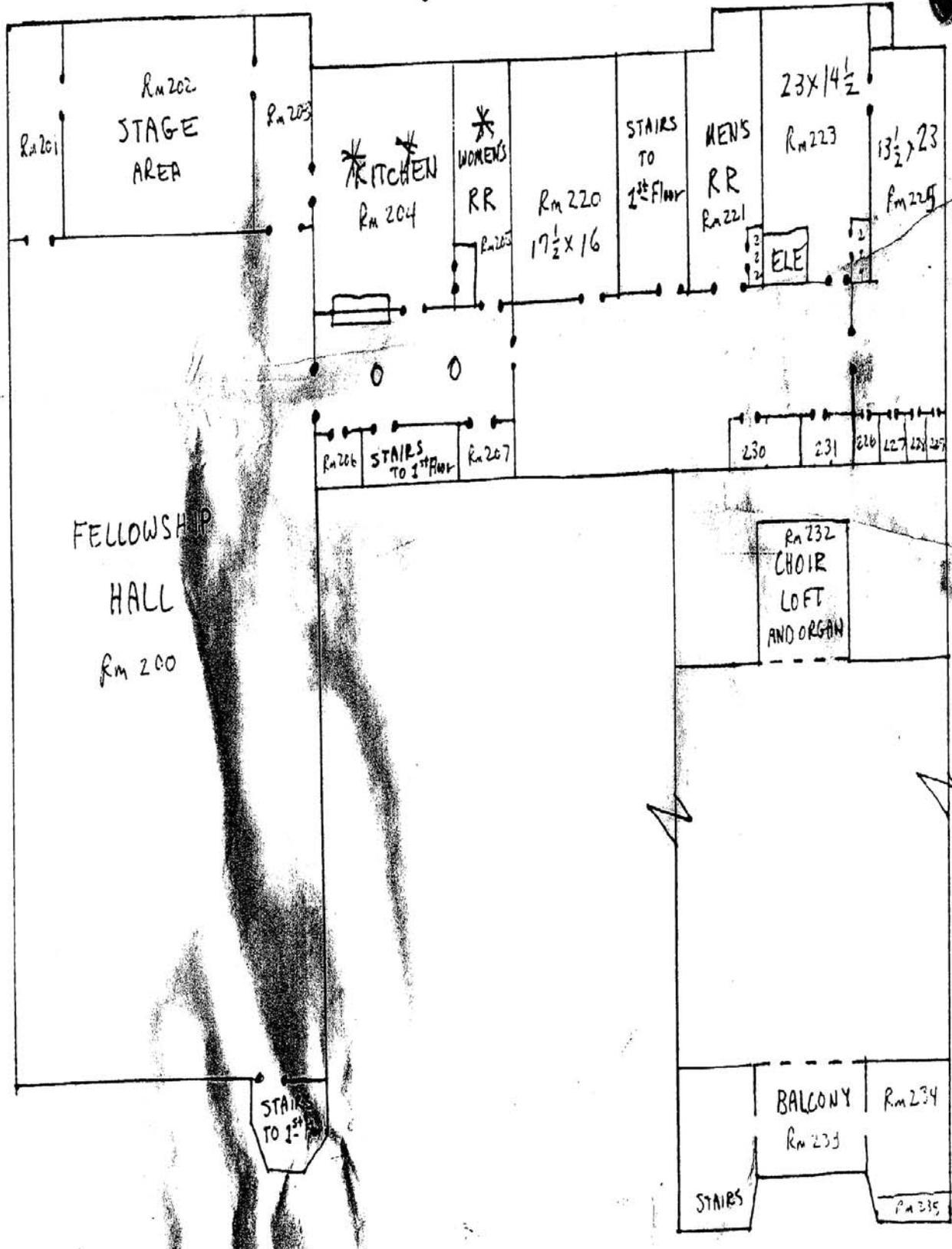
Very truly yours,

Sherri L. Hutton, Esq.
Session Board Member - Facilities Chairperson
First Presbyterian Church of New Orleans

First Presbyterian Church First Floor



First Presbyterian Church Second Floor



Parker Memorial United Methodist Letterhead

September 5, 2010

Mr. Andrew Abrams, Chairman
Lycee Francais de la Nouvelle Orleans
126 S. Murat St.
New Orleans, LA 70119

Dear Mr. Abrams,

I hereby acknowledge that the congregation of Parker Memorial United Methodist and the Lycée Français de la Nouvelle Orléans have been working together for the past months to determine how our facility might best accommodate LFNO's facility needs.

It is our understanding that Lycée Français de la Nouvelle Orléans (LFNO) is a Type II - Charter School applicant with the Louisiana Department of Education and that Charter approvals may be determined this December for school openings August 2011.

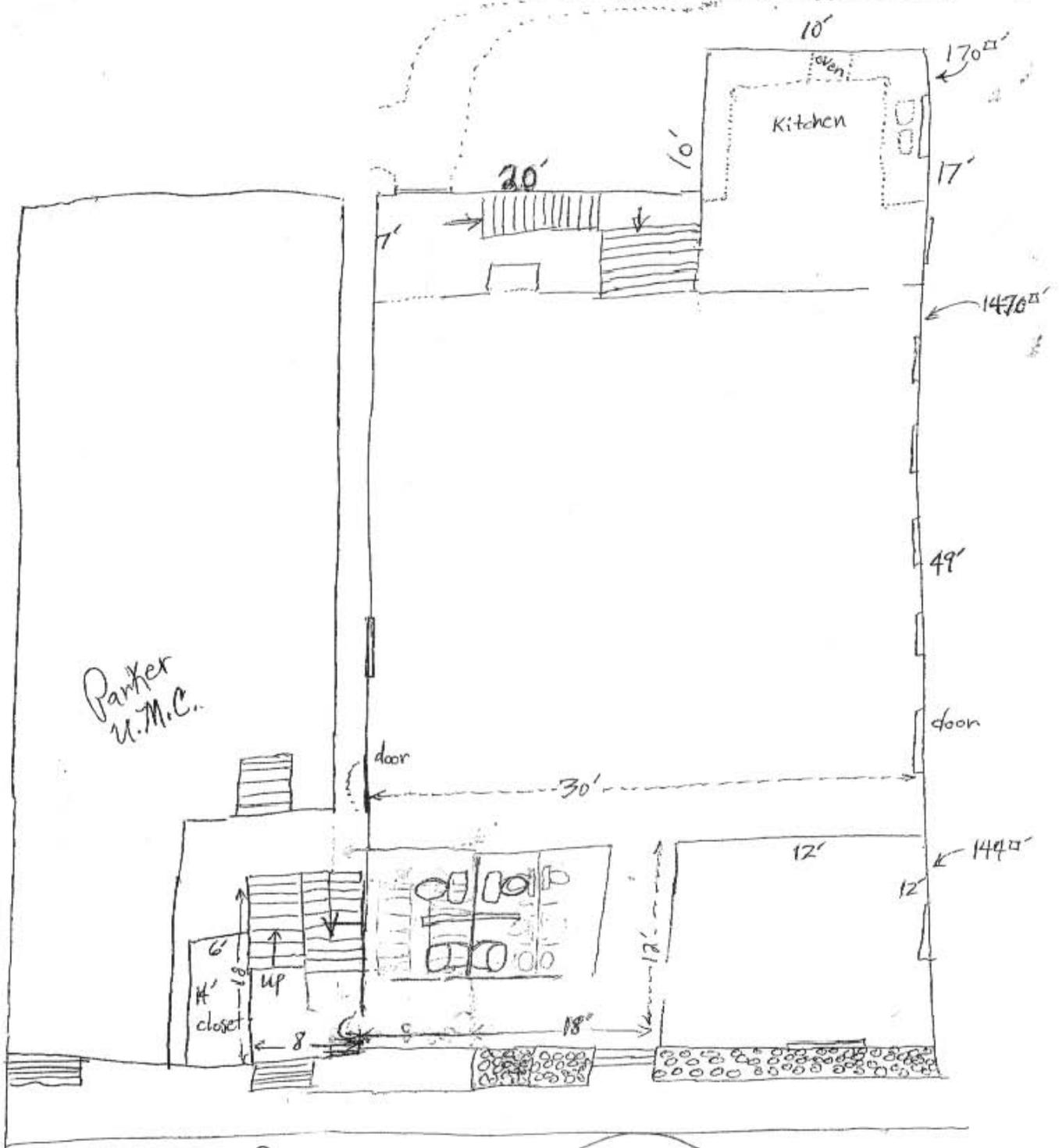
The various visits by you, your board members and architects have been helpful in your due diligence process. We look forward to working with LFNO and in anticipation of Charter approval welcome a conditional lease agreement. Parker Memorial United Methodist proudly offers our available facility space and property for \$ 2600/month in addition to the terms more fully described in the conditional lease agreement.

Our thoughts and prayers are with you as LFNO continues working towards Charter approval.

Most sincerely,



Name **W.T. BALLANTINE**
Position **CHAIRMAN OF THE BOARD**
Parker Memorial United Methodist



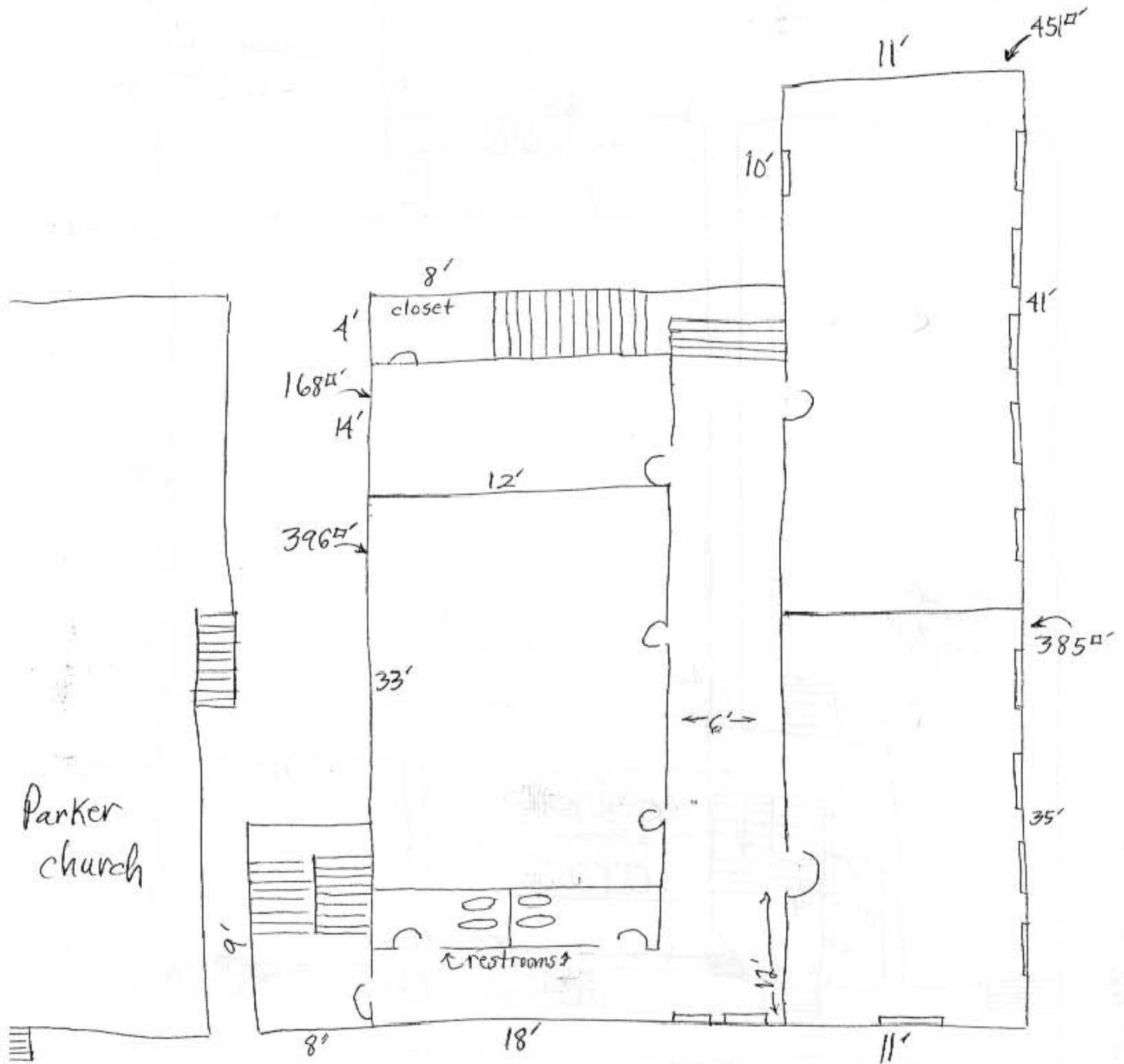
5818 Perrier St.

1st Floor (2361^{sq}')

2nd Floor (1756^{sq}')

total: 4117

Parker Memorial United Methodist
Pg. 2 of 2



5818 Fenner St. 2nd Floor (1756 sq')

First Unitarian Universalist Church of New Orleans

Founded in 1833

Reverend Melanie Morel-Ensminger, Consulting Minister

August 10, 2010

Mr. Andrew Abrams, Chairman
Lycée Français de la Nouvelle-Orléans
126 South Murat Street
New Orleans, LA 70119

RE: First Unitarian Universalist Church of New Orleans
2903 Jefferson Avenue, New Orleans LA 70115

Dear Mr. Abrams,

It has been a pleasure working with you and LFNO board members regarding use of the first floor of our facility at the First Unitarian Universalist Church of New Orleans, 2903 Jefferson Avenue. The building has in fact been used in the past for École Bilingue, a private immersion school now located in the Irish Channel.

I look forward to our continued discussions about possible usefulness of our facility, especially since I was myself quite active twenty-five years ago in the creation of a public French-immersion school at Audubon.

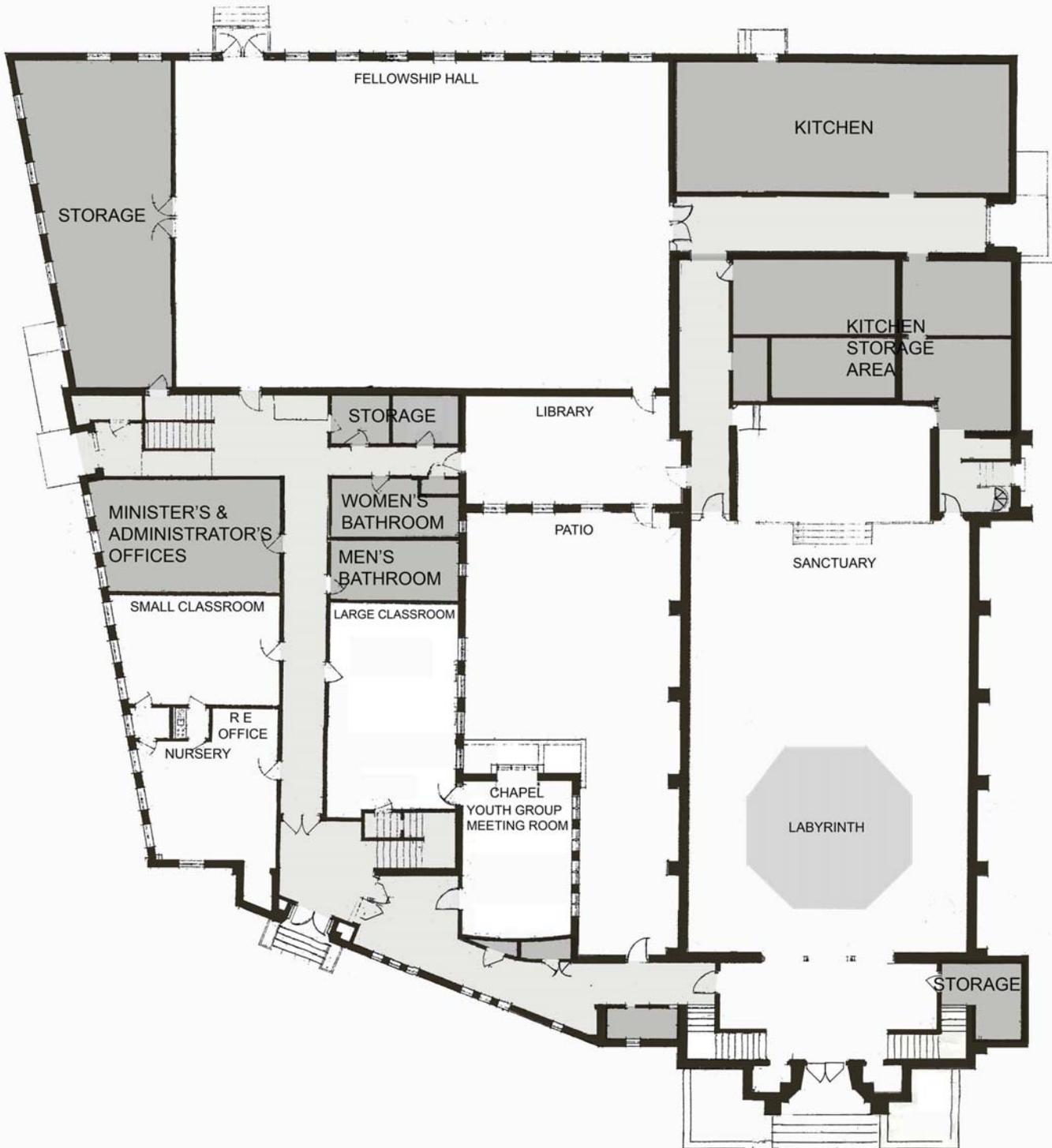
I will happy to do all I can to help make Lycée Français de la Nouvelle-Orléans a reality, as I believe fluency in languages – and for our City fluency in French and Spanish in particular – is a cultural, intellectual and economic asset.

Sincerely,



Robert Desmarais Sullivan
Trustee and Building Usage Manager
First Unitarian Universalist Church of New Orleans

We are a richly historic, diverse and inclusive, liberal religious community of free thinkers, inspired by reason and spirit. Members of First Church commit to seek meaning and wholeness in our lives and justice in the world.





ST. PAUL'S UNITED CHURCH OF CHRIST

600 Eleonore Street
New Orleans, LA 70115
504-899-5183

August 11, 2010

Mr. Andrew Abrams, Chairman
Lycee Francais de la Nouvelle Orleans
126 S. Murat St.
New Orleans, LA 70119

Dear Mr. Abrams,

I hereby acknowledge that the congregation of St. Paul's United Church of Christ and the board of LFNO have been working together for the past several months to determine how our facility might best accommodate LFNO's facility needs.

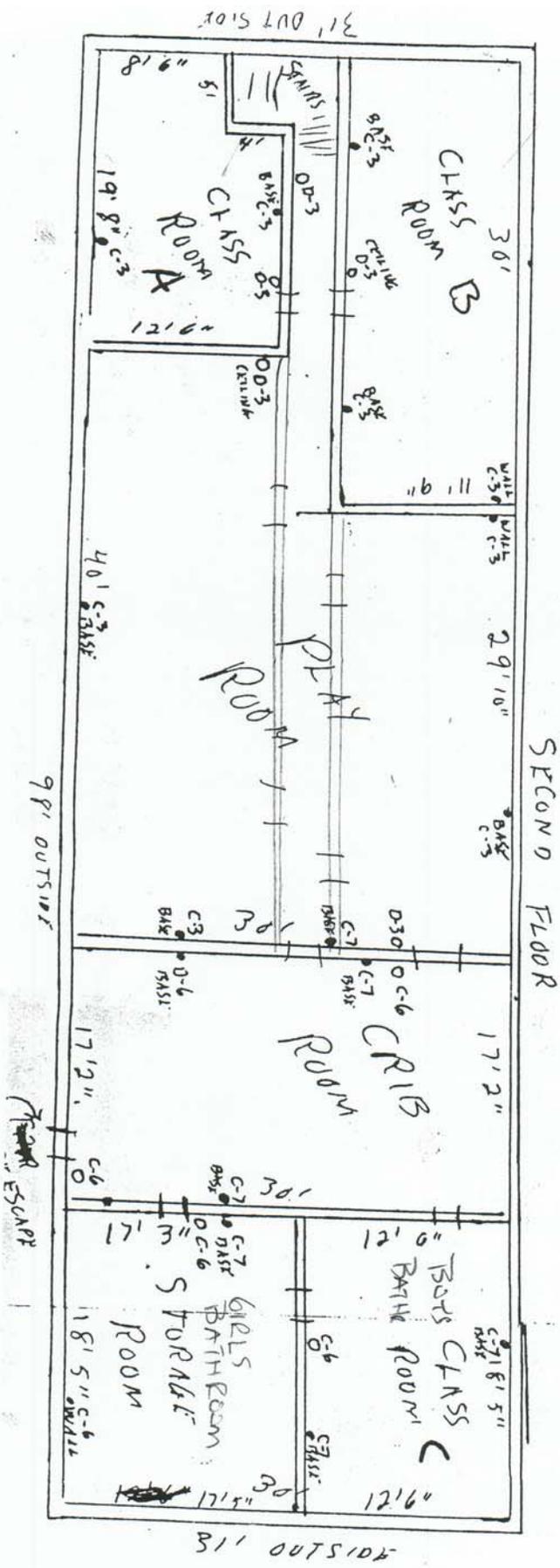
The various visits by you, your board members and architects have been helpful in your due diligence process. St. Paul's facility has been leased to the New Orleans Public School system in the past. We look forward to renewing such usage as a school and working with you in the future.

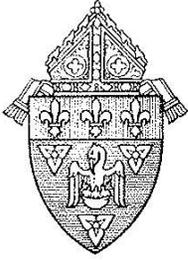
Most sincerely,

George L. Luft, Jr.
Treasurer
St. Paul's United Church of Christ

SECOND FLOOR - LAYOUT

● OUTLET
○ SWITCH





ARCHDIOCESE OF NEW ORLEANS

1000 HOWARD AVENUE, SUITE 107
NEW ORLEANS, LOUISIANA 70113-1903
VOICE: (504) 596-3070
FAX: (504) 596-3073
E-MAIL: LLaCombe@archdiocese-no.org

DEPARTMENT OF FINANCIAL AND
ADMINISTRATIVE SERVICES
Property and Building Management

August 25, 2010

Mr. Andrew Abrams, Chairman
LFNO, Inc.
126 S. Murat St.
New Orleans, LA 70119

RE: Our Lady of the Rosary School
and Holy Name of Mary School

Dear Mr. Abrams,

This letter serves to acknowledge that the Archdiocese of New Orleans is in communication with LFNO, Inc. regarding the Our Lady of the Rosary School located at 1492 Moss St, New Orleans, LA and the Holy Name of Mary School located at 502 Olivia St., New Orleans, LA.

Board members of LFNO, Inc. have made on-site visits to these properties. The size and capacity of the schools appear to be well-suited for Lycée Français de la Nouvelle Orléans.

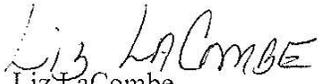
Our Lady of the Rosary is 25,681 sq ft with a capacity for 300 students. The building is currently occupied. The Archdiocese cannot determine the future availability of the building until October 2010 at the earliest. Should the current occupant give notice to vacate, the Archdiocese would welcome the opportunity to discuss further lease terms and conditions with LFNO, Inc. for the 2011-12 school year. The building would be available for lease at a rate of \$4-\$5 per sq ft.

Holy Name of Mary is 21,880 sq ft with a capacity for 200 students. The building was occupied as a school until August 2008. Now vacant, it is available for lease at a rate of \$4-\$5 per sq ft. It is understood that although the location of Our Lady of the Rosary would best suit the needs of LFNO, the Archdiocese would also welcome the opportunity to further discuss the lease terms and conditions for Holy Name of Mary.

As you know, there are many layers of review required by the Archdiocese. In consideration of these time constraints, the Archdiocese will do everything in our control to expedite your project.

It has been our pleasure to work with you; we look forward to working with you in the future.

With best regards,



Liz LaCombe

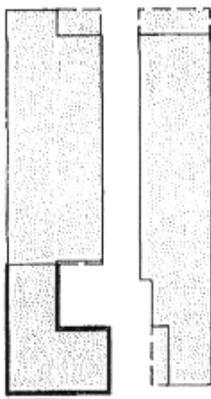
Liz LaCombe
Director, Property and Building Management

Our Lady of the Rosary
 New Orleans, Louisiana
 September 28, 1995
 073-062

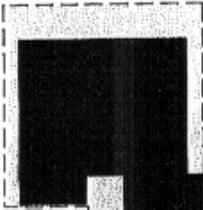


Scale 1" = 50'

03- Retail Dwelling
 1342 Moss



04- Rental Dwelling
 1324 Moss



02- Rectory



09- Carport #2



08- Carport #1



10- Storage
 Rear 1322 Moss

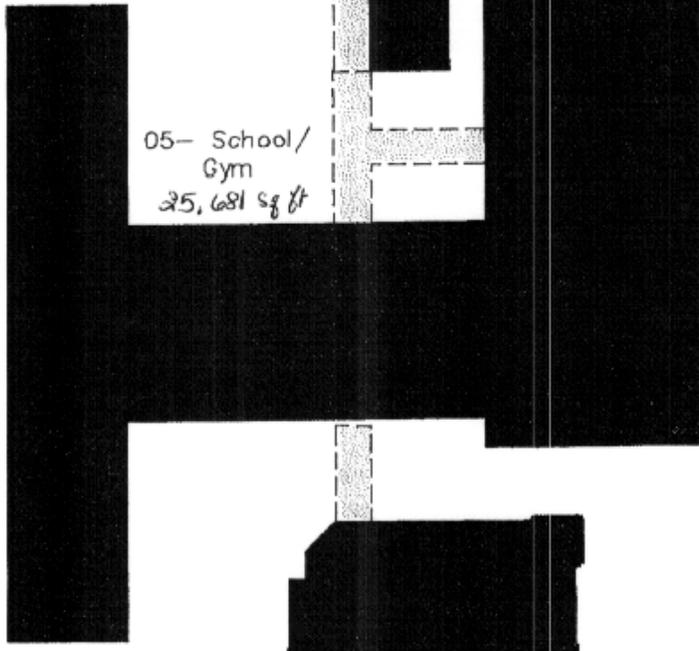


Boat House

Storage #2



05- School/
 Gym
 25,681 sq ft

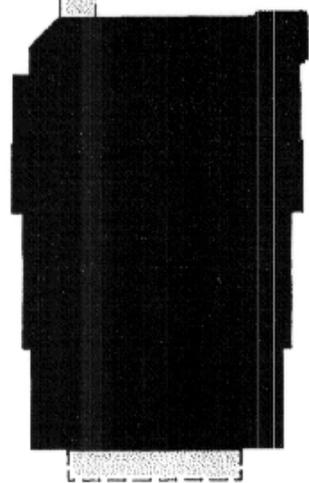


07- Transformer
 Building



-  Frame
-  Brick
-  Steel Frame - Metal Clad
-  Frame - Metal Clad

01- Church



THE CATHOLIC MUTUAL GROUP
 OMAHA, NEBRASKA

SKETCH/AREA TABLE ADDENDUM

File No 073-036-04

Location Holy Name of Mary Parish

City New Orleans

State LA

Zip 70114

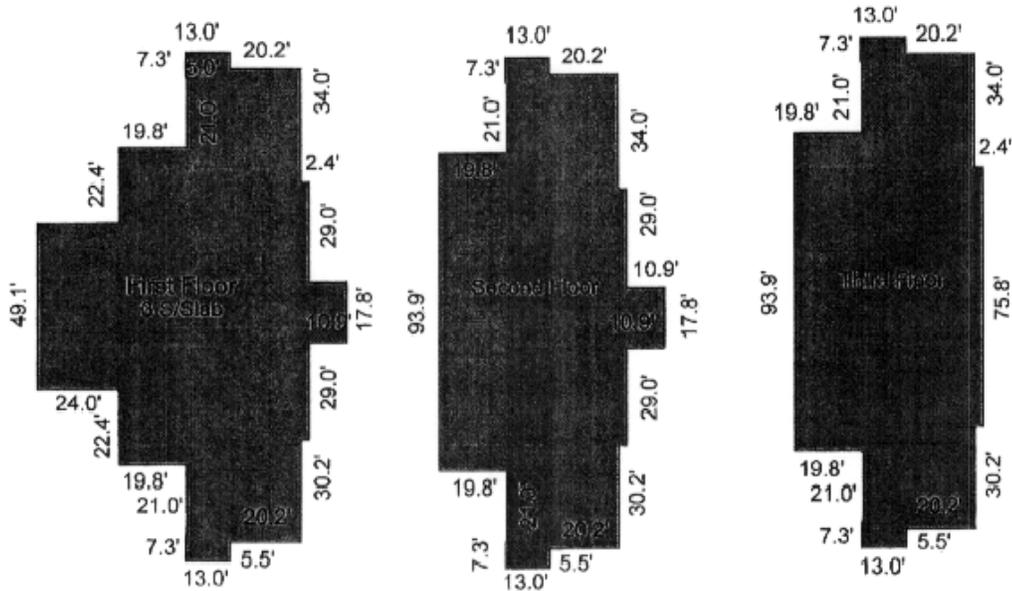
Bldg 04-School

Address

SU

IMPROVEMENTS SKETCH

School



Scale: 1 = 50

AREA CALCULATIONS SUMMARY

Area	Name of Area	Factor	Size	Perimeter	Totals
GLA1	First Floor	1.00	8143.70	482.4	8143.70
GLA2	Second Floor	1.00	6965.30	434.4	6965.30
GLA3	Third Floor	1.00	6771.28	412.6	6771.28
TOTAL LIVABLE (rounded)					21880

LIVING AREA BREAKDOWN

Breakdown		Subtotals
First Floor		
10.9 x	17.8	194.02
2.4 x	75.8	181.92
20.2 x	140.0	2828.00
24.0 x	49.1	1178.40
19.8 x	93.9	1859.22
7.3 x	13.0	94.90
12.6 x	143.2	1804.32
0.4 x	7.3	2.92
Second Floor		
10.9 x	17.8	194.02
2.4 x	75.8	181.92
20.2 x	140.0	2828.00
19.8 x	93.9	1859.22
9 remaining calculations		8673.42
21 Areas Total (rounded)		21880

AREA CALCULATIONS

M Space Modular Classroom



M Space Holdings, LLC
www.mspaceholdings.com

Project Assumptions:	Clear and Accessible Site Min 35' Clearance Around Building Footprint 2500 PSF Min. Soils Compaction	Construction:	Type "E" Occupancy Louisiana State 130 MPH Wind Load 50# Floor Load 20# Roof Load
Frame System:	Steel Frame System Painted Black with Rust Inhibitor	Floor System:	Wood Floor Joist Plastic Woven Underbelly Single Layer T&G Plywood Sub-flooring 1/8" VCT Commercial Grade (RR / Hallways) 26 OZ Commercial Grade Carpet (Remainder) Vinyl Cove Base Through-out
Exterior Walls:	Wood Construction (min 16" o.c.) Double Top Plate Exterior Sheathing per MFG Design 15# Felt Under Hi-Rib Steel Siding Matching Steel Trim	Interior Walls:	Wood Construction (min 16" o.c.) Double Top Plate Vinyl Covered Gypsum w/Battens Standard trim system
Roof System:	Flat Roof System Wood Trusses Wood Engineered Mate-Beam 2' x 4' Suspended Ceiling @ 7'-10" Roof Sheathing per MFG Design 45 MIL EPDM - Black	Insulation:	Floor: R-19 Exterior Walls: R-13 Interior Walls: R-11 Roof: R-30
Exterior Doors:	3/0 x 6/8 Steel Doors Hydraulic Closers Grade 2 Hardware - TELL	Interior Doors:	3/0 x 6/8 Pre-finished HC TELL w/metal Frames Grade 2 Hardware - TELL Privacy on RR, Keyed on Remainder
Windows:	30" x 48" DIG, V/S	Life Safety:	Fire Alarm, Extinguishers, Smokes, etc by client
Electrical System:	120/240 Volt Single Phase Single Phase Sub-Panels Conduit as required by code 2' x 4' Diffused Lights w/T-8 Bulbs Receptacles and Switches Exterior Porch Lights w/photocell Exit and Emergency Lights	Plumbing System:	ADA Restroom White China Water Closet White China Wall Hung Sink Lever Faucet Set Grab Bars Electric Point-of-Use Mirror above sink
HVAC System:	Wall Mounted HVAC (Bard or Equal) Electronic T-Stat	Casework:	None
Furniture:	None	Equipment / Appliances:	None



M Space Holdings, LLC
www.mspaceholdings.com

Customer Scope of Work:

1. Provide a clear and accessible site to allow for the delivery and installation of modular sections using standard modular industry vehicles and equipment.
2. Proposal is based on Customer providing a building site that has soil conditions which are acceptable for typical modular installation on grade. Soil bearing is assumed to be 2,500 psf on non-expansive soils. Organic soils are to be removed, site should be graded to insure proper drainage away from the building with no more than 8" of grade variation across corners of the overall site (site area to extend at least 15' beyond the perimeter of the buildings. If fill is required, utilize "select" fill, laid and compacted in "6 in. lifts" to 95% proctor.
3. Customer provides below grade, poured footers if required.
4. Provide all applicable site development work up to building line including, but not limited to: parking, entries, sidewalks, site plumbing (water and sewer), site power (electrical), signage, landscaping, and fencing. Also provide decks, steps and ramps.
5. Connect site water line to a single water line stub within the crawlspace (above grade) and connect multiple sewer stubs together (one at each fixture or drain), including clean-outs and then to site sewer at the Existing Business Administration Building. Includes meters, pressure regulators and back flow preventers. Multiple sewer stubs to crawl space. Customer connects sewer stubs together and makes final connections including clean-outs per code.
6. Connect site power through a weather head or stubbed conduit to exterior MDP or Gutter Tray with Sub-Disconnects. Provide conduit and wire necessary to make service connections from sub-panels conduit stubs (each panel has an empty conduit stubbed to the crawl space – one panel provided in each modular section). Each sub panel has a load center or breaker to connect to. Includes meter base, meter, grounding rod and connections, transformers (as or if required), voltage surge protection as or if required.
7. All low voltage wiring devices will be supplied and installed by Customer's subcontractors, including but not limited to: Voice, Data, Security and CCTV.
8. Provide and install Fire Alarm systems, including horizontal conduits, wiring devices, transceiver, antenna and panels.
9. If required, provide and install materials and labor necessary to provide, install and connect fire sprinklers. Includes back flow preventer, pump, Siamese, PIV and hydrants. Installation subject to Modular Building Provider review and approval.
10. Install HVAC condensate drain line and dry wells as or as required.
11. Provide and install roof drainage control: Including, but not limited to; gutters, downspouts, splash blocks, canopies and awnings.
12. Provide and install interior and exterior signage as or if required.
13. Provide and install all FFE (furnishings, fixtures and equipment) within the building, including mini-blinds.



M Space Holdings, LLC.
www.mspaceholdings.com

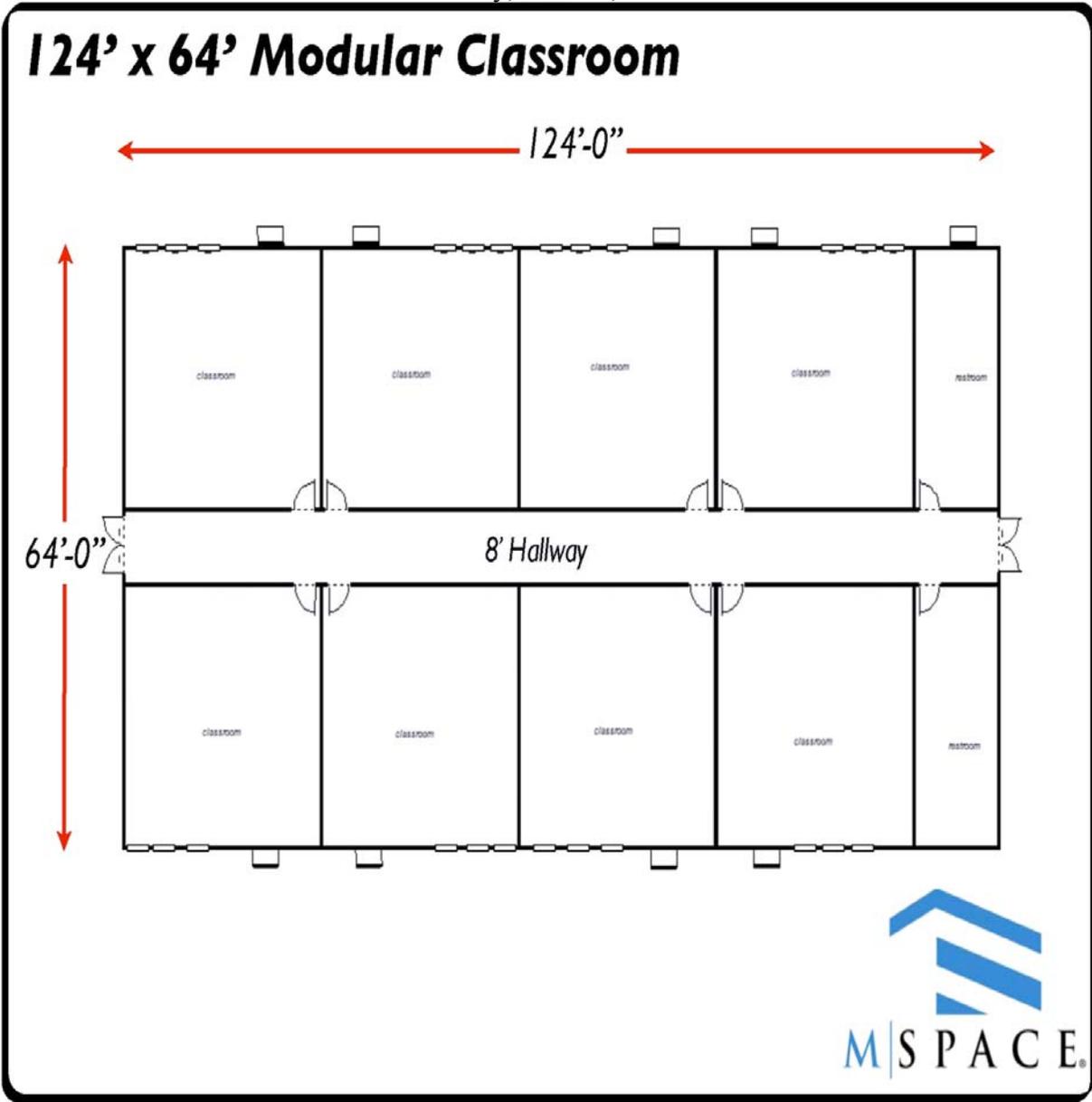
Scope of Work and Services (cont.)

1. MSH - Procure Manufacturing Plant responsible for manufacturing the modular sections in accordance with the Specifications indicated herein.
2. MSH shall coordinate and assume responsibility for delivery of modular sections from its Manufacturing Plant to the project site.
3. MSH's installation crew shall provide labor and materials to position the modular building sections on site using a typical "pull-on" installation method.
4. Installation crew provides and installs labor and materials to build piers up from customer prepared grade, slab, parking lot, or from customer provided poured footers. Piers consist of either Steel Piers of 2 Cell CMU's, ABS or Treated Plywood Pads on grade or on Customer's poured concrete footers. Piers are shimmed with treated lumber and oak leveling wedges.
5. MSH's installation crew shall install the building so that the finish floor elevation is 30" – 36" above average exterior grade.
6. MSH's installation crew seams the exterior walls and roof and interior walls, ceiling and floor in accordance with Manufacturer's recommendations.
7. MSH's installation crew makes duct work connections at modular mate lines if or as required.
8. Make branch circuit cross-over electrical connections within the building.
9. MSH's installation crew provides labor and materials (treated lumber) for Skirting Framing and Vents and labor to install metal skirting panels (shipped loose with the building).

M Space Holdings, LLC
T/ (832) 496-7879
F/ (832) 201-0778
1560 W. Bay Area Blvd. Suite 150, Friendswood, TX 77546

M Space Modular Floorplan - Typical

Monday, June 14, 2010



Facilities Appendices



August 11, 2010

Board of Trustees of
Lycee Francais de la Nouvelle Orleans
126 S. Murat St.
New Orleans, LA 70119

RE: Operating Line of Credit

Ladies and Gentlemen:

First NBC Bank is prepared to provide up to \$300,000 of availability for funds to provide operating support for the new Charter School to be named Lycee Francais de la Nouvelle Orleans.

This commitment is contingent upon First NBC Bank verifying pending and potential grants that may be awarded and subject to final financial analysis of projections of operations for the school.

I hope this letter meets your need requirements related to our commitment to financing the project, but should you require additional information or clarification, please feel free to contact me for any additional information you may need.

Very truly yours,


Brad Calloway
Senior Vice President

210 Baronne Street, New Orleans, LA 70112 Ph. 504-566-8000; Fax 504-671-3480

Budget Pages

Governance

Appendices:

CHARTER SCHOOL ROSTER of KEY CONTACTS

Complete the following Roster for the Board of Directors and key administrative leaders and/or partners for the proposed school. Be sure to include titles and roles.

Name of School(s): Le Lycée Français de Nouvelle Orléans
Name of Nonprofit Corporation: LFNO, Inc.
Primary Contact Person: Andrew Abrams
Mailing Address: 717 Antonine St.
New Orleans, LA 70115
Phone: (504) 615-0465
(day & eve.)
Fax: N/A **Email:** Andrew.c.abrams@gmail.com

NONPROFIT BOARD OF DIRECTORS (Officers)

Position: Chairman
Name: Andrew Abrams
Mailing Address: _____
Phone: (504) 615-0465
(day & eve.)
Fax: N/A **Email:** Andrew.c.abrams@gmail.com

Position: Vice Chairman
Name: Joyous VanBuskirk
Mailing Address: 1137 9th Street, NOLA, 70115
Phone: (504) 891-0023 (504) 220-0023
(day & eve.)
Fax: _____ **Email:** joyousvb@bellsouth.net

Position: Secretary
Name: Thomas Klingler
Mailing Address: 3664 Laurel Street, NOLA, 70115
Phone: (504) 862-3114; (504) 865-5115
(day & eve.)
Fax: (504) 301-9471 **Email:** klingler@tulane.edu

Position: Treasurer
Name: Mignhon Tourne
Mailing Address: 301 Carrolton Ave., Metairie, LA, 70005
Phone: (504) 818-3014 (504) 837-2133
(day & eve.)
Fax: _____ **Email:** mtourne@cox.net

CHARTER SCHOOL ROSTER of KEY CONTACTS

NONPROFIT BOARD OF DIRECTORS (At-Large Members)

Position: Board Member at Large
Name: Allen Wm. Kelly
Mailing Address: 4227 S. Galvez Street, NOLA, 70125
Phone: (504) 289-9372
(day & eve.)
Fax: Email: allenkelly1@cox.net

Position: Board Member at Large
Name: Charlotte Dupuy
Mailing Address: 126 S. Murat Street, New Orleans, LA, 70119
Phone: (504) 301-9471 (504) 432-1437
(day & eve.)
Fax: Email: chdupuy@cox.net

Position: Board Member at Large
Name: Paige Saleun
Mailing Address: 944 Orion Street, Metairie, LA, 70005
Phone: (504) 616-1652
(day & eve.)
Fax: Email: me4ustill@aol.com

SCHOOL PERSONNEL

Principal Name: Jill Otis
Phone (day/eve): (504) 899-2639 (504) 237-5530
Fax: Email: jill_otis@bellsouth.net

Business Manager: TBD upon Charter Authorization
Phone (day/eve):
Fax: Email:

Certified Public Accountant: TBD upon Charter Authorization
Phone (day/eve):
Fax: Email:

OTHER AS APPLICABLE (school management entity, partner)

Contact Person: N/A
Title/Position:
Organization:
Phone (day/eve):
Fax: Email:

BOARD RESUME'S

ALVIN J. BORDELON, JR. *Curriculum Vitae*

Personal & Educational:

1. Born New Orleans, Louisiana November 1, 1945.
2. Married to Melanie Bond Bordelon.
3. Jesuit High School New Orleans, class of 1963.
4. Louisiana State University at New Orleans (B.A., English Literature, 1968).
5. Loyola University School of Law (Juris Doctor, 1973).

Law School Honors:

1. Ranked in the top ten of Loyola School of Law's 1973 graduating class.
2. Managing Editor of the Loyola Law Review, 1972-73.
3. Vice President, Student Bar Association, Loyola University, 1971-72.
4. Appointed and served as Teaching Fellow, Loyola Law School, 1972-73.

Teaching and Lecturing:

5. Professor, Criminal Justice, Loyola University City College, 1975-76.
6. Professor, Legal Research and Writing, Loyola School of Law, 1977.
7. Professor, Torts- Relational Interests, Loyola University School of Law, 1977.
8. Guest Speaker on effective legal writing for various corporate law departments.
9. Producer of seminar on Legal Writing Techniques.
10. Lecturer on employment relations and collective bargaining for school district inservice Programs

Admission to Courts:

1. Admitted to practice before the United States Supreme Court.

2. Admitted to practice before the federal Fifth Circuit Court of Appeals.
3. Admitted to practice before all Louisiana federal district courts– the United States District Court for the Eastern District of Louisiana, the United States District Court for the Western District of Louisiana and the United States District Court for the Middle District of Louisiana.
4. Admitted to practice before the Louisiana Supreme Court and all Louisiana appellate and district courts.

Professional Membership:

Member of the Louisiana State Bar Association.

Areas of Practice:

School and public education law, civil rights law for public schools and public bodies, employment relations law for public schools and public bodies, administrative law and union - management collective bargaining in public schools, defense of injury claims made against school, school administrators and public bodies.

Representative Clients:

Special counsel for St. Bernard Parish School Board, St. Tammany Parish School Board, St. Charles Parish School Board and Jefferson Parish School Board. Counsel for West Feliciana Parish School Board, St. James Parish School, Ascension Parish School Board, Washington Parish School through Louisiana Public Schools Risk Management Agency members. Special counsel for City of Kenner, City of Ponchatoula, Terrytown Fifth District Volunteer Fire Department and Marrero-Estelle Volunteer Fire Department.

Community Service:

1. Served as Judge Ad Hoc for the First City Court for the Parish of Orleans.
2. Chairman of the New Orleans Alcoholic Beverage Control Board, 1981-82 .
3. Member of the Mayor's Commission on Crime, City of New Orleans.
4. President, Faubourg St. John Neighborhood Association, 1978-1981.

Awards:

1. Awarded recognition by Louisiana Senate for outstanding civic leadership in 1982.

2. Listed for professional ability in civil and trial litigation by Marquise's "Who's Who in American Law," 1996-to date.
3. Listed in Who's Who in America, 1997-to date.
4. "Writer's Digest" Short Story Competition winner, 1994.
5. Inducted into the Louisiana Bar Foundation as a "Louis Moreau-Lislet Fellow," April 2001.

Martindale-Hubbell Rating:

Rated "AV" by Martindale-Hubbell, the leading national legal directory. "AV" is the highest rating attainable for professional ability and ethics.

Military Service:

1. United States Naval Reserve, 1963-68.
 2. Sergeant, United States Army, 3 Infantry Division, 1968-70.
-

Allen W^m. Kelly

Experience	Present - 1992	Self-employed	New Orleans, LA
	HDLC Commercial and Residential Construction Projects		
	Custom projects		
	Conversion of Owner/Architect vision into tangible reality		
	1992 - 1986	Grady Harper Real Estate	New Orleans, LA
	Residential Sales and Property Management		
	1986 - 1984	Renovations Contractor	New Orleans, LA
	Partner: Kelly-Haslock Construction		
	Custom kitchens & baths: design build & installations		
	Work with Cameron Kitchens of New Orleans & Lagarde Kitchens		
	1984 - 1983	Treuting, Inc.	Metairie, LA
	Field Superintendent and "problem solver"		
Education	1975 - 1977	University of New Orleans	New Orleans
	1976 - 1981	Tulane University	New Orleans
	1981 - 1983	Northeastern University of LA	Monroe, LA
Interests	Biking, Golf, Sailing and sailboat racing, tennis, politics		
	Carnival: Member of various Organizations. Day of Event duties include coordination and management.		
	Founder: Operation Homefront Support, a Military support group dedicated to providing Special Forces with material support aimed at "winning the hearts and minds" of indigenous peoples		

Andrew Abrams:

ANDREW C. ABRAMS

andrew.c.abrams@gmail.com

7522 Benjamin St. # 105, New Orleans, Louisiana 70118
615-0465

504-

EDUCATION

Loyola University College of Law, New Orleans, Louisiana
Juris Doctor received May 2008
Civil Law Division, International Law Certificate

Tulane University, New Orleans, Louisiana
Bachelor of Science in Exercise Physiology, December 2002
Minor in Psychology

Virginia Polytechnical Institute, Blacksburg, Virginia
Coursework towards Bachelor of Science in Biology, (1998-2000)

ACTIVITIES

World Trade Center of New Orleans, Membership Committee, 2008-current
Developing Countries Role in a Multilateral Trading Environment, Author, 2008
International Trade and Development Meeting & Public Belt Tour, Host, 2008
Hispanic National Bar Association, Moot Court Competition, 2007
Hispanic American Law School Association: SGA Rep., Vice Pres., 2006-2007

EXPERIENCE

Eveline, Davis & Phillips

Clerk: (May 2008-current)

Entertainment law firm focusing on artist representation, copyright & trademark protection and licensing. Legal services also include forming business entities, contract formation & review, advertising, merchandising/branding issues.

La Nasa, St. Angelo & La Nasa, L.L.C.

Clerk: (September 2008-May 2009)

Collections law firm focusing on consumer and commercial debt recovery. Litigation revolved around open accounts, promissory notes, foreclosures (through executory process) as well as credit card and overdraft accounts. Post judgment procedural devices such as deficiency judgments, judgment debtor rulings and garnishments utilized.

Loyola Mediation Clinic, New Orleans, Louisiana

Mediator: Denise Pilie, Mediation Supervisor: (September 2007-May 2008)

Facilitating settlement as a neutral third party between contractors and homeowners engaged in contract fraud disputes stemming from Hurricane Katrina. The Loyola Mediation Clinic is funded by and works in association with the Louisiana Road Home Program.

New Orleans Neighborhood Development Collaborative, New Orleans, Louisiana

Consultant: (March 2007-August 2007)

Focusing on the viability of legal agreements between a developer and representation of the community (C.B.A.'s), organization and function of community coalitions, research, information

gathering as well as negotiations and planning with national developers, HANO, HUD and partnering entities.

Fifth Circuit Federal Court of Appeals, New Orleans, Louisiana

Appellate Conference Attorney Department Intern: (January 2006-March 2007)

Researching and compiling information/statistics, participating in initial client conferences, facilitating organizational development and attending oral arguments were the main activities. The Appellate Conference Attorney Department utilizes negotiation and mediation strategies with disputing parties to resolve party conflicts.

Chachi Dupuy:

CHACHIE DUPUY

126 S. Murat St.
New Orleans, LA 70119
504-301-9471
chdupuy@cox.net

Experience

1996 - present **THE DUPUY COMPANY** **NEW ORLEANS, LA**
Real Estate Associate Broker
Residential real estate, historic properties.

1990 - 1996 **BARRON'S EQUITIES** **SANTA FE, NM**
Real Estate Broker
Owned and operated real estate company - residential sales and property management.

1987 - 1990 **TV & MOTION PICTURE PRODUCTION** **SANTA FE, NM**
Production Coordinator
Young Guns I & II, Desperado series, Lucky Luke (Italian series).

1985 - 1987 **J.G. PRODUCTIONS** **HOUSTON, TX**
Production manager, editor, camera operator, producer
Designed a state-of-the-art television production studio.

1979 - 1985 **PYRAMID VIDEO** **WASHINGTON, DC**
Television news editor, camera operator, control room operator
Located in the National Press Building served all major worldwide networks of Canada, France, England, Italy, Ireland, Japan, and Korea.

1975 - 1977 **STONE RIDGE COUNTRY DAY SCHOOL** **BETHESDA, MD**
Curriculum Development, Exec Asst
Assisted director in developing 7th and 8th grade Interdisciplinary Communications Lab.

1973 - 1975 **TOURO INFIRMARY** **NEW ORLEANS, LA**
EKG Technician

Education

1977 **ANTIOCH COLLEGE** **WASHINGTON, DC**
BA - Organizational Development & Interpersonal Communications.

Lagniappe

1984 **CHACHIE'S NEW ORLEANS HOME COOKING BOOK**
Authored and published first edition. Second edition published by McMillan.

Dr. Jean Montès
Jean Montès

Associate Professor of Music and Director of Orchestras



Department: Orchestra

Office Location: 225 CM

Mailing Address: 6363 St. Charles Ave., Box 8 New Orleans, LA 70118

Direct Phone: 504.865.2167

Fax Number: 504.865.2852

E-mail Address: jmontes@loyno.edu

Personal Website: <http://www.jeanmontes.com>

Areas of Expertise

Conducting

String Pedagogy

k-12 String Education

Degrees

B.A., Duquesne University; M.A., The University of Akron; D.M.A., The University of Iowa

Short Bio

An accomplished conductor, educator, clinician, lecturer, and performer, **Dr. Jean Montès** is passionate about challenging and stimulating audiences and musicians alike. He is the Director of Orchestral Studies and Coordinator of Strings at Loyola University in New Orleans, Louisiana where he conducts orchestral ensembles and teaches conducting and string pedagogy courses for music education majors. In addition to his responsibilities at Loyola University, Montès is the Artistic Director of The Greater New Orleans Youth Orchestra (GNOYO) where conducts the Symphony Orchestra.

In recent years, Montès has held orchestral leadership positions at Virginia Commonwealth University, St. Ambrose University, the University of Iowa, and with the Waynesboro Symphony Orchestra, the Bay Youth Orchestras of Virginia, and the Greater Twin Cities Youth Symphonies.

Growing up in Port-Au-Prince, Haiti, Montès studied the cello at the Holy Trinity School of Music. He left Haiti after winning a full scholarship to pursue his bachelor's degree in cello performance at Duquesne University in Pittsburgh, PA. He then received an assistantship at the University of Akron in Ohio where he also earned his masters in music education. He completed his Doctorate of Musical Arts in orchestral conducting at the University of Iowa under the tutelage of Dr. William LaRue Jones. His dissertation topic is An Annotated Translation from French to English of the History of Music in Haiti. He is presently focusing his research on the performance and promotion of orchestral works by Haitian composers.

A musician and conductor who enthusiastically promotes music of all world cultures, Dr. Montès is in constant demand as a conductor, clinician, judge and lecturer with orchestras and schools at all levels throughout the country. His unique approach to repertoire selection and rehearsal techniques enables him to connect, to be effective and admired by audiences and musicians of all ages. Most recent appearances include guest conducting the Virginia Symphony Orchestra, The Richmond Symphony Orchestra, and the Cedar Rapids Symphony Orchestra, giving clinics in Las Vegas and at the Midwest Clinic and performances of Mozart's *The Magic Flute* with the VCU Opera Theatre. He enjoys collaborating with organizations representing the full spectrum of the arts. Montès led an orchestra in a sold out performance of Prokofiev's *Romeo and Juliet* Ballet in collaboration with the Metropolitan Ballet project in the Twin Cities. Additionally, he was appointed by the mayor of Minneapolis to serve as the 2004 Co-Chair of Minneapolis Mosaic, a summer project which celebrates and showcases the talents of over 150 culturally diverse artistic and performance groups from the Minneapolis area. Montès led the creation and the first performance of the Minneapolis Mosaic Symphony Orchestra at Orchestra Hall in Minneapolis on July 9th, 2004. The orchestra was made of musicians from the Twin Cities metro area bringing together professional, teachers, community and student musicians

creating this fascinating, true mosaic of an orchestra. The performance featured the world premiere of Mosaic: Cedar and Lake composed by Carry John Franklin. Upcoming guest conducting engagements will take him to cities such as Las Vegas, Minneapolis, Richmond, Stafford county and Orlando.

A talented cellist and orchestral musician in his own right, Montès has performed recitals at the Lawrence University Conservatory, in Haiti, and with the Fox Valley, Green Bay, Johnstown and Altoona Symphonies. He also worked as a cello specialist at the Lawrence University Arts Academy and coached youth orchestra cello and viola sections and chamber music in New York, Connecticut, Wisconsin, Illinois, Iowa, Oregon, Minnesota, Florida and Virginia.

Montès' experience goes beyond the stage, as he is passionate about education and spent four years in the Fox Valley Area School District (Wisconsin) teaching K-12 strings and conducting multiple ensembles. He spends his summers teaching strings and directing ensembles at summer music festivals in the U.S. and at the Holy Trinity Music Camp in Haiti where he has been the Assistant Director.

Dr. Montès and his wife, Sarah, reside in New Orleans with their five-year-old son, Jaz Léonard and newborn son Soley Mica both of whom Montès considers to be his proudest achievements. In his spare time, Montès enjoys playing chamber music with friends and sports such as soccer, squash, badminton, biking and ping-pong. Truly an artist, musician and conductor who embrace the cultural and artistic diversity of the world, he is one who brings the highest level of dedication and enthusiasm to his life profession and all those he serves.

In addition to his responsibilities at Loyola, Dr. Montès is the Artistic Director of The Greater New Orleans Youth Orchestra (GNOYO) where he oversees all artistic operations and conducts the most advanced orchestra, the Symphony.

Courses Taught

Loyola Symphony Orchestra
Loyola Chamber Orchestra
Training Orchestra
String Class
String Pedagogy

Joy VanBuskirk:

RESUME

Joyous Van Buskirk 1137
Ninth Street
New Orleans, LA 70115
504~891-0023
Joyousvb@bellsouth.net

Education:

Tulane University +30 Graduate hours; Education American
Montessori Society (AMS) Certification; ages 6~9 Tulane University
M.Ed.
Stanford University +15 Graduate hours
Ladycliff College for Women B.A. Major. Art History; Minor; Elementary Education
High School Graduate

Employment Experience:

Jefferson Federation of Teachers, Metairie, LA; Public Relations Coordinator; 3 years
Louisiana Federation of Teachers, Baton Rouge, LA; Political Action Director; 15 years
Louisiana Federation of Teachers, Baton Rouge, LA; Legislative Director and
Chief Lobbyist - Louisiana Legislature; United States Congress; 15 years Victims
and Citizens Against Crime, Inc., New Orleans, LA; Lobbyist; 4 years Co-founder, Audubon
Montessori School
Math and Science Teacher, Kindergarten - Fifth Grades, Audubon Montessori School,
Orleans Parish School System, New Orleans, LA; 4 years Kindergarten Teacher, Andrew
Jackson Elementary; Orleans Parish Public School System; 10 years
Kindergarten Teacher, Adair Elementary; Mountain View Public School System, Mountain
View, California; 1 year

Other:

Majority writer, 2005 Audubon School charter, adopted by Orleans Parish School Board;
Board Member - (Gubernatorial appointment) Southern University Board of Supervisors; New
Orleans Children Council; United teachers of New Orleans; Victims and Citizens Against
Crime, Inc.; and YWCA; Louisiana Teacher Union Campaign Director - 1992/1996
Presidential Campaigns; Campaign Director for thirty school board elections throughout
Louisiana; represented teachers as a campaign liaison for four Gubernatorial and
numerous legislative elections throughout Louisiana; President, Kappa Delta Pi, Tulane
University Chapter; and appointed member on fifteen state education committees to
improve public education and reform the state Minimum Foundation Program (MFP).

Mignon Tourne:

Mignon Tourné

301 Carrollton Avenue, Metairie, Louisiana 70005
504-837-2133 (Res.) · 504-908-3085 (Cell) mtourne@cox.net

Executive Profile

CEO of \$300 million-asset community development credit union and senior operations and management executive with over 30 years of experience in property and casualty insurance and financial services.

Significant board and governance experience with large federal credit union. Currently CEO of ASI Federal Credit Union and A Shared Initiative, Inc (ASII).

Successfully built and led several departments in Louisiana's largest medical professional liability insurance company.

Known for ability to create and articulate strategic corporate vision and assemble high-performing teams to accomplish targets and goals.

Expertise

Financial Services

- Over twenty years board governance and executive leadership experience with ASI Federal Credit Union Board of Directors, a \$300,000,000-asset credit union with 145 branches and over 200 employees
- Past Chairman of the Board, ASI Federal Credit Union
- Current CEO of ASIFCU
- Member of National Credit Union Share Insurance Fund Advisory Board, Region IV

Insurance

- Over 17 years executive management experience in property and casualty insurance industry with emphasis on operating performance, strategic planning, departmental reorganizations and customer service
- Areas of expertise include operations management and change management
- Significant experience working with Board of Directors to develop strategic vision and monitor corporate progress through quantitative and qualitative metrics

Key Qualifications

Strategic & Operational Planning

- Dynamic Leadership and Business Acumen
- Reversing Negative Performance Trends
- Business Process & Strategy Development

- Forecasting, Budgeting & Cost Controls
- Team Leadership & Collaboration
- Employee Empowerment
- Internal & External Customer Relations
- Change Drive **Professional Experience**

ASI Federal Credit Union
A Shared Initiative, Inc. (ASII)

CEO/President

Responsible for executive leadership and day-to-day operations of both organizations.

- Increased capital post-Katrina from 4.7% to 9%+
- Opened two bilingual branches to serve unbanked Vietnamese-American community in New Orleans East and Latino community in Mid City
- Participant with local business leaders in Hispanic Integration Initiative sponsored by Americas Society/Council of the Americas
- Annual Community Development Financial Institution (CDFI) Awardee - ASIFCU

Louisiana Medical Mutual Insurance Company (Lammico)

Vice President, Legal Department

2004 to 2006

Responsible for reorganization of operations management of largest department in company, an in-house litigation firm of 34 employees in three offices across Louisiana, representing 40% of all medical malpractice cases pending against company.

- Reduced operating budget by 23 percent within one year by implementing new business model that re-allocated responsibilities, priorities and processes, and benchmarked appropriate staffing levels
- Introduced quality initiatives to department and used proven leadership skills to build consensus, analyze and change internal processes to increase productivity while decreasing costs, and improve work process efficiencies
- Initiated technology solutions to automate and expedite department operations
- Dedicate 50% of time to corporate strategic initiatives as a member of senior management team
- Serve as Chair of Coverage Strategy Committee to evaluate future corporate coverage strategies
- Participate in both Talent Management and Retirement Committees

Chairman of the Board, ASI Federal Credit Union

2001 to 2006

Served as Board member since 1991; former Secretary of Board.

Vice President, Information Technology Department

2000 to 2004

Asked by Board of Directors and executive management team to assume leadership of struggling department. Launched aggressive results-driven multi-million dollar strategic transformation of information technology department.

- Restructured departmental operations during a period of rapid overall company growth and operational challenge
- Completed cost/benefit analysis to compare buy versus build IT strategic capabilities. Ultimately developed hybrid department combining both outsourced and internal capabilities
- Integrated home and satellite office technologies
- Revamped IT capability by replacing outdated systems, hardware, and software with state-of-the-art technology, including improved LAN/WAN technology, a first-phase interactive website, and Oracle Data warehouse
- Led the organization through a series of upgrades and changes to capitalize on emerging technologies and application enhancements
- Executed an IT culture change that transitioned the department from a technology-driven to a business-process driven role

Project Director, Information Systems Strategic Plan (ISSP) & Claims Manager

1999 to 2000

Served as Chairman of ISSP Committee to develop an information technology strategic plan for the organization.

- Provided executive leadership to committee, which consisted of senior management and board members
- Responsible for hiring and management of IT consultants and implementing company-wide assessment of future technology needs
- Concurrently held position of Claims Manager

Claims Manager

1987 to 2000

Directed operations of Claims Department, which consisted of over 20 positions, including adjusters and support assistants.

- Authored and implemented litigation management policies and procedures
- Directed defense, investigation, and resolution of all cases pending against the company
- Assisted Vice President of Claims in department reorganization by completing cost/benefit analysis, staff assessments and adjustments, data quality and utilization review, workflow analysis, file management and technology capabilities
- Managed strategic effort to grow in-house law firm and responsible for annual reinsurance commutation study

Self-Employment 1985 to 1987

Property/Casualty Insurance Broker & Consultant

Self-employed licensed broker and consultant. Retained for out-of-state claims office audits, litigation management assignments, and served clients in an advisory capacity performing coverage reviews and placing various risk products. Key clients: Alexander & Alexander, Fournet & Stone Insurance Agencies, Warsaw Insurance Company (North Carolina and Chicago offices), Abry Brothers, and ASI Federal Credit Union.

Avondale Shipyards, Inc. 1982 to 1985

Corporate Insurance Manager

Responsible for all corporate insurance matters with special emphasis on silicosis, executive officer and marine-related litigation, indemnification and coverage issues, contract review and negotiation, bonding and insurance premium allocations and managed negotiations of claims with large self-insured retentions.

Quarles Drilling & Exploration 1979 to 1982

Manager of Risk Management and Public Relations

Managed maritime liability self-insurance program, all property and casualty insurance matters, employee health insurance benefits, EEOC and U.S. Coast Guard compliance, property leases and acquisitions as well as public relations.

Liberty Mutual Insurance Company 1977 to 1979

Claims Supervisor

Supervised staff of claims adjusters. Also served as Litigation Claims Specialist and screened for settlement all incoming litigation.

State of Iowa –Iowa Crime Commission 1975 to 1977

Juvenile Justice Planner

Developed all juvenile justice-related components of *1977 Comprehensive Criminal Justice Plan*, responsible for agency compliance with 1974 Juvenile Justice & Delinquency Prevention Act, and acted as liaison between Governor-appointed Juvenile Justice Advisory Council and Iowa Crime Commission.

Education

B.A., Political Science · Southeastern Louisiana University, Dean's List

Graduate Work, Public Administration · Drake University, English Literature · Louisiana State University

Associate in Risk Management, Insurance Institute of America

Proficient in French

Associations

National Association of Federal Credit Unions, Region IV Advisory Committee Representative, 2004-present

Honorary Member of Board of Directors – Boys Hope-Girls Hope, New Orleans

Board Director and Treasurer – New Orleans Women's Shelter

Licensed Louisiana Insurance Broker, 1988-2004

New Orleans Insurance Institute, president, 1991-1992

Risk Insurance Management Society, South Louisiana Chapter, vice president, 1985-1987

Paige Saleun:

Paige Amundson-Saleun
944 Orion Avenue
Metairie, LA 70005
504-831-6898
Chateaudulac@aol.com

Experience :

2005 - present	Chateau Du Lac Bistro Classic French Bistro Proprietor	Metairie, LA
2002 - 2005	Tentation Potel et Chabot Off Premise Catering Company Director of Catering and Sales	NYC, NY
1999 - 2002	Hudson Hotel High end Ian Schrager Hotel Director of Catering and Sales	NYC, NY
1997 - 1999	Bateau New York, Sodexho Loisir Glass enclosed sailing vessel from Paris, France General Manager	NYC, NY
1989 - 1997	Abigail Kirsch, Inc. Catering Company Director of Catering off-premise high end social and non-profit events	NYC, NY
1985 - 1989	Taste Caterers Off Premise Catering Company Director of Catering and Sales	NYC, NY
1983 - 1984	MCA Records Major Label Record Company Marketing Manager	NYC, NY

Education

1988-1993	Hunter College Working on double BS in Psychology and Sociology	NYC, NY
1983	St. Mary's Dominican High School	New Orleans, LA

Tom Klingler

THOMAS A. KLINGLER

OFFICE

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CURRENT POSITION

Associate Professor and Chair. Department of French and Italian, Tulane University. New Orleans, Louisiana.

EDUCATION

Ph.D. French Linguistics. August 1992. Indiana University, Bloomington, Indiana.

Major: French Linguistics.

Minor: General Linguistics.

M.A. General Linguistics. May 1988. Indiana University, Bloomington.

M.A. French Linguistics. May 1986. Indiana University, Bloomington.

B.A. French. May 1983. Manchester College, North Manchester, Indiana.

Minor: English.

Diplôme d'études universitaires générales. July 1982. L'Université des Sciences Humaines de Strasbourg, Strasbourg, France.

Major: French Language and Literature (*Lettres Modernes*).

PUBLICATIONS

Book

2003 *'If I Could Turn my Tongue Like That': The Creole of Pointe Coupee Parish, Louisiana*. Baton Rouge: Louisiana State University Press.

Co-authored dictionaries

2009 Valdman, Albert, Kevin J. Rottet, Barry J. Ancelet, Richard Guidry, Thomas A. Klingler, Amanda J. LaFleur, Michael M. Picone, and Tamara Linder. *Dictionary of Louisiana French as Spoken in Cajun, Creole, and American Indian Communities*.

1998 Valdman, Albert, Thomas A. Klingler, Margaret M. Marshall and Kevin J. Rottet. *Dictionary of Louisiana Creole*. Bloomington: Indiana University Press.

Co-edited book

2006 Clements, Clancy J., Thomas A. Klingler, Deborah Piston-Hatlen, and Kevin J. Rottet (eds.). *History, Society, and Variation in Pidgins and Creoles*. Amsterdam: John Benjamins.

Guest-edited journal issue

1996 *Plurilinguismes*. Revue du Centre d'Etudes et de Recherches en Planification Linguistique. Issue 11, "La Louisiane." April 1996.

Co-edited journal issue

2005 Goury, Laurence, Isabelle Leglise and Tom Klingler (eds). *Contacts de créoles et créoles en contact. Etudes créoles 27(2)*.

Recent articles (single author)

Forthcoming

Beyond Cajun: Towards an Expanded View of Regional French in Louisiana. In Michael Picone and Catherine Davies (eds). *Language Variety in the South III*. Tuscaloosa: University of Alabama Press.

- 2009 How Much Acadian is there in Cajun? In Ursula Mathis-Moser and Günter Bischof (eds). *Acadians and Cajuns: The Politics and Culture of French Minorities in North America / Acadiens et Cajuns: politique et culture des minorités francophones en Amérique du Nord*. Innsbruck: Innsbruck University Press. 91-103.
- 2005 Le problème de la démarcation des variétés de langues en Louisiane: étiquettes et usages linguistiques. In Albert Valdman, Julie Auger, and Deborah Piston-Hatlen (eds). *Le français en Amérique du Nord : Etat présent*. Quebec : Les Presses de l'Université Laval. 349-367.
- 2003 Language labels and language use among Cajuns and Creoles in Louisiana. *University of Pennsylvania Working Papers in Linguistics* 9(2), *Papers from NWAV 31*, 77-90.

Recent co-authored articles

- 2007 Klingler, Thomas A. and Amanda LaFleur. L'enquête PFC en Louisiane. In *PFC: enjeux descriptifs, théoriques et didactiques*. *Bulletin PFC n.7*. 331-339.
- 2006 Klingler, Thomas A. and Nathalie Dajko. Louisiana Creole at the periphery. In Clancy J. Clements et al. (eds). *History, Society, and Variation in Pidgins and Creoles*. Amsterdam: John Benjamins. 11-28.
- 2006 Clements, Clancy J., Deborah Piston-Hatlen, Thomas A. Klingler and Kevin J. Rottet. Introduction. In Clancy J. Clements et al. (eds). *History, Society, and Variation in Pidgins and Creoles*. Amsterdam: John Benjamins. 1-8.

Internet publications

- 2004- With Amanda LaFleur and the members of the *Louisiana French Dictionary & Lexicographical Research* (LADICO) team. *Base de données lexicographiques panfrancophones - Louisiane* (Louisiana component of the Panfrancophone Lexicographical Database). The BDLP is an international project involving teams from numerous French-speaking regions of the world. It is directed by Claude Poirier of the *Trésor de la langue française au Québec* at Laval University (Quebec City). First launched in 2004, the BDLP web site is periodically updated with new information. <http://www.tlfg.ulaval.ca/bdlp/>.
2006. With Nathalie Dajko. *Cane River Valley French*. <http://caneriver.tulane.edu/Home.html>.

Documentary film

- 2006 With Nathalie Dajko. *Tout quelqu'un c'était français ici : French Language and Culture in the Cane River Valley*. Self-published on DVD and VHS tape, in association with the Cane River National Heritage Area.

Encyclopedia entries

- 2005 Article 4661. *Languages of the World: Louisiana Creole*. In Keith Brown (ed.). *Encyclopedia of Language and Linguistics 2nd Edition*. Oxford: Elsevier.
- 2003 Article 98. *Histoire des langues créoles à base lexicale française: la Louisiane et les Antilles*. In Gerhard Ernst, Martin-Dietrich Gleßgen, Christian Schmitt and Wolfgang Schweickard, eds. *Romanische Sprachgeschichte / Histoire linguistique de la Romania. Ein internationales Handbuch zur Geschichte der romanischen Sprachen / Manuel international d'histoire linguistique de la Romania*. Berlin: De Gruyter, pp. 1105-1120.

RECENT GRANTS AND FELLOWSHIPS AWARDED

- 2006 Louisiana Board of Regents Support Fund Enhancement Grant: "Transcribed Corpora of Louisiana French." Principal Investigator: Thomas A. Klingler. 2006-07. \$34,000.

Louisiana Board of Regents Support Fund Enhancement Grant: "Cajun and Creole on the Web: Online Courses for Louisiana's Heritage Languages." Principal Investigator: Amanda LaFleur, Louisiana State University. Principal Investigator: Thomas A. Klingler. 2006-07. \$36,340.

- 2005 Camargo Foundation residential fellowship to work on the project "The Ecology of French in Louisiana: Language Variety among African Americans and Creoles of Color" in Cassis, France during the spring semester of 2005.

2003 American Council of Learned Societies Research Fellowship. "The Ecology of French in Louisiana: Language Variety among African Americans and Creoles of Color." 2003-04. \$40,000.

National Endowment for the Humanities Research Fellowship. Project title: "The Ecology of French in Louisiana: Language Variety among African Americans and Creoles of Color." 2004-05. \$40,000. (Awarded in competition for 2003.)

Louisiana Board of Regents Support Fund Enhancement Grant: "A Multimedia Dictionary of Louisiana French." Principal Investigator: Thomas A. Klingler. Co-Principal Investigator: Amanda LaFleur, Louisiana State University. 2003-05. \$77,000.

Louisiana Board of Regents Traditional Graduate Fellows Program grant: "Targets of Recruitment: Graduate Fellowships to Attract Superior Students." As Director of Graduate Studies, I co-wrote the proposal for this grant with then department Chair Hope Glidden. One fellowship was awarded in the amount of \$18,000 per year for four years, or a total of \$72,000.

Cane River National Heritage Area Research Grant: "Documenting Vestigial French in the Cane River Valley." 2003-04. \$12,000.

Newcomb Foundation Grant for the course "Field Research on French in Louisiana." Spring semester 2003: \$4,000

Louisiana Endowment for the Humanities Outreach Grant to support the conference "Creole Legacies: The Current Status and Future Prospects of Creole Studies Research." 2003. \$2,500.

Friedrich Stoll Endowed Scholars Fund grant for "The Ecology of French in Louisiana: Language Variety among African Americans and Creole of Color." 2003. \$726.

LFNO Bylaws

BY-LAWS OF Lycée Français de la Nouvelle Orléans, Incorporated
For the purposes of this document, the term Director refers to members of the Lycee Français de la Nouvelle Orléans's, LFNO, Inc. Board.

ARTICLE I **ARTICLES OF INCORPORATION**

Lycee Francais de la Nouvelle Orleans (LFNO) is formed for the educational purpose of developing and operating a school. The Limitations, Duration, and Board of Directors of LFNO, sometimes hereinafter referred to as "the Corporation" are stated in its Articles of Incorporation.

ARTICLE II **OFFICES**

Section 1. Registered Office. Lycee Français de la Nouvelle Orleans (LFNO) shall be at 1137 Ninth Street, New Orleans, Louisiana, 70115, and the name of the Registered Agent of the Corporation is Andrew Abrams whose address is 717 Antonine Street, New Orleans, Louisiana, 70115. The registered office need not be identical with the principal office of the Corporation, and may be change at any time by the Board of Directors.

Section 2. Other Offices. The Corporation may have such additional offices within the State of Louisiana as the Board of Directors may establish.

ARTICLE III **STRUCTURE**

Section 1. Members. The Corporation shall not be a membership organization, and shall have no members.

Section 2. Stock. The Corporation shall be organized on a non-stock basis.

Section 3. Dissolution. In the event that Lycee Francais de la Nouvelle Orleans is dissolved, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal revenue code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the parish in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE IV **DIRECTORS**

Section 1. General Powers. Subject to the limitations contained within the provision of the Louisiana Non-Profit Corporation law (R.S. 12:201 et seq.), the Articles of Incorporation, these By Laws, and all policies established by the Corporation's Board of Directors, the Board of Directors shall set the policies of the Corporation, shall supervise, manage, and control the affairs and activities of the Corporation, and may adopt positions on issues of substance related

to the purposes of the Corporation. All powers of this Corporation shall be exercised by, or under the authority of, the Board of Directors. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board of Directors shall have the following powers, to wit:

(1). To select and remove the officers of the Corporation and to prescribe such powers and duties for them as may not be inconsistent with the Louisiana Non-profit Corporation law, the Articles of Incorporation, or these By Laws, and to employ, discharge, and fix the compensation of, other Corporation personnel.

(2). To conduct, manage, control and establish policies concerning the affairs and business of the Corporation; to determine on an annual or other basis the substantive areas in which the Corporation's activities are to be concentrated; to establish on an annual or other basis the priorities of the Corporation; and to oversee generally the implementation of the Corporation's program.(3). To borrow money and incur indebtedness for the purpose of the Corporation, and to cause to be executed and delivered therefore, in the name of the Corporation, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities therefore.

Among the policies to be set by the Board shall be policies prescribing the obligations of Board members with respect to fundraising and financial contributions, attendance at Board meetings, and commitment of time and effort to the affairs of the Corporation.

Section 2. Number and Qualification of Directors. The authorized number of Directors, to be set by the Board of Directors, shall be no less than five (5), and no greater than eleven (11). In addition, the French Consul General of New Orleans, or his representative designated by written proxy, will be invited to sit as an automatic member of the Board of Directors as an ex officio Non-Voting member. The Corporation may also have one or more advisory Directors who shall have no voting power or authority but shall serve in an advisory capacity only.

Section 3. Election and Term of Office. The terms of the initial Board of Directors, who are also the incorporators of the Corporation, shall expire on June 30th, 2014 with the election and qualification of their successors. Directors may serve two consecutive terms. The initial board's term will be three years; then board service shall be limited to two years.

Section 4. Board Vacancies. Any vacancies occurring on the Board of Directors shall be filled by the majority vote of the Directors then in office at an annual, regular, or special meeting called for that purpose. A Director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office. A Director elected to fill a vacancy resulting from an increase in the number of Directors shall serve until the next annual meeting of the Board of Directors.

Section 5. Resignation and Removal. Any Director may resign at any time by notifying the Chairman or Secretary in writing. Such resignation shall take effect on the date of receipt of such notice or at any other time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective. After reasonable notice and an opportunity to respond, a Director may be removed at any time, for cause, by a vote of two-thirds (2/3) of the Board of Directors then serving if in their judgment the best interests of the Corporation would be served.

Section 6. Compensation. Directors shall not receive any salaries or fees for their services as Directors, and shall be prohibited from serving the Corporation in any other capacity unless resignation from board occurs followed by a two-years lapse in service, nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other capacity and receiving compensation there for or from being reimbursed for ordinary and necessary expenses that he or she may incur in transacting business on behalf of the Corporation.

Section 7. Indemnification of Directors. To the fullest extent permitted by law, the Corporation shall indemnify its Directors and Officers, or former Directors and Officers, against judgments and fines (whether civil, criminal, administrative, or investigative) and amounts paid in settlement, costs, and expenses (including reasonable attorneys' fees) actually and necessarily incurred by him or her in connection with the defense of any pending or threatened action, suit, or proceeding in which he or she is or may be made a party by reason of having been such Director or Officer, or acts or omissions committed within the scope of activity as a Director or Officer, provided that the Board of Directors determines that the person or persons to be indemnified reasonably believed that he or she was acting in the best interests of the Corporation, and did not act willfully, with gross negligence, or with fraudulent or criminal intent.

ARTICLE V

OFFICERS OF THE BOARD

Section 1. Officers. The Officers of the Corporation shall be a Chairman, Vice Chairman, Secretary, and Treasurer. The Corporation may also have, at the discretion of the Board of Directors, such other Officers as may be appointed by the Board of Directors.

Section 2. Election. The Board of Directors shall elect the Officers annually for a two (2) year term. Each shall hold office until he or she resigns, is removed, or otherwise is disqualified to serve, or until his or her successor is elected. Officers may serve more than one term if re-nominated and re-elected. Vacancies (due to removal, resignation, disqualification, death, or otherwise) may be filled for the unexpired portion of the term, or new offices created and filled, at any meeting of the Board of Directors, by majority vote of the Board of Directors.

Section 3. Resignation and Removal. Any Officer may resign his or her office at any time by notifying the Secretary in writing. Such resignation shall take effect on the date of receipt of such notice or at any other time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective. Officers may be removed at any time, for cause, by a vote of two-thirds (2/3) of the Board of Directors then serving if in their judgment the best interests of the Corporation would be served thereby.

Section 4. Chairman. It shall be the duty of the Chairman to preside over all meetings of the board, and of the Executive Committee, and shall exercise and perform such other powers and duties as may be assigned to him or her from time to time by the Board or prescribed by these By-Laws.

Section 5. Vice-chairman. It shall be the duty of the Vice-chairman to, in the absence of the Chairman, perform the duties and exercise the powers of the Chairman, and shall perform such other duties as required to conduct meetings and oversee the affairs of the Corporation.

Section 6. Secretary. The Secretary shall keep on behalf of the Corporation a recording of minutes of all meetings of the Board of Directors, and the Executive Committee, and any committees having the authority of the Board of Directors. The Secretary may direct that a qualified member of the board or staff of the Corporation carry out the secretary's responsibilities. The Secretary shall be the custodian of the corporate records of the Corporation,

and, in general, shall perform all duties incident to the office of Secretary, and the Board of Directors may from time to time assign such other duties as.

Section 7. Treasurer. The Treasurer shall ensure full and accurate accounts of receipts and disbursements, and shall serve as the agent of the Corporation for all designated bank accounts. The Treasurer shall be the custodian of the fiscal affairs of the Corporation, and in general, shall perform all duties incident to the Office of the Treasurer, and the Board of Directors may from time to time assign such other duties as.

ARTICLE VI

COMMITTEES OF THE BOARD

Section 1. Executive Committee. There may be an Executive Committee of the Board of Directors composed of all Officers, and one other Director as shall be elected to the Executive Committee by majority vote of the Executive Committee. Meetings of the Executive Committee may be called by the Chairman, by any two members of the Executive Committee, or by the Board of Directors upon email notice or phone call to the members of the committee of the time, place and purpose of such meeting. Subject to any limitation imposed by law, the Articles of Incorporation or by resolution of the Board of Directors, the Executive Committee is empowered to authorize the initiation of any action or activity by the Corporation, or interpret and communicate the position of the Corporation on issues related to the Corporation's purposes and activities, where in its judgment an urgent situation exists which requires prompt action on the part of the Corporation. The Executive Committee also may conduct other business of the Corporation requiring urgent attention, provided that it does not take any action contrary to any policy adopted by the Board.

Section 2. Other Board Committees. In addition to the Executive Committee that is established by these By Laws, the Board of Directors may create and organize itself into other committees, and may include persons who are not Directors in order to better fulfill its responsibilities to the Corporation. Any such committee shall not be authorized to act on behalf of the Corporation, but shall serve solely in an advisory capacity in making such recommendations to the Board of Directors as it concludes are desirable or expedient.

ARTICLE VII

MEETINGS OF THE BOARD

Section 1. Annual, Regular, Special and Committee Meetings. All annual, regular, special and committee meetings of the Board of Directors shall be held in accordance with La. R.S. 42:4.1, et.seq.

Section 2. Regular Meetings. The Board of Directors shall attempt to meet monthly, and no less than ten (10) times annually at a meeting location to be determined by the chairman of the board, and within the greater New Orleans area.

Section 3. Special Meetings. Special meetings of the board of Directors for any purpose may be called at any time by the Chairman or by any three members of the Executive Committee, or by any group of Directors comprising at least one-third [1/3] of the Board of Directors then serving. The person or persons calling a meeting shall make contact either through email or telephone at least three (3) days before the desired meeting specifying the purpose of the meeting, the date, time and location of the meeting.

Section 4. Committee Meetings. Written notice of the date, time and place of all Committee meetings shall be sent to each either personally, by mail or email of the holding of the meeting.

Section 5. Quorum. A majority of the entire Board of Directors shall constitute a quorum for the transaction of business or any specified item of business. Except as otherwise provided by these Bylaws, the vote of a majority of the Board of Directors present at the time of the vote, if a quorum is present, shall be the final determination of the Board.

Section 6. Manner of Acting. Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors, or of the Executive Committee, except where these By Laws require decisions by a majority or more of the Directors presently serving.

Section 7. Notice to Public. Notice of board and committee meetings shall be provided to the public as set forth in Louisiana Revised Statutes 42:4, *et seq.*

Section 8. Rules of Order. When not in conflict with any of the provisions of these Bylaws, Robert's Rules of Order (latest revision) shall constitute the rules of parliamentary procedure applicable to all meetings of the Board.

Section 9. Order of Business. The order of business for regular meetings of the Board may be conducted as follows:

- roll call
- approval of minutes
- old business
- reports and recommendations of committees
- reports and recommendations of the chairman
- new business and action items
- remarks from board members
- remarks from audience participants before an issue to be voted upon

Section 10. Open Meetings. All regular Board meetings shall be open except when otherwise ordered by the Board for the consideration of executive issues as prescribed by law, LSA-R.S. 42:6.1, *et seq.* No final or binding action shall be taken in a closed or executive sessions. The Chairman of the Board shall prepare and forward to each Director of the Board a tentative agenda for the meeting. At his or her discretion, the Chairman of the Board may place a particular item or subject on the agenda upon the request of any Director of the Board. Additionally, if 48 hours prior to a scheduled meeting, a majority of the Board concurs that a particular item or subject should be placed on the Board's agenda, determined by the poll conducted by the Chairman, the item or subject shall be placed on the agenda. All matters requiring action by the Board, however, may be acted upon even though not carried on the agenda, if agreed upon by 2/3rds of the Directors present.

Section 11. Public Comment. Citizens or other individuals or delegations who desire to speak on an agenda item before that item is discussed and voted upon by the Board may do so by submitting a fully completed and signed "speaker's card" and submitting it to the Chairman of the Board or Secretary of the meeting prior to the start of the Board meeting and up until the roll call. After roll call has begun, any further requests to address the Board may be denied at the Board's discretion. In the case of a delegation wishing to address the Board, each delegation shall select one of its members to be its speaker and identify the speaker on the submitted speaker's card. Comments by any speaker shall be strictly limited to the agenda item before the Board. Scheduled and unscheduled comment periods shall be limited to a total of one half-hour

(30) minutes with individual speakers limited to three (30) minutes at the discretion of the Board. Speakers shall refrain from making accusatory or defamatory comments about individuals by name. Speakers who violate this policy may be denied the opportunity to continue to address the Board during that meeting. Each speaker may address the Board only once per meeting.

Section 12. Board Minutes: The minutes of the meetings of the Board shall record official action taken upon motions or resolutions that are voted upon by the Board, and may contain a summary or report of the pertinent discussion. In all cases when the action is not by a unanimous vote, the “ayes” and “nays” and abstentions of the individual Directors shall be recorded upon the request of any Director of the Board. The minutes of the meeting become official only when completed by the secretary of the Board and approved by the board. A copy of the approved board minutes shall be posted on LFNO’s website for public consumption 24 hours after each Board meeting.

ARTICLE VIII **MISCELLANEOUS**

Section 1. Tax Returns and Financial Statements. The Corporation shall file timely its annual federal income tax as required by the tax regulations and instructions.

Section 2. Execution of Documents. The Board of Directors may authorize any officer or officers, agent or agents to enter into any contract or execute any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or other person shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or to any amount.

Section 3. Inspection of by Laws. The Corporation shall keep in its principal office the original or a copy of these By Laws, as amended or otherwise altered to date, certified by the Secretary, which shall be open to inspection by the Board of Directors at all reasonable times during office hours.

Section 4. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June unless otherwise determined by the Board of Directors.

Section 5. Accountant. The Corporation shall have the right to have an accountant.

Section 6. Policies and Procedures. Any action by the Board of Directors establishing policy or methods of procedures, administrative, business, academic or otherwise not contained in these Bylaws shall be known as “Policies and Procedures of the LFNO Board of Directors.” Policies and procedures of the Board of Directors may be adopted by the Board or may be amended or repealed, in whole or in part, at any meeting of the Board in accordance with law.

LFNO's and Louisiana's Code of Ethics

ARTICLE I PURPOSE

The Board of Directors, officers, and employees of Lycee Francais de la Nouvelle Orleans, LFNO, Inc. pledge that their prime responsibility as stewards of public funds and as providers of public education is to ensure that all enrolled students obtain a outstanding academic education, and to receive it in a manner that adheres to the highest standard of ethical responsibility and morality. To that end, the Directors, officers, and staff of LFNO declare their commitment to achieve the level of standards and practices set forth herein, and their solemn intent to honor them to the best of their ability as outlined in the following Code of Ethics, R.S. 42:1101 et.seq.

ARTICLE 2 DEFINITIONS

Interested Person:

Any Director, Board officer or member of a committee with governing board delegated powers that have a direct or indirect financial interest with LFNO has a conflict of interest as deemed by the Louisiana Code of Ethics.

Financial Interest:

a person has a financial interest if he or she has, directly, indirectly, through business, investment or family with the Corporation

an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement

a potential ownership or investment interest in or compensation arrangement with any entity or individual with which the Corporation is negotiating a transaction or arrangement

a person associated with an education entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school

Immediate Family: includes a husband, wife, son, son-in-law, daughter, daughter-in-law, father, father-in-law, mother, mother-in-law, brother, brother-in-law, sister, sister-in-law, cousins, aunts, uncles, grandparents and grandchildren

Compensation: includes direct and indirect remuneration, gifts or favors that are valued more than fifty (\$50) dollars

ARTICLE 3 PROCEDURES

Requirement to Disclose: If there is a possible conflict of interest, a person shall disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board of Directors.

Determination if a Conflict of Interest Exists: After disclosure of the financial interest and all material facts and after any discussion with the interested person, he or she shall be excused from the governing board meeting. A discussion shall take place on whether there is a possible conflict of interest and if no hearing is requested, the board shall determine the outcome of the issue through a board vote.

Procedures for Addressing the Conflict of Interest: An interested person may have a Board of Directors' hearing to respond to the board's decision that a conflict of interest existed. At the end of the hearing the person shall be excused so that the board can reach a determination.

Violations of the Conflicts of Interest Policy: If the Board of Directors has reasonable cause to believe a person has failed to disclose actual or possible conflicts of interest, it shall inform the person of the basis for such belief and afford the person of the basis for such belief and afford the person another opportunity to explain the alleged failure to disclose. If, after the hearing the person's response, and after investigating as warranted by the circumstances, the Board of Directors shall determine if the person has failed to disclose an actual or possible conflict of interest, the board is then required to take appropriate disciplinary or corrective action. In the event that a conflict arises between a person's board service and the corrective or disciplinary action, the person shall resign his or her board position unless, within thirty(30) days, such conflict can be resolved to the satisfaction of the board and the Louisiana Board of Elementary and Secondary Education (BESE).

ARTICLE 4 RECORDS OF PROCEEDINGS

The minutes of the Board of Directors shall contain:

The name of the person who disclosed or otherwise was found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine if a conflict of interest was present and the governing board's decision as to whether a conflict of interest in fact existed. The name of the board members who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, and a record of any votes taken in connection with the proceedings.

ARTICLE 5 COMPENSATION

Directors are prohibited from receiving compensation other than reimbursement of actual expenses while fulfilling duties as a board member. Board members are prohibited from LFNO employment or contract services, unless the board member resigns, and waits two (2) years to apply for employment or contract for school services (according to (LA R.S. 17:39.96).

ARTICLE 6 NEPOTISM

Only one person from the same immediate family, as defined in R.S. 42:1102(13), may serve on the LFNO Board of Directors. The Corporation, as defined in Article 2, shall exclude board members and their family, from consideration for employment.

**ARTICLE 7
PERIODIC REVIEWS**

Periodic reviews shall be conducted to ensure that the Corporation operates in a manner consistent with charitable purposes, and does not engage in activities that could jeopardize its tax-exempt status. The periodic reviews shall, at minimum, include the following:
whether compensation arrangements and benefits are reasonable based upon reliable survey information
whether partnerships, joint ventures and arrangements with management organizations conform to the Corporation's written policies – are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in impermissible private benefit or an excess benefit transaction

**ARTICLE 8
USE OF EXTERNAL EXPERTS**

When conducting the periodic review, as provided for in Article 7, the Corporation may use outside experts. If outside experts are utilized, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

**ARTICLE 9
GIFTS**

No Director shall solicit or accept, directly or indirectly, any thing of economic value as a gift or gratuity from any individual who has or is seeking a contractual, business or financial relationship with Lycee Francais de la Nouvelle Orleans.

**ARTICLE 10
ABUSE OF OFFICE**

No Director shall use the authority of his or her office or position, directly or indirectly, in a manner intended to compel or coerce another individual to provide him, her or anyone else with a thing of economic value that he or she is not entitled to by law. Directors are prohibited from using the authority of their office or position, directly or indirectly, in a manner that is intended to compel or coerce, an individual to engage in political activity.

**ARTICLE 11
POST EMPLOYMENT**

No former Director of the Board shall, for a period of two years following the termination of his or her tenure on the board, contract with, be employed in any capacity by, or be appointed to any position in Lycee Francais de la Nouvelle Orleans (LFNO). Louisiana Ethics Legislation prohibits anyone serving in such capacity for two years (LA R.S. 17:39.96).

COMPLIANCE WITH LOUISIANA PUBLIC RECORDS LAW

Lycee Français will comply with the Louisiana Public Records Law LA-R.S. 44:1 et seq. Reasonable fees will be assessed for the copying of such documents. Any person may make a request for information that is publicly available in person and shall be granted the right to view or secure a copy of the requested document. If the information requested requires copying or research, LFNO will require a twenty-four (24) hour period before the information request is available. A charge may apply.

“Public records”, except as otherwise provided in Title 44 or the Constitution of Louisiana, are defined as “all books, records, writings, accounts, letters and letter books, maps, drawings, photographs, cards, tapes, recordings, memoranda, and papers, and all copies, duplicates, photographs, including microfilm, or other reproductions thereof, or any other documentary materials, regardless of physical form or characteristics, including information contained in electronic data processing equipment, having been used, being in use, or prepared, possessed, or retained for use in the conduct, transaction, or performance of any business, transaction, work, duty, or function which was conducted, transacted, or performed by or under the authority of the constitution or laws of this state, or by or under the authority of any ordinance, regulation, mandate, or order of any public body or concerning the receipt or payment of any money received or paid by or under the authority of the constitution or the laws of this state.

Principal's Resume

Jill Otis

Objective

To head an exemplary charter school in New Orleans using skills acquired during twenty-three years of successful leadership in public education, extensive teaching experience and significant academic preparation. Due to my ability and experience as an innovative thinker, a collaborative team builder, a risk taker, an expert in curriculum and instruction, I look forward to joining with the LFNO Board, faculty and parent community to develop an outstanding new Lycée Francais serving the New Orleans metro-region.

Profile

- dedicated Kindergarten teacher for ten years in an urban setting, serving the St. Thomas Housing Project, Orleans Parish Public Schools
- collaborated to develop the first Montessori Public School in Louisiana, opened in New Orleans in 1981
- appointed Principal of Audubon Montessori School in 1983
- worked to extend Audubon Montessori School from elementary through 8th grade, a forerunner to the trend that swept through New Orleans in the ensuing years
- established a new program within the school, French Immersion, in 1986; in 1991, this French immersion program was accredited by the French Ministry of Education and became a French school following the French curriculum
- introduced the annual 5th grade trip to France whereby students attended classes in partner schools in France and lived with French families
- extended arts throughout the school, during the school day, in the after-school program, and during summer camp sessions by hiring collaborative artists who worked closely with teachers to enrich the learning experiences of children
- created three-year-old and four-year-old Pre-K classes in both the French and Montessori programs in early 2000
- developed strong parent groups and worked collaboratively with parents, teachers and community members on strategic planning activities for school improvement

Education

Tulane University	1978-1981
Graduate studies: Montessori education American Montessori Society: Elementary Montessori Certification	
University of New Orleans	1975-1978
30+ hours of graduate level work above Masters Degree in Educational Leadership and School Administration	
University of New Orleans	1970-1975
Masters Degree in Education, Curriculum and Instruction	
University of New Orleans	1966-1970
Bachelor of Science Degree in Education	

Minor in French

Honorary Organizations

Kappa Delta Pi	Tulane University
Phi Delta Kappa	University of New Orleans

Experience

Project Head Start, teacher assistant Chester School, New Orleans	Summer, 1964
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French studies, Paris, France	Autumn, 1966
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Awarded scholarship to study French in Guadeloupe	Summer, 1968
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Kindergarten/first grade teacher Andrew Jackson School	1970-1978
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Montessori teacher, Andrew Jackson School Presentation of proposal to open a public Montessori School 1981	1978-1981
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Kindergarten/first grade teacher, Howard Montessori School	1981-1983
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Appointed Principal, Audubon Montessori	1983
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Established French program at Audubon	1986
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Awarded Scholarship by the French government to study French language and culture; Université de Poitiers, France	1986
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Audubon Montessori selected Best Elementary
School in Louisiana; *Redbook Magazine*

Official recognition of French School – L'École Franco-Américain Audubon – by the French Ministry of Education	1991
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Awards

Freedom Foundation's highest award "Outstanding Educator" Les Palmes Académiques	1991
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Professional Organizations

Association for Supervision and Curriculum Development (ASCD)
North American Montessori Teachers' Association
The Association of French Schools in America (AFSA)

LFNO PERSONNEL POLICY

Equal opportunity policy: Lycée Français is an equal opportunity employer and makes employment decisions on the basis of merit. LFNO seeks to have the best available person in every job. LFNO's policy prohibits discrimination based on race, color, creed, sex, marital status, age, national origin, physical or mental disability, medical condition, ancestry, religion, sexual orientation, or any other consideration made unlawful by federal, state or local law or ordinance or regulation.

LFNO is committed to complying with all applicable laws providing equal employment opportunities to individuals regardless of race, color, creed, sex, marital status, age, national origin, physical handicap, disability, medical condition, ancestry, religion or sexual orientation.

Reasonable accommodation for disability: To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disabilities. LFNO will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship to LFNO would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact the principal and request such an accommodation.

Individuals covered under Lycée Français' policies: The following policies cover all individuals in the workplace. Lycée Français will not tolerate or condone harassment, whether engaged in by co-workers, associates, managing directors, clients, vendors or other non-employees who conduct business with the LFNO. Lycée Français strongly encourages reporting of all incidents of harassment, regardless wthe offender may be, or the offender's relationship to the LFNO.

Harassment: Lycée Français prohibits sexual harassment and harassment based on race, color, creed, sex, marital status, age, national origin, physical or mental disability, medical condition, ancestry, religion, sexual orientation, or any other consideration made unlawful by federal, state or local law or ordinance or regulation. LFNO's anti-harassment policy applies to all persons involved in the operation of LFNO and prohibits harassment by any employee of LFNO, as well as by any person doing business with or for Lycée Français. Prohibited harassment includes, but is not limited to, the following behavior:

- verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments
- visual conduct such as derogatory and/or sexually-oriented e-mails, posters, photography, cartoons, drawings or gestures
- physical conduct such as assault, unwanted touching, blocking normal movement or interfering with work because of sex, race or any other protected basis
- threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss, and offers of employment benefits in return for sexual favors
- retaliation for having reported or threatened to report harassment

Reporting unlawful discrimination or harassment: If an employee believes that he has been subjected to any form of unlawful discrimination or harassment, the employee is requested to

report such incident(s). Lycée Français will immediately undertake an investigation of the harassment allegations and attempt to resolve the situation.

If Lycée Français determines that unlawful harassment or discrimination has occurred, disciplinary action will be taken in accordance with the circumstances involved. Anyone determined by LFNO to be responsible for unlawful harassment or discrimination will be subject to appropriate disciplinary action, up to and including termination. If appropriate, whatever action is taken against the harasser or discriminator will be made known to the complaining employee. LFNO will not retaliate against an employee for filing a complaint or for participating in the harassment investigation and will not tolerate or permit retaliation by any member of LFNO. Lycée Français will endeavor to maintain confidentiality throughout the investigative process to the extent practicable and appropriate under the circumstances.

Lycée Français encourages all employees to report any and all incidents of harassment or discrimination forbidden by this policy immediately so that complaints can be quickly and fairly resolved. Each employee should also be aware that the Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing investigate harassment and/or discrimination in employment. If an employee thinks he has been harassed, discriminated against, or retaliated against for resisting or complaining, the employee may file a complaint with the appropriate agency.

Immigration Reform and Control Act: The Immigration Reform and Control Act of 1986 (IRCA) prohibits Lycée Français from employing any person not legally authorized to work in the United States. In accordance with the requirement of IRCA, all persons commencing or resuming work after November 6, 1986, must submit to LFNO documentation evidencing their right to work in the United States. Anyone submitting false documentation shall be immediately terminated. In fulfilling its obligations under IRCA, Lycée Français reaffirms its commitment to comply with both state and federal non-discrimination laws. LFNO does not discriminate on the basis of citizenship. Any questions concerning IRCA and the required documentation should be directed to the business manager.

Employee Classifications

Full-time employees: Full-time employees are those employed to work regularly at least 30 hours per week. All full-time employees and members are eligible for all benefits as described below. These requirements will be explained to the employee at the time employment at LFNO begins and this information will remain available during employment.

Part-time employees: Part-time employees are those employed to work regularly less than 30 hours per week. Part-time employees and members do not participate in or receive benefits except as described below.

Temporary employees: Temporary employees may work any number of hours up to and including full time. Temporary employees are those employees who are generally hired through a temporary placement agency due to heavy workloads, special projects, or when a regular, full-time employee is on a leave of absence. Temporary employees do not participate in or receive benefits.

Non-exempt employees: Non-Exempt employees are covered by the overtime provisions of the Federal Fair Labor Standards Act and any applicable state laws. Non-exempt employees at the Lycée Français are entitled to overtime pay for work in excess of forty (40) hours per week as described below.

Exempt employees: Exempt employees are classified by Lycée Français as exempt from the overtime provisions of the Federal Fair Labor Standards Act and any applicable state laws. These employees include those who qualify as exempt administrative, executive or professional employees.

Consultants: Consultants are individuals that work for Lycée Français for a specified timeframe. Consultants do not participate in or receive benefits as described below.

Punctuality and attendance: Punctuality and regular attendance are expected of all employees of Lycée Français. Employees should report to work as scheduled, on time and prepared to start work.

If an employee fails to report for work without any notification to his supervisor, and the absence continues for a period of three days, LFNO will consider that such employee has abandoned his employment and has voluntarily terminated employment with LFNO.

Work place safety and Health: Lycée Français has an established policy of providing a safe work place for all employees based on current federal, state and local standards as well as proven “common sense” safety practices. LFNO will strive to maintain working conditions, which afford all employees and members a reasonable degree of comfort, and protection from injury or dangerous situations while assuring orderly and efficient performance of duties.

However, it is only through the combined efforts and interest of all employees that we can continue to make LFNO a safe place in which to work. Employees are expected to work safely, observe safety regulations, and report unsafe conditions. Any unsafe condition must immediately be reported to an administrator.

Smoking policy: No smoking is allowed on school grounds

Drug-free workplace policy: Lycée Français has an obligation to its employees, members, and clients to provide an environment that is free of illegal drugs and alcohol. Illegal drug use and alcohol abuse compromises employee productivity, threatens the quality of our services and invites the risk of injury or damage to LFNO’s property and employees.

Possessing, consuming, selling, attempting to sell, or distributing illegal drugs, as well as, being under the influence of a controlled substance or alcohol during work hours, or on LFNO’s premises is strictly prohibited. Lycée Français recognizes that there are times when the consumption of alcohol may be acceptable, for example, at a LFNO holiday party. Only the moderate and limited use of alcohol is acceptable on such occasions. Employees are expected to remain responsible, professional and sober at all times.

Desks, storage areas, work areas, lockers, and file cabinets are LFNO’s property and must be maintained according to this policy. All such areas must be kept clean and are to be used only for work purposes. LFNO reserves the right, at all times, and without prior notice, to inspect any and all property for the purpose of determining if this policy or any other NOCP policy has been violated. Such inspections may be conducted during or after business hours and in the presence or absence of the employee. All containers, including but not limited to bags, boxes, purses, briefcases, lunch containers, etc. brought on to LFNO’s premises are subject to LFNO’s inspection at any time a LFNO representative has a reasonable suspicion that this policy has been violated and such inspection is reasonably necessary in the investigation of such violation(s).

Violations of these policies will result in disciplinary action, up to and including termination.

Teacher Certification and Compliance with No Child Left Behind

All French teachers assigned to Lycée Français by CODOFIL/French government are required to be certified by the French government to teach the national French government curriculum. All non-French teachers hired by LFNO will be required to adhere to federal and state guidelines in regard to certification (exception – French tutors for tutorial program to help students requiring additional grade level assistance with French).

During the first year of operation, Lycée Français teacher standards will be consistent with federal and state guidelines. In the second year, non-certified teachers will be required to be working toward certification for continued employment. By the third year, teachers should have concluded their requirements to become fully certified. If the first year non-certified teachers have not achieved full certification, they will not be rehired, unless there are extenuating circumstances.

The director of academics will track certification status for all LFNO non-French teachers, distributing state licensure requirements to non-certified teachers, ensuring that teachers achieve and maintain a valid teaching license, encouraging teachers to work toward Master's degrees/beyond, and providing support for those teachers who choose to work for National Board certification. He or she is required to provide information in regard to professional development opportunities from state and local entities that qualify for continuing level units (CLUs) and can be credited toward state licensure requirements.

The academic leader will also track the school's compliance with employing "highly qualified" personnel as required by NCLB. All 6-8-grade teachers of core academic subjects must hold a valid teaching certificate or a special education certificate that includes middle school grades (with no emergency, temporary, or provisional waivers), and must have accomplished one of the following:

- passed the state subject-specific licensing examination for middle school academic content area or for a secondary academic content area for every core academic subject the individual teaches
- achieved National Board certification in the content area of assignment; or
- completed coursework equivalent to an academic major in a content area for every core academic subject the individual teaches
- earned a master's degree in a content area for every core academic subject the individual teaches; or
- met the Louisiana HOUSSE definition (90 Continuing Learning Units (CLUs) by the end of school year 2005-2006)

All 9-12 grade teachers of core academic subjects must hold a valid secondary education teaching certificate (with no emergency, temporary, or provisional waivers); and must have accomplished at least one of the following:

- passed the state subject-specific licensing examination for a secondary academic content area for every core academic subject the individual teaches
- achieved National Board certification in the content area of assignment; or
- completed coursework equivalent to an academic major in a content area for every core academic subject the individual teaches
- earned a master's degree in a content area for every core academic subject the individual teaches
- met the HOUSSE definition [90 Continuing Learning Units (CLUs) by end of SY 2005-2006]

a. Procedures for hiring and terminating personnel

Research demonstrates that good teaching matters. Effective teachers are capable of inspiring significantly greater learning gains in their students. Quality staff ensures that the school is providing an environment that is conducive to providing a quality education for its students. LFNO will strive to employ the highest quality of personnel that will mold our school into an institution of renowned prominence.

The principal and director of academics, when appropriate, will share the responsibility of reviewing applications, interviewing, and making offers to potential candidates. All final decisions for hiring will be made by the principal. Throughout the process, teachers will be evaluated on their belief in the ability of all children to learn at high levels, level of experience, instructional knowledge, critical thinking abilities, humility and self-awareness, communication skills, professionalism, motivation, and ability to motivate others. Staff will be selected based upon their skill experience, work ethic, resume, letters of recommendation, communication skills, and professionalism.

Lycée Français Electronic Communications Policy

1. “Electronic communications” are made via voice, text-based telecommunication, or data transfer devices (i.e: cell ‘phones or land line ‘phones, smart ‘phones, PDA’s, Fax machines, etc.), computers (email, Skype, fax, etc.), or Internet-based social networks such as Facebook, or Twitter.
2. Any and all electronic communication (E.C.) by LFNO employees to a student enrolled in LFNO shall use a means provided by or otherwise made available by LFNO for this purpose. LFNO prohibits the use of any other means to electronically communicate with a student for a purpose not related to educational services except communication with an immediate family member if such communication is specifically authorized by school board policy.
3. Any E.C. made by an LFNO employee to an LFNO student or any communication that is received by an employee of LFNO from a student enrolled at LFNO using a means other than one provided by or made available by the school shall be reported by the employee in a manner deemed appropriate by the LFNO Governing Board. Records of any such reported communication shall be maintained by the LFNO Governing Board for a period of at least one year.
4. It shall be the duty of any LFNO employee to comply with the policies, procedures, and practices set forth by LFNO. Failure to comply with the Electronic Communications policy of LFNO may result in disciplinary action, and in extreme circumstances may constitute willful neglect of duty.
5. Violation of the E.C. policies, procedures, and practices established by LFNO will result in consequences including but not limited to termination of employment in accordance with applicable provisions of state law.
6. Any alleged failure(s) by an LFNO employee to comply with the policies, procedures, or practices of the LFNO E.C. policy shall be reported and investigated within 3 days. Resolution of the alleged violation of LFNO E.C. policy shall be made within 10 days of the complaint’s filing.
7. Any alleged failure by an LFNO employee to comply with the E.C. policies, procedures, or practices that also may be a violation of state or federal law shall be reported to the proper authorities.
8. All LFNO employees shall be fully informed of LFNO’s E.C. policies, procedures, and practices by written notice (or poster) in the Employee Lounge. The possible consequences at the LFNO level for a failure to comply shall be included in the written notice or poster as well.
9. During the Registration period for the coming School Year, the parent(s) or other person(s) responsible for a child's school attendance shall be fully informed of the LFNO Electronic Communication policies, procedures, and practices by a written notice included in the Registration documents and materials.
10. In the same written notice for the parent(s) or other person(s) responsible for a child's school attendance shall be a “check box” to request that the child not be contacted through electronic communication by any school employee unless the purpose of such communication is directly related to the child's educational services and is sent to and received by more than one student at the school.

INSURANCE PROPOSAL

for

LFNO, INC. LYCEE FRANCAIS DE LA NOUVELLE ORLEANS

This is an INDICATION ONLY and based on the 2011-2012 school year projections. It is not an official quote until the application is signed off on and reviewed again by the underwriter as next school year approaches.

Presented by:

Joseph A. O'Connor, III

INSURANCE UNDERWRITERS, LTD.

2610 Edenborn Ave.
Metairie, LA 70002
(504) 883-2500 Phone
(504) 883-2535 Fax

This is a convenient coverage summary, not a legal contract. This proposal is provided to facilitate your understanding of your insurance program. Please refer to the actual policies for specific terms, conditions, limitations and exclusions that will govern in the event of a loss. Specimen copies of all policies are available for review prior to the binding of coverage.

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ACCOUNT TEAM

Your Account Team includes the following people:

		Direct Dial
Account Manager:	Joey O'Connor	883-2500 x139
Account Coordinator:	Dana Plaisance	883-2500 x304
Claims Rep:	Dana Plaisance	883-2500 x304
Administrative Specialist:	Leanne Cannon	883-2500 x301

COMMERCIAL GENERAL LIABILITY

COVERAGE: The Commercial General Liability Occurrence Form is designed to provide in a single contract insurance needed to cover liability for injuries or property damage sustained by any member of the public.

CARRIER: Arch Insurance Company Best's Rating: A XV

LIMITS OF LIABILITY:	General Aggregate:	\$ 3,000,000
	Products & Completed Operations Aggregate:	\$ 3,000,000
	Each Occurrence:	\$ 1,000,000
	Personal and Advertising Injury:	\$ 1,000,000
	Fire Damage Legal Liability-Any One Fire:	\$ 100,000
	Medical Expense-Any One Person:	\$ 20,000
	Employee Benefits Liability:	Per Claim \$ 1,000,000 Aggregate \$ 3,000,000

DEDUCTIBLE: \$1,000 (Employee Benefits ONLY)

LIMITATIONS: Some important specific exclusions and/or limitations include, but are not limited to, the following:

- | | | |
|-----------------------|-----------------------------|--------------------------------------|
| (GL & EBL) | 1. Mold/Fungus/Bacteria | 4. Corporal Punishment |
| | 2. Asbestos/Lead | 5. Medical Expense excludes Students |
| | 3. Nuclear Energy Liability | 6. Do Not Call Solicitation |

COMMERCIAL GENERAL LIABILITY CONT'D

- | | |
|-------------------------------|--|
| 7. Employee Related Practices | 11. Dishonest/fraudulent/criminal Acts |
| 8. Employers Liability | 12. Failure of Performance contract |
| 9. War Liability/Nuclear War | 13. Failure of Investment to Perform |
| 10. Pollution | 14. Failure to comply with laws |

Standard exclusions and coverage limitations apply per coverage form.

Includes Abuse or Molestation: \$1,000,000 Each Abuse or Molestation Offense Limit
\$3,000,000 Abuse or Molestation Aggregate Limit

Note: Higher limits are available. Please let us know if you would like a quote for higher limits.

RETRO DATE: INCEPTION DATE (Employee Benefits Liability)

DEFENSE
EXPENSES: Outside Policy Limit

PREMIUM: \$ 7,475.00 (including fees and tax); Fees are fully earned.

CLASSIFICATION AND RATING BASIS

<u>State</u>	<u>Classification</u>	<u>Exposure</u>
LA	47476 – Charter School –	Students

ADDITIONAL COVERAGES:

Description

Property Damage – Removal of exclusion for “Property Damage” resulting from the use of reasonable force to protect persons or property

Non-Owned Watercraft (Less than 65 ft)

Supplementary Payments – Bail Bonds - \$3,000

- 3. Accounting or Arithmetic Errors
- 4. Indirect Loss
- 7. Loss Due to Employee Dishonesty
- 8. Loss Prior to policy inception

Note: Higher limits may be available. Please let us know if you would like a quote for higher limits.

PREMIUM: INCLUDED IN PACKAGE

AUTOMOBILE NON-OWNERSHIP AND HIRED CARS

COVERAGE: Auto non-ownership coverage provides protection for you should an employee be involved in an accident while on company business when driving a vehicle not owned by you.

Hire car coverage protects you for accidents while driving rented vehicle or a vehicle leased for less than one year.

CARRIER: Arch Insurance Company Best Rating: A XV

LIMIT OF LIABILITY: Combined Single Limit \$1,000,000
Hired Car Physical Damage – Excess*

*Please note Non Owned Coverage is excess over the driver's primary insurance

DEDUCTIBLE: \$100 Comprehensive
\$1,000 Collision

EXCLUSIONS: Some exclusions include, but are not limited to, the following:

1. Workers' Compensation
2. Pollution Liability
3. Professional or organized racing or demolition contest
4. Fellow Employee
5. Uninsured Motorists
6. Physical Damage on any hired and non-owned autos
7. Care, Custody or Control
8. Expected or Intended Injury
9. Excluded Drivers
10. Contractual Liability

Note: Higher limits are available. Please let us know if you would like a quote for higher limits.

PREMIUM: \$ 400.00

The policy fee(s) indicated in this quotation is fully earned as of policy inception and is nonrefundable.

UMBRELLA LIABILITY COVERAGE

COVERAGE: Excess Liability insurance protecting against claims in excess of the limits of other primary policies written on a follow form basis.

CARRIER: Arch Insurance Company Best's Rating: A XV

LIMIT OF LIABILITY: \$ 10,000,000 Each Occurrence
\$ 10,000,000 Aggregate

RETENTION: \$ 10,000

DEFENSE COST: Outside Limits

UNDERLYING LIMITS:

Auto Liability	\$1,000,000 CSL
General Liability	\$3,000,000 General Aggregate
	\$1,000,000 Each Occurrence
	\$3,000,000 Prod/Comp Ops
	\$1,000,000 Per/Adv Injury
Workers Compensation	
Employer's Liability	\$1,000,000 Each Accident
	\$1,000,000 Each Disease
	\$1,000,000 Each Disease

EXCLUSIONS & LIMITATIONS: Important exclusions include, but are not limited to, the following:

- | | |
|---------------------------------------|--------------------------|
| 1. Asbestos | 7. Terrorism |
| 2. Mold/Fungus/Bacteria | 8. War |
| 3. Pollution (Hostile Fire exception) | 9. Physical Damage |
| 4. ERISA | 10. Y2K |
| 5. Uninsured Motorists | 11. Owned Auto Liability |
| 6. Lead | |

Other exclusions and coverage limitations apply.

Note: Higher limits are available. Please let us know if you would like a quote for higher limits.

PREMIUM \$ 1,304.00 The policy fee(s) indicated in this quotation is fully earned as of policy inception and is nonrefundable

WORKERS COMPENSATION/EMPLOYERS LIABILITY POLICY

COVERAGE: 1) Workers Compensation – The payment of statutory benefits required by the worker’s compensation law due to bodily injury by accident or disease to your employees. Bodily Injury includes resulting death.

2) Employers Liability – The payment of damages and defense costs, when permitted by law, for which you are liable to a third party as a result of bodily injury by accident of bodily injury by disease to your employee. Bodily Injury includes resulting death.

CARRIER: Arch Insurance Company Best’s Rating: A XV

EMPLOYERS \$ 1,000,000 Each Accident
LIABILITY LIMITS: \$ 1,000,000 Each Disease Policy Limit
 \$ 1,000,000 Each Disease - Each Employee

STATES Louisiana
COVERED:

ESTIMATED Class code: 8868
PAYROLL: Payroll: \$665,800

The premium contained in this proposal is an estimated premium based on the exposures indicated. The final premium will be determined by the carrier upon completion of an audit of your actual exposures after your policy expires.

PREMIUM: \$ 7,333.00

Premiums shown above include fees and taxes.

INSURED PERSON ORGANIZATION/EMPLOYMENT PRACTICES LIABILITY/FIDUCIARY LIABILITY

Carrier: Scottsdale Indemnity Company

Policy Period: 9/1/2010-7/1/2011

INSURED PERSON ORGANIZATION (Insured Person & Organization)

LIMITS \$1,000,000 – maximum aggregate

Retentions:

\$1,000 each Claim Insured Persons or Organizations

\$1,000 each Employment Practices Claim

\$1,000 each Third Party Claim Employment Practices Claim

\$1,000 each Fiduciary Claim

EMPLOYMENT PRACTICES LIABILITY*

LIMITS \$1,000,000 maximum aggregate

FIDUCIARY LIABILITY*

LIMITS \$1,000,000 maximum aggregate

Refer to attached policy form for the definition of a Claim.

Retroactive Date (IPO Liability):

Retroactive Date (Employment Practices):

Retroactive Date (Fiduciary Liability)

Full Prior Acts*

Full Prior Acts*

Full Prior Acts*

Continuity Date (IPO Liability):

Continuity Date (Employment Practices):

Continuity Date (Fiduciary Liability)

Effective Date of Policy

Effective Date of Policy

Effective Date of Policy

IPO/EPL/Fiduciary (CONTINUED)

Claims Made Policy: A term describing an insurance policy that covers claims first made (reported or filed) during the year the policy is in force for any incidents that occur that year or during any previous period during which the insured was covered under a “claims-made” contract. This form of coverage is in contrast to the occurrence policy, which covers an incident occurring while the policy is in force regardless of when the claim arising out of that incident is filed—1 or more years later.

* Full Prior Acts is Subject to Receipt of the Signed Application within 10 Days of Binding.

Coverage Exclusions Include, but are not limited to, the following:

- _ Bodily Injury, except Employment Practices Liability includes mental anguish, emotional distress, or humiliation
- _ Pollutants
- _ Violations of Acts or statutory federal, state, or local law, except Equal Pay Act or Retaliation
- _ Punitive Damages, except to the extent where insurable by law
- _ Insured Person Organization exclusion: sexual misconduct, child abuse, and neglect.
- _ Employment Practices Liability exclusion: sexual misconduct, child abuse, and neglect.

Terms & Conditions:

- _ Insured Persons includes all persons who were, now are or shall become a director, officer, trustee, volunteer, committee member or employee
- _ TRIA Disclosure Notice – IPO, EPL Coverage
- _ Please be advised that a minimum total policy premium charge of \$500 will apply in the aggregate for all coverages bound

Endorsements:

1. Declarations (EKS-D-2 (04/08))
2. Louisiana Surplus Lines Notice (NOTS01LA (01/09))
3. General Terms and Conditions (EKS-326 (04/08))
4. Employment Practices Coverage Section (EKS-P-7 (04/08))
5. Insured Person and Organization Coverage Section (EKS-P-8 (04/08))
6. Fiduciary Coverage Section (EKS-P-9 (04/08))
7. Advisory Board Extension (EKS-99 (04/08))
8. Amend Insured Versus Insured Exclusion (Non-Profit) (EKS-255 (08/09))
9. Amend Notice Provision-Charter School Program-EPL (Non-Profit) (EKS-264 (04/08))
10. Amend Notice Provision-Charter School Program-Insured Person and Organization (Non-Profit) (EKS-265 (04/08))
11. Amend Warranty Provision-Non-Rescindable Coverage (Non-Profit) (EKS-261 (04/09))
12. Charter Schools Endorsement (Non-Profit) (EK257 (03/10))
13. Excess Benefit Transaction Excise Tax Coverage Endorsement (EKS-104 (04/08))
14. OUTSIDE ENTITY COVERAGE FOR NON-PROFIT COMPANIES - Insured Person And Organization Coverage Section (EKS-355 (06/08))
15. Priority of Payments Provision (Non-Profit) (EKS-238 (04/08))
16. SERVICE OF SUIT CLAUSE (UTS-9g (05/96))
17. Sexual Misconduct, Child Abuse, Neglect Exclusion (Non-Profit) (EKS-110 (04/08))
18. Sexual Misconduct, Child Abuse, Neglect Exclusion-EPL (Non-Profit) (EKS-111 (04/08))

PREMIUM: \$1,561.15 (including fees and tax; Fully Earned)

PREMIUM SUMMARY

I.	PACKAGE (GENERAL LIABILITY, ABUSE AND MOLESTATION, CRIME, & EDUCATORS PROF'L)	\$ 7,475.00
II.	DIRECTORS & OFFICERS/EMPLOYMENT PRACTICES LIABILITY/FIDUCIARY LIABILITY	\$ 1,561.15
III.	UMBRELLA	\$ 1,304.00
IV.	AUTO	\$ 400.00
V.	WORKERS' COMPENSATION	\$ 7,333.00
VI.	PROGRAM FEE	\$1,000.00
VII.	BROKER FEE	\$ 500.00
VIII.	ARCH HELPLINE FEE	\$ 395.00
	TOTAL	\$19,968.15

*Agent fees are incorporated and are based on industry standards.