



2025 – 2026 STUDENT AND FAMILY HANDBOOK



COMMITTED. COURAGEOUS. COMPASSIONATE. CURIOUS. CULTURALLY AWARE.

Principal's Welcome Letter

Dear Students and Families of The Leah Chase School,

Welcome to Year 2 at The Leah Chase School!

It is with great excitement that we begin another year of learning, growth, and community. Whether you are returning or joining us for the first time, we are honored that you have chosen The Leah Chase School—a place where curiosity, commitment, compassion, courage, and cultural awareness are at the heart of everything we do.

This handbook has been carefully prepared to serve as a guide for the policies, procedures, and expectations that ensure a safe, supportive, and academically focused environment for all students. We ask that families review it together and refer to it throughout the year.

Our theme this year is **“Level Up: The Power of Intentionality.”** As we grow together, this theme will guide our focus on purposeful teaching, learning, and decision-making. Our aim is to create meaningful learning experiences and strong partnerships with families that support every student’s success.

Thank you for being an essential part of our school community. We look forward to partnering with you for a successful and enriching school year ahead.

With appreciation,

Crystal LaFrance

Principal

Key Contact Information

- **School Address:** 2727 S. Carrollton Ave., New Orleans, LA 70118
- **Main Office Phone:** (504) 827-1822
- **Email:** theleahchaseschool@nolapublicschools.com
- **School Website:** www.leahchaseschool.com

- **Follow Us on Social Media:**
 - **Facebook:** [@leahchaseschool](#)
 - **Instagram:** [@leahchaseschool](#)

Office Hours: 7:30 AM – 4:00 PM, Monday–Friday

Student Arrival: 7:30 AM – 7:55 AM

Dismissal: 3:15 PM (Monday–Friday)

STAFF DIRECTORY		
POSITION	NAME	EMAIL
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School Nurse	TBD	

Table of Contents

Section	Page(s)
Our Vision	5
Our Mission	5
Our Core Values	5
Core Values in Action	6
The Leah Chase School Expectations	7
Bullying Policy	7
The Leah Chase School Parent-School Compact	8–9
Arrival and Dismissal	10

Section	Page(s)
Arrival Procedures	10–11
Dismissal Procedures	11
Transportation Changes	11
Early Check-Out	12
Before & After Care	12
Attendance Policy	12–14
Elementary Attendance Requirement	12
Excused Absences	12
Unexcused Absence Interventions	13
Truancy Referral Process	14
Uniform Guidelines	14
Grades K–2 Uniforms	14
Grades 3–6 Uniforms	14
Backpacks	14
Water Bottles	14
Cell Phone Policy	15
Code of Conduct	15
Positive Behavior Interventions and Support (PBIS)	15–16
Social-Emotional Learning (SEL)	16
Curriculum	16
Exploratory Class Offerings	17
Mid-Quarter Progress Conferences	17
Grading Policy	18
Academic Grading Scale	18
Behavior Grading Scale	18
Communication with Families	18
Birthday Celebrations	19
Visitors	19
Volunteer Policy	19

OUR VISION

The Leah Chase School aspires to be a thriving and inclusive community where every learner excels academically, discovers their individual talents, and reaches their full potential. Through rigorous and enriching academic experiences, combined with diverse cultural opportunities that emphasize the richness of New Orleans culture and the arts, we aim to create an environment that caters to the whole child. Partnering with families and the broader community, we strive to nurture each scholar's unique abilities and foster both academic achievement and personal growth.

OUR MISSION

At The Leah Chase School, our mission is to provide high-quality educational experiences for all scholars through fostering academic excellence, promoting personal development, enriched with exposure to culture and the arts, empowering them to thrive in an ever-changing world.

OUR CORE VALUES

At The Leah Chase School, we embrace the following "Core Values" as guiding principles for our work in fulfilling our school's mission and vision. These values reflect our shared commitment to fostering an environment where every individual can thrive academically, socially, and emotionally.

These guiding principles will shape our interactions, decisions, and aspirations as educators, students, and members of this school community. They represent the essence of who we are and who we aspire to be as a school.

- We are **COMMITTED** to achieving excellence in all we do, striving to meet and exceed our goals.
- We are **COURAGEOUS** in the face of challenges, standing up for what is right and taking bold steps toward our future.
- We are **CURIOUS** learners, always eager to explore, ask questions, and discover new ideas.

- We are **COMPASSIONATE**, kind and empathetic, supporting each other and fostering a caring and inclusive community.
- We are **CULTURALLY AWARE**...respectful and appreciative of diverse cultures, celebrating our differences, and learning from each other.

OUR CORE VALUES IN ACTION

At The Leah Chase School, our core values—**Curiosity, Commitment, Courage, Compassion, and Cultural Awareness**—guide the way we learn, interact, and grow as a community. These values are more than words; they shape our daily actions and behaviors across all school environments.

The matrix below outlines what these values look like in action in different areas of our school. By practicing these behaviors consistently, we create a positive, respectful, and inclusive environment where every student can thrive.

School Setting	Committed	Courageous	Compassionate	Curious	Culturally Aware
Hallway	Walk quietly and stay focused on your destination.	Speak up if something seems unsafe.	Hold the door; greet others kindly.	Notice displays and bulletin boards.	Respect personal space and others' differences.
Classroom	Be prepared, participate, and stay engaged.	Share your ideas even if unsure.	Encourage and help classmates.	Ask questions and explore topics.	Listen to diverse viewpoints respectfully.
Cafeteria	Follow rules; clean up after yourself.	Welcome others to join your table.	Help others with spills or needs.	Try new foods and learn about them.	Use good manners and respect others' meals.
Playground	Follow rules and use equipment properly.	Stand up for others; play fairly.	Include everyone; take turns.	Try new games or sports.	Respect how others choose to play.

School Setting	Committed	Courageous	Compassionate	Curious	Culturally Aware
Bus	Stay seated and follow bus rules.	Report unsafe behavior.	Help younger students; share space.	Observe surroundings respectfully.	Speak kindly and avoid offensive language.
Restroom	Use time wisely and return quickly.	Report problems or unsafe situations.	Give privacy and wait your turn.	Follow hygiene signs and tips.	Respect everyone's personal space and needs.
Assembly	Stay quiet and listen to presenters.	Participate when appropriate.	Applaud respectfully.	Ask questions and stay engaged.	Show respect to all performers and topics.
Transitions	Move quietly and efficiently.	Follow rules even if others don't.	Smile or greet others respectfully.	Notice work or posters on display.	Be mindful of space and interactions.

BULLYING

At The Leah Chase School, we are committed to providing a safe and supportive environment for all students. Bullying in any form—whether physical, verbal, or online—will not be tolerated. We believe in fostering a culture of respect, kindness, and inclusivity, where every student feels valued and secure.

We will strictly adhere to the OPSB's Bullying Policy as outlined in the NOLA-PS Code of Conduct. This policy provides clear guidelines for identifying, reporting, and addressing bullying incidents to ensure that all students can learn and grow in a safe environment.



Scan QR Code for
NOLA-PS' Code of
Conduct

This compact represents a shared commitment among students, families, teachers, and school leaders to work together toward the academic success and personal growth of every child. By clearly defining our roles and responsibilities, we aim to foster strong partnerships that support high achievement and lifelong learning.

As a Student, I will:

- Attend school regularly and arrive on time, ready to learn.
- Complete all classwork and homework to the best of my ability.
- Participate actively in class and ask for help when needed.
- Share what I'm learning with my family.
- Be honest, respectful, and kind in all interactions.
- Follow all school rules and safety guidelines.
- Take responsibility for my actions and seek positive solutions.
- Join clubs, events, and activities that interest me.
- Respect the diverse backgrounds and ideas of my classmates.
- Help create a welcoming, inclusive school environment.

As a Parent/Guardian, I will:

- Ensure my child attends school daily, arrives on time, and is prepared.
- Provide a quiet space at home for studying and reading.
- Encourage learning at home by promoting reading and access to educational resources.
- Stay informed by reviewing report cards, attending conferences, and communicating with teachers.
- Address concerns respectfully and promptly with school staff.
- Participate in school events, volunteer opportunities, or parent committees.
- Reinforce school rules and model respectful behavior.
- Promote a positive attitude towards learning and perseverance.
- Discuss the importance of education and goal-setting with my child.
- Collaborate with teachers to support my child's learning and well-being.

As a Teacher, I will:

- Provide rigorous, engaging, and differentiated instruction.
- Set and communicate clear expectations for learning and behavior.
- Use student data to drive instruction and monitor progress.
- Maintain regular, two-way communication with families.
- Offer timely, constructive feedback on student work.

- Be accessible for meetings and conferences.
- Foster a classroom culture of respect, inclusion, and growth mindset.
- Encourage students to ask questions, take risks, and persevere.
- Work collaboratively with colleagues and families to support student success.
- Continue growing professionally to improve my practice.

As an Administrator, I will:

- Lead with a clear vision focused on high achievement and student well-being.
- Ensure a safe, inclusive, and welcoming school environment.
- Support effective teaching and staff development.
- Promote open communication with families and the community.
- Encourage meaningful family engagement and partnership.
- Foster collaboration among staff and families.
- Ensure a well-rounded curriculum aligned with state standards.
- Monitor academic progress and use data to drive improvement.
- Allocate resources strategically to support learning goals.
- Lead efforts to achieve school-wide goals for academics, equity, and wellness.
- Advocate for the school within the district and broader community.
- Uphold all student rights under federal and state education laws

By signing this compact, we commit to working together to create a school community where all students are empowered to thrive and reach their full potential.

Student's Signature

Parent's Signature

Teacher's Signature

Administrator' Signature

ARRIVAL & DISMISSAL

The instructional day is from 8:00 A.M. – 3:15 P.M.

Student arrival times are as follows:

- 6:30 A.M. – 7:30 A.M. – Before Care
- 7:30 A.M. – Students arrive on campus. Breakfast is served.
- 7:50 A.M. – Students transition to homeroom.

- 8:00 A.M. – Breakfast ends. Students arriving after 8:00 A.M. must enter through the front door on Carrollton Ave. and must be signed in by a parent/guardian.
- 3:15 P.M. – Dismissal
- 3:15 P.M. – 6:30 P.M. – After Care

Car Rider Procedures

Car riders must use the designated carpool lane located at the corner of Walmsley Avenue and Short Street. Students will enter and exit vehicles from the curbside ramp, which serves as our official drop-off and pick-up point.

Arrival

- The carpool lane opens at 7:30 A.M. – 8:00 A.M. Students arriving after 8:00 A.M. must enter through the front door on Carrollton Ave. and must be signed in by a parent/guardian.
- Students should be ready to exit the vehicle promptly and independently upon reaching the drop-off point.
- For safety and efficiency, please pull all the way forward before allowing your child to exit.
- Ensure your child is seated on the passenger side, with all belongings ready to go.

Dismissal

- Each family will receive a Carpool Name Plate with their child's first name and last initial.
- Please display the Name Plate clearly on your dashboard to help staff quickly identify your student and maintain the flow of the carpool line.
- Remain in your vehicle during pick-up; staff will escort students to their cars as needed.

Important Reminders

- The carpool lane is for active drop-off and pick-up only. Do not park or leave your vehicle unattended in the lane.
- For everyone's safety, please be patient, follow staff directions, and refrain from cell phone use while in the carpool line.
- The Short Street gate may not be used for car rider pickup or drop-off. Only registered walkers may exit through that entrance.

Bus Rider Arrival Procedures

To ensure a safe and orderly experience, all bus riders are expected to follow school and transportation guidelines at all times. If you have questions about your child's bus route or experience, please contact the the school Operations Manager, Aviva Le, ale@nolapublicschools.com or call the school office.

Arrival

- Upon arrival, bus riders will enter the building through the Walmsley Avenue door, where they will be greeted and supervised by school staff.
- Students will report directly to the cafeteria for breakfast.

Dismissal

- In the afternoon, bus riders will be escorted by staff to their designated buses.

- Staff will ensure all students board the correct bus and remain safely supervised until departure.

Expectations & Reminders

- Students must follow all school bus safety rules, including remaining seated, speaking respectfully, and following the bus driver's directions.
- If a student's dismissal plan changes (e.g., no longer riding the bus), families must notify the school in writing before 2:00 PM.
- Bus riders must know their assigned bus and follow school staff instructions during arrival and dismissal transitions.

Walker Procedures

Walkers are students who do not ride the bus and are not dropped off or picked up by vehicle in the carpool lane. To ensure student safety and accountability, all walkers must be officially registered with the school.

Registration Requirements

- Families must complete a Transportation Mode Form and designate their child as a walker.
- Students approved as walkers will receive a Walker Tag with their name.
- Adults picking up students at dismissal must present the official Walker Tag to school staff.
- Only students with verified registration will be dismissed through the Short Street gate.

Arrival

- Walker students may enter the building through the Short Street gate between 7:30–8:00 A.M. A staff member will be present to supervise arrival.
- Students will report directly to the cafeteria for breakfast or proceed to class if not eating.
- Walkers arriving after 8:00 A.M. must enter through the front door on Carrollton Ave. and must be signed in by a parent/guardian.

Dismissal

- In the afternoon, registered walkers will be dismissed through the Short Street gate under staff supervision.
- Adults picking up walkers must have the official Walker Tag visible.
- This entrance is designated for walkers only and cannot accommodate vehicle pickups for safety reasons.
- Families using the carpool system must remain in their vehicles and follow standard carpool procedures.

Safety Reminders

- Walkers are expected to use the corner crosswalk, where a crossing guard is present, to ensure safe street crossing.
- Students may not walk to meet cars parked along unauthorized curbs or across the street mid-block.

Late Arrival

Students arriving after 8:00 A.M. must enter through the main entrance on Carrollton Ave. and be signed in by a parent/guardian. Tardy passes will be issued starting at 8:05 A.M.

Transportation Changes

For safety reasons, we cannot accept phone requests to change a student's way home or to grant permission for someone not listed on the emergency card to check out a student. We cannot verify the identity of the caller over the phone. Any changes must be made in person or in writing, and the parent or guardian who signed the emergency card must sign the note of request.

Early Check Out:

Families must use the main entrance on Carrollton Avenue to check a student out early. A photo ID is required, and the individual signing the student out must be listed on the emergency card. Please note that early check-out ends at 2:00 P.M. After this time, students should not be checked out of school.

BEFORE & AFTER CARE

The Leah Chase School offers Before and After Care services to support families needing extended supervision outside of regular school hours. These programs are held in the school cafeteria and are staffed by trained TLC personnel.

Program Hours and Rates

- **Before Care:** 6:30 A.M. – 7:30 A.M
- **After Care:** 3:15 P.M. – 6:00 P.M.

The weekly rates are as follows:

- \$20 weekly for Before Care
- \$30 weekly for After Care
- \$40 weekly to participate in both Before and After Care

Payments are due every Friday.

Daily "Drop-in" Fees are as follows:

- \$5.00 per child for Before Care Drop in
- \$7.00 per child for After Care Drop in
- *Drop-in fees are due the day of drop in.

LATE FEES: \$1.00 for each additional minute after 6:00 p.m. Students may no longer participate in the childcare program after 3 late pick-ups.

Drop-Off and Pick-Up Location

- Families should use the Walmsley Avenue entrance for both drop-off and pick-up during before and after care hours.
- Security personnel will be stationed at the Walmsley Door during these times to ensure all entries and exits are supervised.

Sign-In / Sign-Out Procedures

- Before Care:
An adult must walk the student to the door and sign them in with the staff member on duty. Students may not be dropped off outside or sent in unsupervised.
- After Care:
An adult must sign the student out in person. Students will only be released to individuals listed on the student's authorized pickup list and with proper identification if requested.
 - Walker Tags or Carpool Tags may not be used in place of in-person sign-out.
 - Late pickups beyond 6:00 P.M. may result in additional fees or loss of after care privileges.

These procedures are in place to protect student safety and maintain a secure environment during extended hours.

ATTENDANCE POLICY

"Attend Today, Achieve Tomorrow"

At The Leah Chase School, we believe every day counts. Regular attendance is essential for academic success, positive social development, and strong lifelong habits. Together, families and staff can ensure students reach their full potential by prioritizing daily attendance.

Compulsory Attendance

Louisiana law requires all students in **grades K–12** to attend school regularly.

At **The Leah Chase School**, which serves students in **grades K–6**, this means each student must be

present for at least **167 instructional days** each school year to be eligible for promotion to the next grade.

A student is considered *present for the day* if they attend more than **50% of the instructional day**.

Excused vs. Unexcused Absences

- **Excused Absences** include illness, family emergency, death in the family, religious holidays, or other extenuating circumstances as outlined in Bulletin 741. A written note from a parent, guardian, or healthcare provider is required.
- **Unexcused Absences** are those that do not meet these criteria. This includes absences without documentation, oversleeping, travel not approved by the school, or staying home for non-emergencies.

Students who are absent, including those who are suspended, have the right to make up missed work and receive full credit if submitted in a timely manner.

Daily Attendance Recording & Reporting

- Attendance is recorded daily and at the start of each class period.
- Families will be notified through automated calls or texts when a student is marked absent or tardy.
- Attendance data, including truancy status, is submitted daily to the Louisiana Department of Education (LDOE).

Chronic Absenteeism

A student is considered chronically absent when they miss 10% or more of the school year—approximately 17 days—for any reason (excused, unexcused, or suspension). Chronic absenteeism puts students at risk of academic difficulty and possible retention.

Tiered Support for Attendance

We use a Multi-Tiered System of Support (MTSS) to prevent and address attendance concerns.

Tier 1 – Schoolwide Supports for All Students

- Schoolwide attendance incentives and recognition
- Welcoming, engaging classrooms
- Strong relationships between staff, students, and families

Tier 2 – Early Intervention (3+ unexcused absences)

- Phone calls and text alerts
- Individual check-ins
- Parent conferences to identify barriers
- Attendance agreement or contract

Tier 3 – Intensive Intervention (5+ unexcused absences)

- Formal written notification to families
- Home visit and/or in-person conference
- Development of an Individualized Attendance Success Plan
- Referral to Families in Need of Services (FINS) if improvement is not shown

Truancy and Legal Notices

Per Louisiana law, a student is truant after 5 unexcused absences or tardies in a semester.

- Continued absences may result in a (Families in Need of Services) FINS referral and juvenile court involvement if unresolved.
- Families will receive formal written notification outlining their legal responsibility and the steps required to support their child's regular attendance.

Communication and Family Partnership

We are committed to working with families to remove attendance barriers. Please notify the front office if:

- Your child is absent
- Your contact information changes
- You need support with transportation, health services, or other needs

Open communication helps us partner effectively to keep your child on track for success.

IMPORTANT REMINDER!

Students who arrive late or leave early miss critical learning time. Please ensure your child arrives on time and remains for the full instructional day.

Elementary/Middle School Attendance Recovery

Attendance Requirement

Based on a standard **360**-minute instructional day (excluding all recesses) and the 2025-2026 academic calendar, a student can miss no more than **10** days of school to be eligible for promotion. (Exempted and Excused Absences in PowerSchool do NOT count against attendance requirements)

A student in grades K-6 accumulating more than 10 unexcused absences in a year-long course will NOT receive credit for the course. A parent has 15 school days from the issuance of the report card to dispute and clear all attendance and grade issues.

Important Note 1: A parent may use a written note to excuse two absences. Written notices are due within 5 days of the absence.

Important Note 2: If a student accumulates 15 or more consecutive days, he/she will be dropped from the school placement.

Attendance and Grade Recovery Options

Students may recover days absent by participating in the school's Attendance Recovery Program. Attendance Recovery is achieved using a district approved online learning program, completion of structured standards-based assignments or face to face instruction.

The district-adopted online learning platforms will be used to recover attendance:

- Grades K- 6: **iReady** Instructional Program to recover seat time.

Important Note 3: For Science and Social Studies, students will receive standard-based assignments from their teachers. It will be due the following Monday once assigned.

- *In extenuating circumstances, the school's administration may grant the student the option to recover time by completing assignments after school, and/or holidays. For any extenuating circumstances, the student's parent or legal guardian must make a formal appeal to the school's principal requesting exception to the attendance regulation. Students who are verified as meeting extenuating circumstances, and therefore eligible to receive grades, shall not receive grades if they are unable to complete make-up work or pass the course.*

Recovery Guidelines

Students who participate in the school's Attendance Recovery Program may recover minutes based on the following guidelines.

Elementary/Middle

1 full day absent (360 minutes)	60 minutes of online learning recovers 1 full day absent
1 full day absent (360 minutes)	60 face-to-face minutes during after-school academic programming recovers 1 full day absent

*The accumulation of *productive online minutes* and attendance in the afterschool program will be tracked by the Attendance Recovery Program facilitator. All student work and minutes will be recorded on the Attendance Recovery Program Completion Form. This form will be made available for parents/guardians and kept on file for one academic year.

Student Passed the Course but Did Not Meet Attendance Requirements

After satisfying the requirements of the Attendance Recovery Program, students who previously earned a passing grade in the class will receive credit for the grade they earned. The following process must be followed:

- The Attendance Recovery Program facilitator will submit an Attendance Recovery Program Completion Form to the principal who will sign the form for final approval.
- The principal will forward the approved form to the Data Manager or Designee who will remove the F* in PowerSchool.
- All forms must be scanned into the student's record in PowerSchool. All Attendance Recovery Program minutes must be completed by the first week in January for incidents during the first semester and by June 30th for second semester.

Students Failed the Course and Did Not Meet the Attendance Requirements

After satisfying the requirements of the Attendance Recovery Program, students who previously earned a failing grade in the class may be allowed to use the assignments completed during the Attendance Recovery Program to recalculate their grade. Teachers of record must be consulted as which assignments/quizzes are assigned to students who previously earned a failing grade.

The following process must be followed:

- If the student earns a passing grade after the recalculation, the teacher of record will complete and submit a grade change form to the principal for approval.
- All approved forms will be given to the Data Manager or Designee who will change the grade in PowerSchool and replace it with the grade the student earned.
- All forms must be scanned into the student's record in PowerSchool. All Attendance Recovery Program minutes must be completed by January 6th for half-year courses, and June 6th for full-year courses.

School's Responsibilities

- Do not prohibit students from signing up to school if they report without a parent.
- Excuse students who do not report to school due to transportation issues (bus failing to run)
- Provide students and parents with attendance letters by the 3rd, 5th, and 8th absence. Schools must document when notifications are provided to parents, including date & method of delivery.
- Submit referrals to TASC, FINS, and/or NOLA PS Attendance Office.
- Notify parents within three weeks of the quarter end date if the student may be ineligible for credit and participation in Attendance Recovery Program is required.
- Notify parents on progress reports of a student's attendance issues.

Parent/Student Responsibilities

- Establish an expectation of daily attendance with your child. Even if you miss just a few days here and there, grades are likely to suffer.
- Submit all attendance documents within five days of the student's return to school.
- Communicate with the principal, counselor, and/or teacher any extenuating circumstances that may impact the student's attendance.
- Frequently check the Parent Progress Center in PowerSchool
- Fully commit to the expectations of the school's Attendance Recovery Program on time and ready to work.
- Complete Attendance Recovery Program assignments after school, on the weekends and during holidays.
- Request frequent updates from the Attendance Recovery Program facilitator on accumulated minutes and completed assignments.
- Request updated report cards after the Attendance Recovery Program is completed.

UNIFORM GUIDELINES

The Leah Chase School Uniform Guidelines	
Grades Kindergarten – 2 nd	
Girls	Boys
• Top - Light Blue Peter Pan Collar Blouse or Light Blue Polo • Bottom – Navy Blue Jumper, Skirt, Shorts, Skorts, or Pants	• Top – Light Blue Polo • Bottom – Navy Blue Shorts or Pants • Black or Blue Belt
Grades 3 rd – 6 th	
Girls	Boys
• Top – White Peter Pan Collar Blouse or White or Gray Polo • Bottom – Navy Blue Skirt, Pants, or Shorts	• Top – Gray or White Polo • Bottom – Navy Blue Shorts or Pants • Black or Blue Belt
Shorts and skirts should be of an appropriate length.	
Tennis Shoes & Socks	
Students may wear any type of completely enclosed tennis shoes. Socks should be plain without any writing or logos.	
Outerwear	
The Leah Chase School outerwear for wintry weather may be purchased from our uniform vendors. The following items are available with our school's logo: windbreakers, cardigans, beanies, and sweatshirts. Jackets should be blue, black or gray. Hoodies are not allowed to be worn in the school building. Jeans may not be substituted for uniform bottoms.	

Backpacks

To support a safe and secure school environment, all students are expected to use clear backpacks.

Water Bottles

Students are welcome to bring water bottles to school, provided they are filled with water only. Bottles should be leak-proof and equipped with a fully closeable top. Please note that straw-top bottles that cannot be securely closed are not permitted.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

At The Leah Chase School, we believe in teaching behavior the same way we teach reading and math—through clear expectations, guidance, and support. Our approach to fostering positive behavior is rooted in the Positive Behavioral Interventions and Supports (PBIS) framework, which focuses on promoting positive behavior, reinforcing expectations, and offering consistent support to all students. We aim to create a school environment where respect, responsibility, and accountability are prioritized, and where every student is given the tools to succeed.

Here's how we support students in thriving behaviorally:

- **Clear School-Wide Expectations and Routines:** We establish consistent, easy-to-follow expectations for behavior that all students understand and follow. Students are actively involved in creating classroom norms, giving them ownership over their actions.
- **Positive Behavior Interventions and Supports (PBIS):** We recognize and celebrate positive behavior to encourage continued success. Students are acknowledged through rewards like "Student of the Month" and public shout-outs at school assemblies, reinforcing good choices.
- **Social-Emotional Learning (SEL) and Character Education:** We teach students how to manage emotions, set goals, and build positive relationships. SEL helps students develop essential skills to succeed both in the classroom and beyond.
- **Restorative Practices:** We use reflective conversations to help students resolve conflicts, understand the impact of their actions, and restore positive relationships. These practices support students in learning from their experiences and growing emotionally.
- **Access to Counseling and Support Services:** We offer counseling and other support services to address individual student needs, promoting their overall well-being. Tailored support is provided to students who need additional guidance to stay on track.
- **Family Involvement:** We encourage families to support school-wide expectations at home. We offer tips and strategies to help parents reinforce behavior practices, ensuring consistency between home and school.

- **Regular Updates for Families:** Families will receive regular updates on their child's progress with PBIS and SEL, ensuring that parents are informed and can actively support their child's growth.

Through these proactive strategies, we aim to build a positive school culture where students feel valued, safe, and encouraged to make positive choices that enhance their learning and development.

CODE OF CONDUCT

At The Leah Chase School, we are committed to creating a safe, respectful, and supportive environment for all students, staff, and families. In alignment with the NOLA-PS Code of Conduct, we maintain clear expectations for behavior that encourage academic success and positive interactions within our school community. We believe in fostering an environment where respect, responsibility, and accountability are central to all that we do.

The following sections outline specific infractions and the corresponding levels of consequences, as per the NOLA-PS Code of Conduct. These guidelines are designed to help ensure that our school remains focused on learning, growth, and mutual respect.

Behavior Infractions

Students who do not follow the school's rules and expectations will receive consequences appropriate to the severity of their infractions. The following pages list examples of infractions and appropriate responses for school officials to take.

Discipline incidents will be classified as Level 1, Level 2, and Level 3 Infractions.

- **Level 1 Infractions: Non-Suspendable Offenses**
 - *Discipline* incidents that can be handled by the teacher and do not warrant a *discipline* referral to the principal or designee. Any behavior that is of low-level intensity, passive in nature and/or of a non-threatening manner is a Level 1 Infraction.
- **Level 2 Infractions: Suspendable Offenses**
 - *Discipline* incidents that interfere with anyone's safety and learning, are of a threatening or harmful nature, legal violations and warrant administrative interventions. Such behaviors should be considered Level 2 Infractions.
- **Level 3 Infractions: Expellable Offenses**
 - *Discipline* incidents that severely interfere with anyone's safety and learning, are of a threatening or harmful nature, are legal violations and warrant immediate response from administration, crisis team, entire staff, and/or community support are Level 3 Infractions.

***Please note that there are three tiers of Level 3 Infractions, as detailed in the Level 3 section. Because every behavior infraction cannot be listed in advance, school principals may decide if an unlisted infraction is a Level 1 or Level 2 offense. Students may only be expelled for infractions that are described in Level 3.

Level 1 Infractions: Non-Suspendable Offenses

Level 1 infractions are incidents that occur in school buildings or grounds, or at school activities, that are the responsibility of the teacher or principal to address through corrective strategies. **A student may not be given an out-of-school suspension for Level 1 infractions.**

1. Boarding and deboarding school transportation at incorrect stop 2. Horseplay 3. Entering an off-limits or restricted area 4. Habitual tardiness and/or absenteeism 5. Eating/drinking during prohibited times 6. Skipping class/school 7. Dress code violation 8. Not having proper materials or supplies for class 9. Not participating in class 10. Not wearing required clothing for physical education class 11. Littering	10. Failing to do or complete homework 11. ID violation (if applicable) 12. Making an unfounded charge against authority 13. Refusing to sit in assigned seat 14. Engaging in inappropriate public displays of affection (holding hands, kissing, hugging, etc.) 15. Talking in class at inappropriate times 16. Any other infraction that the principal or designee deems similar in severity to other level 1 infractions
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Corrective Strategies

Multiple corrective strategies may be used to address problematic behavior before a suspension, depending on the individual student's needs. For some students, including those with disabilities, this may include conducting or revising the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP). Corrective strategies for infractions may include but are not limited to:

• Creation of a Behavior Improvement Plan (BIP) • Contact and/or conference with parent/guardian • School-to-Home Communication System • Check-In/Check-Out Process • Personalized Behavior contract that includes expected student behavior, incentives for demonstrating expected behavior, and consequences for infractions • Positive Behavior Intervention Support (PBIS) Systems • After-school or lunch detention • Saturday School	▪ Referral to school social worker or school counselor ▪ Intensive academic support ▪ Intensive social skills teaching ▪ Self-management program ▪ School bus suspension (if applicable) ▪ Multi-agency collaboration ▪ In-School Suspension ▪ Loss of privileges ▪ Referral to the Response to Intervention (RTI) team
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Level 2 Infractions: Suspendable Offenses

Level 2 infractions are incidents that occur in school buildings or grounds or at school activities that threaten safety or interfere with learning. **A student may be given an out-of-school suspension for Level 2 infractions; however, schools should use the corrective strategies listed on the previous page whenever possible.** A Disciplinary Conference with the Student Hearing Officer is also a possible corrective strategy for Level 2 offenses when prior interventions at the school site have not resulted in positive change. (*Refer to Disciplinary Conference Procedures on page 23*)

1. Intentionally or habitually failing to attend detention or in- school suspension 2. Possessing or using tobacco and/or possession of a lighter 3. Using or possessing alcohol	12. Instigating or participating in fights (one-on-one or groups) Bullying* 13. Causing a false fire alarm
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4. Leaving school bus without permission 5. Using objects dangerously or inappropriately to harm others or damage property 6. Vandalism to school property or school bus 7. Leaving school and/or classroom without permission 8. Gambling 9. Extortion (blackmail, etc.) 10. Willful disobedience to authority figures that substantially interferes with the learning of others or threatens the safety of others 11. Using profanity and/or obscene language	14. Intentionally causing a major, unnecessary disturbance in classroom/school campus 15. Improper use of a cell phone and/or electronic devices 16. Inappropriate bodily contact or harassment 17. Improper use of computer: Viewing obscene, pornographic, violent, or sexually harassing material; or information on manufacturing of weapons 18. Forging a signature on documentation required by the school, cheating, or lying to school personnel about academic matters 19. Habitual level 1 behaviors 20. Any other infraction that the principal deems to be similar in severity to other level 2 infraction
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A principal may also suspend a student for some Level 3 infractions if the school believes a suspension would be more appropriate than a recommendation for expulsion. Some drug and weapon related offenses require an expulsion; these offenses are noted on the following pages.

*"Bullying" means:

1. A pattern of any one or more of the following:
 - a. Gestures, including but not limited to obscene gestures and making faces.
 - b. Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors. Electronic communication includes but is not limited to a communication or image transmitted by email, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, pager, computer, or other electronic device.
 - c. Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.

d. Repeatedly and purposefully shunning or excluding from activities.

(a) The pattern of behavior as provided in Paragraph (1) of this Subsection must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

(b) Where the pattern of behavior as provided in Paragraph (1) of this Subsection is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school-sponsored activity or event.

Level 3 Infractions: Expellable Offenses and Interventions

Expellable offenses are incidents that occur on school property or grounds, on school transportation, or at school activities that severely interfere with anyone's safety and learning, are of a threatening or harmful nature, and/or are legal violations. All expulsion recommendations are at the discretion of the school. **Students cannot, under any circumstances, be recommended for expulsion for disrespect or willful disobedience, uniform violations, or repeated suspensions for violations not listed in expellable offenses.**

25-26 Tier One Offenses & Interventions

Tier One Offenses	Tier One Interventions
(Expellable for up to Two Semesters)	
- Distributing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous Substance Law, or any prescription drug - Carrying, possessing, or using a firearm, knife with a blade of two inches or	The duration of each expulsion will be determined by the Student Hearing Office at the conclusion of the hearing, in accordance with the facts at hand, district policy, all relevant laws and regulations, and the guidelines below. <u>For a student who commits a Tier One offense or a second Tier Two offense</u> and is found guilty, the consequences range as follows:

longer, or any other instrument the purpose of which is lethal force • Sexual assault and other sexual acts where one party is non-consenting • Intentional battery or assault on any individual using a weapon or which causes serious, documentable injury that necessitates medical care • Engaging in student-initiated intentional physical altercation with a member of the school staff • Assault or threat with a weapon	• Removal to an alternative school or program for up to two semesters plus the remainder of the current semester • Probation at the sending school for up to two semesters plus the remainder of the current semester where the student can be sent to an alternative school by committing another Tier One or Two offense • Referral to an outside program (i.e. substance abuse counseling) where the student can be sent to an alternative school by failing to comply with the terms of the referral • A Disciplinary Conference held with the Student Hearing Office
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Level 3 Infractions: Expellable Offenses and Interventions

Tier Two and Tier Three Offenses may be submitted to the Student Hearing Office at each school's discretion.

25-26 Tier Two Offenses & Interventions

<u>Tier Two Offenses</u>	<u>Tier Two Interventions</u>
(Expellable for up to One Semester)	

• Possessing any controlled dangerous substance governed by the Uniform Controlled Dangerous Substance Law, or any prescription drug, or unmarked medication • Possession or use of any implement/substance with the ability to seriously harm another person • Robbery of an individual on school property or at any activity of which the school has jurisdiction • Unauthorized entry of school property, or any space which the school has jurisdiction, with evidence of theft or vandalism • Engaging in consensual sexual acts on school property or at any activity of which the school has jurisdiction • Engaging in non consensual exposure of body parts in a sexual manner to another • Assault (threat) of an individual with a dangerous substance or implement • Propping open external facing doors • Inviting or bringing non-students or unpermitted students on campus • Theft of school property or the personal property of individuals valued at \$500 or more on the school property or at any other activity over which the school has jurisdiction	The duration of each expulsion will be determined by the Student Hearing Office at the conclusion of the hearing, in accordance with the facts at hand, district policy, all relevant laws and regulations, and the guidelines below. <u>For a student who commits a Tier One offense or a second Tier Two offense</u> and is found guilty, the consequences range as follows: • Removal to an alternative school or program for up to two semesters plus the remainder of the current semester • Probation at the sending school for up to two semesters plus the remainder of the current semester where the student can be sent to an alternative school by committing another Tier One or Two offense • Referral to an outside program (i.e. substance abuse counseling) where the student can be sent to an alternative school by failing to comply with the terms of the referral • A Disciplinary Conference held with the Student Hearing Office • Commission of a second Tier Two offense makes a student eligible for the range of Tier One interventions
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Level 3 Infractions: Expellable Offenses and Interventions

Tier Two and Tier Three Offenses may be submitted to the Student Hearing Office at each school's discretion.

25-26 Tier Three Offenses & Interventions

<u>Tier Three Offenses</u> (Expellable for up to One Semester)	<u>Tier Three Interventions</u>
• Well-documented and on-going commission of serious acts that threaten the safety of others • Well-documented and on-going behaviors that threaten, intimidate, or bully another individual, including the use of any electronic device to threaten, intimidate, or bully • Sharing sexually explicit material, including through the use of an electronic device • Theft of school property or the personal property of individuals valued at less than \$500 on the school property or at any other activity of which the school has jurisdiction • Being under the influence of any controlled dangerous substance governed by the Uniform Controlled Dangerous Substance Law, or any prescription drug not prescribed to the accused student, or any chemical substance that affects the central nervous system and produces stimulant, depressant, euphoric, or hallucinogenic effects to the mind or body	For a student who commits a Tier Three offense and is found guilty, the consequences range as follows: • A disciplinary Conference held with the Student Hearing Office • Referral to an outside program (i.e. substance abuse counseling) • Commission of a second Tier Three offense makes a student eligible for the range of Tier Two interventions

Bus Expectations at The Leah Chase School

For Parents:

- Ensure your child is at the bus stop on time.
- Encourage respect for the bus driver and other students.
- Remind your child to follow the rules for a safe ride.
- Notify the school if your child will not be riding the bus or if there are any changes to transportation.
- Access the bus schedule and route details on the school website or contact the school directly for information.
- Contact the school for any bus-related issues or concerns.

For Students:

- **Stay Safe:** Remain seated and keep your seatbelt on (if required).
- **Be Respectful:** Listen to the driver and speak quietly.
- **Be Responsible:** Keep the bus clean and take your belongings with you.
- **Be Considerate:** Respect others' space and belongings.
- **Be On Time:** Arrive at your bus stop early to avoid delays.
- **Use Electronics Responsibly:** If using personal devices, keep the volume low and use headphones.

For School Staff:

- Remind students of expectations regularly, especially at the beginning of the year.
- Work with bus drivers to address any concerns or behavioral issues.
- Ensure there is a clear process for reporting bus-related incidents:
 - For **route-related issues**, contact Aviva Le (School Operations Manager) at ale@nolapublicschools.com.
 - For **behavior-related issues**, contact Micah Turner (Dean of Students) at mturner@nolapublicschools.com.
- Be prepared to assist families with emergency contact information in case of last-minute changes or delays.

Additional Notes for Families:

- **Emergency Situations:** In case of an emergency or if your child misses the bus, please contact the school immediately for assistance.
- **Special Accommodations:** If your child has any special needs or accommodations for the bus ride, please notify the school so we can ensure appropriate arrangements are made.

CELL PHONE & ELECTRONIC DEVICE POLICY

To maintain a safe, respectful, and distraction-free learning environment, student cell phones and personal electronic devices are not permitted for use during school hours unless specifically authorized for instructional purposes.

Expectations

- All student cell phones must be powered off and turned in at the beginning of each school day.
- Devices will be collected by the teacher and securely stored in a designated area. They will be returned at the end of the school day.
- Students are not permitted to use cell phones or personal devices (including for texting, music, photography, or social media) during the school day—including in hallways, restrooms, or during transitions.

Prohibited Electronic Devices

The following items are **not allowed** during school hours unless part of an approved accommodation or instructional plan:

- Smartwatches (e.g., Apple Watch, Fitbit)
- Wireless earbuds or headphones (e.g., AirPods)
- Tablets, gaming devices, or personal hotspots

Violations & Consequences

- **First Violation:** Device is confiscated and may be returned to the student at the end of the day.
- **Repeated Violations:** Device will be confiscated and returned **only to a parent/guardian.**
- **Chronic Violations:** May result in loss of privilege to bring a device to school and/or additional disciplinary action in accordance with the school's Code of Conduct.

Liability Disclaimer

The school is not responsible for lost, stolen, or damaged personal electronic devices. Students bring devices to school at their own risk.

CURRICULUM

At our school, we are committed to providing a comprehensive and high-quality education through a well-rounded curriculum that fosters intellectual growth, critical thinking, and a love for learning. Our curriculum is carefully designed to meet and exceed state standards, ensuring that every student is equipped with the knowledge and skills necessary for success.

- **English Language Arts:** We utilize **HMH Into Reading** for grades K-5 and **HMH Into Literature** for grade 6. **Into Reading** offers engaging, high-quality texts and strong support for developing reading, writing, speaking, and research skills, while fostering a love of reading and building foundational literacy skills. For grade 6, **Into Literature** builds on these foundations by focusing on more complex texts, deepening literary analysis, and enhancing skills in critical thinking,

writing, and research. Both programs are designed to inspire a lifelong love of reading and to help students grow as confident, capable readers and communicators.

- **Mathematics:** Our math instruction is guided by **iReady Classroom Mathematics**, a program that provides focused and coherent instruction with rigorous content. It balances conceptual understanding, procedural fluency, and application to ensure students develop a deep understanding of mathematical concepts.
- **Science:** For grades K-5, we use **Great Minds PhD Science**, which emphasizes three-dimensional learning through phenomenon-based instruction. This program integrates disciplinary literacy, helping students explore scientific concepts in depth while aligning with state standards. For 6th grade, we use **OpenSciEd**, a curriculum designed around the same principles of phenomenon-based instruction. OpenSciEd focuses on inquiry-driven, hands-on learning, allowing students to engage deeply with real-world science concepts and develop critical thinking skills.
- **Social Studies:** Our social studies curriculum, **Bayou Bridges**, integrates history, geography, civics, and economics, with a strong emphasis on Louisiana literacy. It promotes explicit content knowledge and encourages the use of primary sources to foster a deeper understanding of our state's and nation's history.

SOCIAL EMOTIONAL LEARNING

- At Leah Chase School, we recognize the critical role that social-emotional learning (SEL) plays in the overall well-being and success of our students. Understanding and managing emotions, building positive relationships, and making responsible decisions are essential skills that support both academic achievement and personal growth.
- To prioritize SEL in our school, we will implement the Second Step curriculum, which provides a comprehensive, evidence-based approach to teaching these vital skills. Through this curriculum, students will engage in activities and lessons that foster emotional intelligence, empathy, and resilience, helping them navigate challenges and thrive in both school and life.
- Our commitment to SEL reflects our belief that a well-rounded education includes nurturing the emotional and social development of every student, creating a supportive and compassionate school environment.

EXPLORATORY OFFERINGS

- **Physical Education:** Promoting physical fitness, teamwork, and healthy lifestyles.
- **Music:** Encouraging creativity and musical expression through various instruments and vocal techniques.
- **Art:** Fostering creativity and visual communication through different media and artistic styles.
- **Spanish:** Introducing students to the Spanish language and culture, enhancing their global awareness and communication skills.

MID-QUARTER PROGRESS CONFERENCES

Progress Conferences will be held midway through each 9-week marking period. These conferences provide an opportunity to discuss your child's performance and make necessary adjustments to support their success before the end of the marking period. Please reference our school calendar for the progress conference dates. We encourage active participation in these conferences to ensure your child's continued growth and achievement.

GRADING POLICY

At The Leah Chase School, we will use a 10-point grading scale to evaluate academic performance. The course grades are assigned as follows:

ACADEMIC GRADING SCALE	
LETTER GRADE	TOTAL POINTS/PERCENTAGE
A	90 – 100
B	80 – 89
C	70 - 79
D	60 – 69
F	0 - 59

In addition to academic grades, we will also assess student behavior and engagement through conduct grades:

BEHAVIOR GRADING SCALE	
LETTER GRADE	TOTAL POINTS/PERCENTAGE
O – Outstanding	Demonstrates exemplary behavior and exceeds expectations.
G – Good	Shows positive behavior and meets expectations.
S – Satisfactory	Exhibits acceptable behavior and meets minimum expectations.
N – Needs Improvement	Displays behavior that requires attention and improvement.
U – Unsatisfactory	Fails to meet behavioral expectations and requires significant improvement

COMMUNICATION WITH FAMILIES

Effective communication between school and home is vital to the success of our students. At The Leah Chase School, we prioritize keeping families informed and engaged through various channels. We will utilize ClassDojo, newsletters, and our website as our primary means of communication.

For specific concerns or discussions about your child, we encourage you to schedule a meeting with their teacher by reaching out to the teacher directly or contacting the main office. Meetings should

ideally be arranged outside of instructional time, during the teacher's planning period, to ensure minimal disruption to the learning environment. Translation or interpretation services are available upon request. Together, we can work to support and enhance your child's educational experience.

BIRTHDAY CELEBRATIONS

To protect instructional time and ensure student safety, birthday celebrations at The Leah Chase School are limited to one small, store-bought, nut-free treat such as cupcakes or cookies.

Homemade items are not allowed. Celebrations will take place during the last 20 minutes of the school day. Balloons, decorations, party favors, and other items are not permitted. Families must notify the teacher at least two days in advance, and teachers should inform the front office of any planned celebrations. Thank you for helping us keep celebrations safe, inclusive, and focused on learning.

VISITORS

To ensure the safety and security of our students and staff, all visitors to The Leah Chase School must enter the front of the building on Carrollton Ave. and check in at the security desk upon arrival. A valid photo ID is required to sign in and obtain a visitor's pass. This pass must be worn and visible at all times while on campus. Before leaving, visitors are required to return to the security desk at the main entrance to sign out.

VOLUNTEER POLICY

At The Leah Chase School, we value the support of our volunteers in enriching student experiences. To ensure the safety and well-being of our students and staff, all volunteers—including field trip chaperones—must complete a NOLA Public Schools background check and have it on file prior to volunteering. This requirement is district-mandated and must be renewed annually. For instructions on how to complete the background check process, please contact the front office.