

**KEHOE-FRANCE
NORTHSHORE
Family Handbook**

Kehoe-France Northshore

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Revised August 2021

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Kehoe-France Information

WELCOME

We are very excited and honored that you have chosen Kehoe-France Northshore for your child(ren). We have an open door policy and encourage families to visit, participate in events, ask questions and make suggestions at any time. Please thoroughly read this handbook/policy manual so that you are familiar with the KF practices, procedures, and policies. Be sure to ask questions if there are any details you do not understand or areas you need further information or clarification.

Preface

This handbook has been prepared to acquaint parents and students with the objectives, privileges, policies, and regulations of Kehoe-France Northshore School. You are asked to be thoroughly familiar with this material. This handbook will also help you to understand the philosophy and traditions of Kehoe France Northshore. The Family Handbook may be revised during the school year in which any changes will be communicated to our families.

Mission Statement

The mission of Kehoe-France is to give each student a strong academic foundation, promote social skills and physical well-being, and nurture cultural and ethical development in a caring and aesthetically pleasing environment. *Learning at Kehoe-France Northshore is a transformational experience that builds on knowledge and skills, deepens understanding to enrich our personal growth, and cultivates who we are in a global society.*

Vision Statement

Based on a history of traditional ethics, Kehoe-France looks to the future with a long-range, strategic plan to reinforce these values of honesty, compassion, personal integrity, and fairness. Because Kehoe-France is a private school, there is the capacity for upgrading education by directly addressing the individual needs of students. Through collaboration and continuous learning, Kehoe-France will be a place of excellence where all students are engaged in high quality, real-world learning. A professional and highly motivated staff, in partnership with parents, will encourage children to achieve their full potential and become responsible citizens who are lifelong learners.

Promises

Your child(ren) will experience a well-balanced, innovative education.

Students will be presented with opportunities to become independent life-long learners who have the confidence to become productive members of a global society.

- All students will be challenged to achieve their fullest potential in a supportive educational environment.
- Academic success is promoted so that learning will become a lifetime pattern.
- We will partner with parents to develop a good working relationship for maximum student growth.
- Learning opportunities will be provided which allows students to be actively involved in the process of meaning and knowledge construction which engages students to think for themselves and take responsibility for their learning.

Your child(ren) will learn in a safe and nurturing environment.

Our low student to teacher ratio allows for plenty of individualized attention and interaction in an aesthetically pleasing, safe and clean indoor and outdoor environment.

- Individual student needs will be addressed.
- We will ensure educational success with clear and continual communication among parents, teachers and administration.
- Positive relationships will be fostered within the school community and parental involvement encouraged.
- We will maintain an organized and efficient educational environment conducive to learning.

Your child(ren) will value themselves and others.

The student will recognize and value his/her own uniqueness with opportunities to investigate and seek out areas of particular interests through participation in curricular and extracurricular activities. Students will demonstrate an appreciation of all cultures with an emphasis on the dignity and importance of every individual.

- Students will respect and embrace individual differences and diversity within the community.
- Taking an active role in service opportunities in the school and community will be encouraged and supported.
- Students will demonstrate fairness in judgements and actions and be honest with themselves and others.
- Students will take ownership of their behavior as individuals and have the courage to think and act independently.

Goals

It is our goal to help children recognize their capabilities and to provide the opportunity and guidance to develop them. It is our aim to develop a child's curiosity, self-concept, self-discipline, and problem-solving ability. We strive to meet each child's developmental needs, realizing that they will not enter at the same level nor will they all reach the same level of achievement at the end.

We attempt to imbue the child with compassion and respect for his/her peers and to practice courtesy and consideration in his/her relationship.

We strive to promote and encourage each child to develop interests in cultural and worthy leisure time pursuits.

A child who has been educated at Kehoe-France should have the faculty of critical analysis, the ability to meet new problems, independence of thought, self-direction, and self-discipline.

The desired learner outcomes for all students who exit Kehoe-France School at the end of their elementary years are as follows:

- The student will demonstrate functional skills in communication (reading, writing, speaking and listening), mathematics, science, and computer technology.
- The student will demonstrate an ongoing enthusiasm for learning drawing from positive educational experiences in school.
- The student will demonstrate an appreciation for the visual and performing arts, foreign language, and physical fitness and wellness.
- The student will demonstrate self-discipline and problem-solving skills to investigate the world around him/her.
- The student will recognize and value his/her own uniqueness with opportunities to investigate and seek out areas of particular interest to him/her through participation in curricular and extracurricular activities.
- The student will effectively demonstrate responsibility and self-direction and utilize time cooperatively and efficiently on group and independent projects.
- The student will demonstrate compassion and respect for his/her peers and practice courtesy, consideration, and self-discipline in his/her relationships.
- The student will demonstrate an appreciation of all cultures with an emphasis on the dignity and importance of every individual.
- The student will demonstrate the ability to live a productive life, and through an awareness of his/her own self-worth, will strive to become a contributing member of the community.

COMMUNICATION - CHAIN OF COMMAND

Parents are often discouraged when they attempt to communicate with school officials in order to resolve a problem their child may be experiencing in school. To prevent that frustration, parents can become informed about the "chain of command," or where to begin the communication sequence regarding their problem or concern.

Many parent and community questions are easily and completely answered by communication directly with the educator in charge of the class or program. Each situation should be first addressed with the school official directly involved in the situation and then moving on to the next level on the chain of command.

<p><u>ADMISSIONS/FINANCES</u></p> <ul style="list-style-type: none"> Admissions Director - Ms. Lauren Adkins Principal - Mr. Brad Humphreys 	<p><u>ATHLETICS</u></p> <ul style="list-style-type: none"> Coach Athletic Director - Coach Holly Moran Principal - Mr. Brad Humphreys
<p><u>EARLY CHILDHOOD</u></p> <ul style="list-style-type: none"> Classroom Teacher Early Childhood Lead - Ms. Liz Michener Principal - Mr. Brad Humphreys 	<p><u>FACILITIES/BUILDING</u></p> <ul style="list-style-type: none"> Physical Plant Director - Mr. Perry Guidry Principal - Mr. Brad Humphreys
<p><u>INSTRUCTION/CURRICULUM</u></p> <ul style="list-style-type: none"> Classroom Teacher Academics/IB - Ms. Brandy Calato Principal - Mr. Brad Humphreys 	<p><u>STUDENT SERVICES</u></p> <ul style="list-style-type: none"> Classroom Teacher School Counselor - Ms. Megan Labat Principal - Brad Humphreys
<p><u>STUDENT DISCIPLINE</u></p> <ul style="list-style-type: none"> Classroom Teacher Principal - Mr. Brad Humphreys 	<p><u>TECHNOLOGY</u></p> <ul style="list-style-type: none"> Classroom Teacher Technology Director - Ms. Becky Laird Principal Mr. Brad Humphreys

CONTACT INFORMATION: Add @kf-ns.com to all email addresses listed below

Administration			
Name	Title	Degree	Email
Brad Humphreys	Head of School	BS - LSU, M. Ed. - UNO	bhumphreys
Brandy Calato	Academics/IB	BA - SLU	bcalato
Becky Laird	Technology	BA - SLU	blaird
Lauren Adkins	Admissions	BA - SLU	ladkins
Support Staff			
Megan Labat	School Counselor	M.Ed. - NSU	mlabat
Perry Guidry	Physical Plant Director		pguidry
Liz Michener	Early Childhood Lead		lmichener
Holly Moran	Athletic Director	BS, MBA - SNHU	hmoran
Amanda Powell	Asst. Athletic Director	BA - SLU	apowell
Craig Brodie	Health & Safety/Asst. AD	BS - CMU	cbrodie
Curtis Hines	Maintenance		chines
Leanne Bourgeois	Secretary		lbourgeois
Darlene Mitchell	Accounting		dmitchell@kehoe-france.com

Faculty

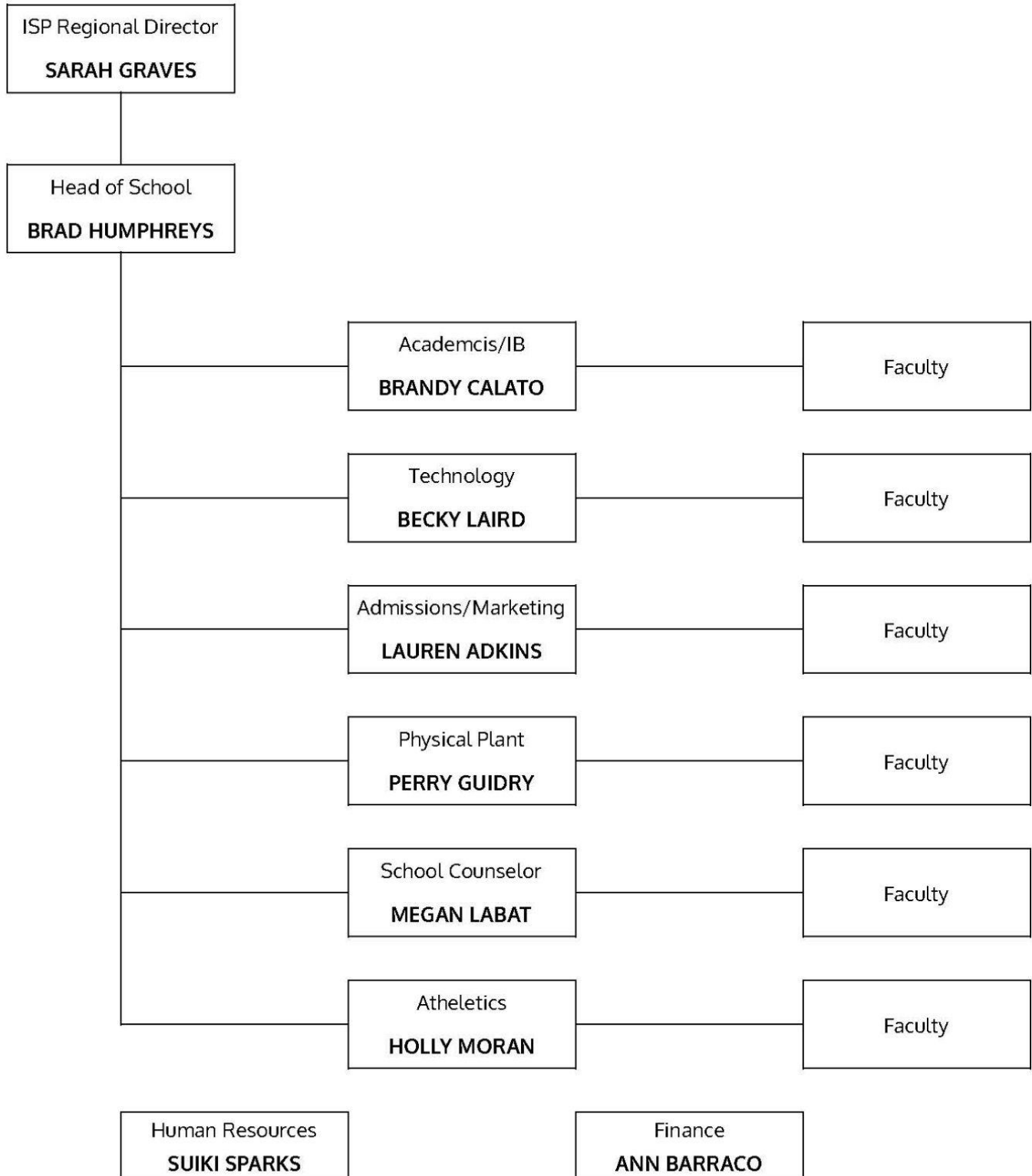
Therese Baldo	Visual Arts	BS - USM	tbaldo
Robyn Barrios	PreK-3	BA-SLU	rbarrios
Lauren Bastoe	PreK-3	BS - ULM	lbastoe
Craig Brodie	5th - 7th I&S	BS - CMU	cbrodie
Nicole Brouillette	Kindergarten	BA - UNO	nbrouillette
Lynn Calmes	Librarian	BA - SLU, M.Ed. - SLU	lcalmes
Liz Carmouche	EC-2	BS - USM	lcarmouche
Kristin Demma	Second Grade	BS - ULL	kdemma
Melinda Domingue	First Grade	BA - Loyola	mdomingue
Stephanie Fabra	PreK-4	BS -OLHC	sfabra
Patty Folse	5th-7th Science/Design	BA - Purdue, M.Ed. - USM	pfolse
Rebecca Foret	Little Eagles		rforet
Indira Gamez	Lower School Spanish		igamez
Blaire Gremillion	5th - 7th ELA	MA - LSU	bgremillion
Mary Guilbeau	EC-2		mguilbeau
Katie Hennessey	Kindergarten	MA - LSU	khennessey
Cheryl Holsten	5th-7th Mathematics	BA - SLU	cholsten
Lindsey Jenkins	Third Grade	BA - SLU	ljenkins
Julie Malta	PreK-4	BA - NSU	jmalta
Liz Michener	EC-1		lmichener
Holly Moran	Physical Education	BS - SLU	hmoran
Yuliana Rau	Spanish	BS - URBC	yrau
Ragen Richerson	EC-1	BS - SLU	rricherson
Hillary Smith	Performing Arts, Music	BA -UM, MM - USM	hsmith
Gretchen Verhulst	TOTS	BS - LSU, M. Ed. - SLU	gverhulst
Montanna White	EC-LE		mwhite
Anne Woods	Fourth Grade	BS - UNO	awoods

School Staff

Sharlene Algaier	Preschool Assistant	MA - LSU, +30 SLU	salgaier
Gina Amato	Kindergarten Assistant	BA - LSU	gamato
Martha Cazaubon	Preschool Assistant	BA, M. Ed. - SLU	mcazaubon
Darlene Hoglind	EC Assistant		dhoglind
Becky Guidry	Kindergarten Assistant		bguidry
Erin Lotuaco	EC Assistant		elotuaco
Rebecca Jarrell	EC Assistant		rjarrell
Raina Meyers	EC Assistant		rmeyers
Amanda Powell	Preschool Assistant	BA - SLU	apowell
Jennifer Sampson	EC Assistant	BS - UNO	jsampson
Debbie Woods	EC Assistant		dwoods

Kehoe-France Northshore

ORGANIZATIONAL CHART



ADMISSIONS & FINANCES

Admissions

Parents of children seeking enrollment into Kehoe-France are encouraged to participate in a comprehensive orientation. These sessions can be scheduled at any time throughout the school year and in the summer. Registration for new applicants opens in the fall for the upcoming school year. An enrollment application for 8 week olds to 7th graders along with a copy of the birth certificate and registration deposit is required. Children applying for Kindergarten through grade 7 must submit an enrollment application along with the registration deposit. Should your child not be accepted (academically or otherwise), the registration deposit would be refunded.

The Kehoe-France Admission Office will then request a Confidential Teacher Evaluation Form, transcripts and school records from previous schools. Students applying for Grades 1 through 7 are required to take an admission test.

Along with the testing for admission, students seeking admission to Grades 1 through 7 must successfully complete their current grade, possess at least average academic ability, receive a good recommendation from the school the student is currently attending and have at least one parent attend an information session.

Age	Cutoff Date
8 Week Olds	None
1 Year Olds	October 1 st
2 Year Olds	October 1 st
3 Year Olds	October 1 st
4 Year Olds	October 1 st
5 Year Olds	October 1 st
6 Year Olds	October 1 st

**First grade applicants must be six (6) years old before September 1 of that school year

KEHOE-FRANCE ADMITS STUDENTS OF ANY RACE, COLOR, NATIONAL AND ETHNIC ORIGIN TO ALL THE RIGHTS, PRIVILEGES, PROGRAMS AND ACTIVITIES GENERALLY ACCORDED OR MADE AVAILABLE TO THE STUDENTS OF THIS SCHOOL. WE DO NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, NATIONAL AND ETHNIC ORIGIN, OR DISABILITY IN ADMINISTRATION OF EDUCATIONAL POLICIES, ADMISSIONS POLICIES, AND ATHLETIC AND OTHER SCHOOL-ADMINISTERED PROGRAMS.

Finances

Your deposit holds your place until the first tuition payment is due May 1. If tuition is not paid on time, your child may be placed on a waiting list.

Tuition Refund Policy

<u>Tuition Payment Due:</u>	<u>Covers:</u>
May 1 st	August, September, October, November
August 1 st	December, January, February
November 1 st	March, April, May

Parents/guardians are responsible for the tuition for the school year with the following exceptions:

1. Three months' written notice prior to the commencement of the trimester, you will forfeit no tuition for that period.
2. Less than three months' written notice prior to the commencement of the trimester, you will forfeit 50% of the tuition for that period.
3. Less than two months' written notice prior to the commencement of the trimester, you will forfeit 75% of the tuition for that period.
4. Less than one month's written notice prior to the commencement of the trimester, you will forfeit 100% of the tuition for that period.

In the event that Kehoe-France is not or has not opened for classes and the academic school year does not take place, in whole or in part, due to any Act of God, including but not limited to weather, fire, flood, strike, labor dispute or similar cause beyond the control of the parties, then the tuition paying party shall not be entitled to a refund of tuition, fees, or other payments from Kehoe-France. In such an event Kehoe-France shall have no liability to make payments pursuant to the tuition refund policy as stated in the Kehoe-France Family Handbook and/or in the Kehoe-France tuition fact sheet.

Tuition Discounts

Sibling discounts for full-time students:

- 1st child full tuition
- 2nd child 10% off tuition
- 3rd child 15% off tuition
- 4th child and up 20% off tuition

*Pay in full discount of 10% is calculated on balance of tuition after sibling discount.

Extended care included

Extended care offered to all students at no additional cost,
Monday – Friday, 7:00am until 5:30pm.

Homework help included

Supervised homework offered to 1st–7th grades at no additional cost.
Monday – Thursday, 3:05pm until 3:45pm.

Tuition payment options:

Option A – Advance payment

Tuition payable in full by May 1, 2021 will be discounted 10%. Payments made directly to school..

Option B – Standard tuition payment

Tuition payable in three equal installments due May 1, August 1, and November 1.

Option C – Seek loan for monthly tuition & fee payment

Full Tuition loans are available through our partners First Bank & Trust. The interest rate is 2.99% simple interest. Payments are paid directly to FBT monthly, **May through February** through bank auto draft. Supply and activity fees may be financed along with tuition.

SCHOOL LIFE

Attendance

School Hours:

EC-Kindergarten: 8:00am – 2:45pm

1st - 7th Grades: 8:00am - 3:05pm

Students arriving before 7:40am will be placed in before care.

Students are tardy after 8:00am and must check in through office

Grade Level	Time Gates Open	Location to Report
Little Eagles – Kindergarten	7:00 A.M.	report to classroom at 7:40 A.M.
Grades 1 - 7	7:00 A.M.	report to the gym at 7:40 A.M.

Before and After School Care

If a student arrives before 7:40am then she/he is to be brought to the before school care program. No student may be brought on the main school grounds before 7:00am as there is no supervision. Any students remaining after 3:30pm (Pre-School students – 3:20pm) will be placed in the after school care program. The after school care program closes promptly at 5:30pm. Parents will be assessed a fee of \$5.00 per minute for late pickups.

Absences

After a child has been absent, an email or note from the parent to the teacher will alert the teacher of the child's excuse. After an absence of more than three days of sickness, a student must present a doctor's certificate stating that the student is free of communicable disease in order to be re-admitted by school.

In order to be eligible to receive grades, students shall be in attendance a minimum of 160 days a school year. Exceptions to the attendance policy may be made only in the event of extended personal illness, verified by a physician.

Severe Weather

The official announcement for Kehoe-France closing will be heard over local radio, television and social media. We use a "One Call" system to notify all families. Kehoe-France does not dismiss early; however, parents are encouraged to pick up their child at any time that weather conditions warrant.

Early Dismissal

No student is permitted to leave school during the day unless permission is requested by the parents. If the student is to be dismissed early, the parents should send a note to the teacher and request that the student be sent to the front office at the specified time. A parent is to sign out the student in the main office. Parents are asked not to request early dismissal except in the case of a real emergency. Follow this procedure:

1. Note to the teacher
2. Child reports to the office at the specified time.
3. Parent comes to the office to pick up the student.
4. Parents must sign out the student.

SCHOOL PROGRAMS

ATHLETICS

NIBA Developmental League

The NIBA League is a developmental league for 3rd and 4th grade participants. There are two NIBA sponsored leagues during the school year, flag football and basketball. The flag football season generally takes place during the weeks between Thanksgiving and Christmas. The basketball season generally takes place in March and April. As it is a developmental league there are no championships.

Northshore Interscholastic Athletics League (NIAL)

The NIAL offers Kehoe-France Northshore students the opportunity to participate in a number of sports throughout the year. Generally speaking, the Junior Varsity and Varsity sports are offered for Middle School Students. The NIAL sanctioned leagues have playoffs and championship opportunities for our older students to compete in. Wherever possible those leagues are tiered to allow for competition at the appropriate level. NIAL also offers Track and Cross Country opportunities for students prior to middle school. NIAL sports include Football, Volleyball and Cross Country, in the fall, Basketball, over the winter, and Golf, Tennis and Track and Field during the spring.

Swim Team

The swim team operates outside of any league structure and is open to students beginning in third grade.

Eligibility Standards for Extracurricular Activities

Kehoe-France encourages all students to participate in all extracurricular activities; however academics and correct behavior are our primary concerns.

Only those students are eligible whose conduct is appropriate and whose application to study is satisfactory.

In addition, a student remains eligible for all extracurricular activities if she/he:

- maintains a 2.0 average or above to remain eligible for extracurricular activities.
- must be present in school by at least 11:00am in order to participate in after-school activities. The only exceptions to this rule are a doctor's appointment or other extreme extenuating circumstances.

Swimming

At Kehoe-France, students participate in swimming. In warm months, P.E. classes will utilize the pool once per week. All students are to bring a swimsuit, swim cap, sunscreen, and appropriate footwear. Kehoe-France swim items are available for purchase in our uniform shop. You will be notified of swimming days, please put the child's swim items in a waterproof bag. Label all items.

Summer Camp

The Camp operates every summer and is open to boys and girls ages 8 weeks to 12 . You will receive information on the Camp in the spring.

SPECIAL EVENTS

Parent and Student Visitation

All current students and parents are invited to visit the school on a designated day before the opening of school. Check the school calendar for these dates and times.

Parent Orientation

In August, the parents are invited to school to meet the teachers and fellow patrons. All parents are urged to attend in order to become better acquainted with the school, the teachers, and the other patrons. Check the school calendar for these dates and times.

Seasonal Parties/Events

The teachers in coordination with the room representatives will decide when the class is to have a party. In 1st - 7th grades, three parties are allowed each year.

Birthday Parties

Each child's birthday is recognized by the Kehoe-France staff as a special day for that youngster, as well as his/her classmates and teacher. The birthday celebration, however, is purposely kept simple and child-centered. Treats (simple birthday cake or cupcakes, for example) for birthdays may be brought to school and served at snack time. The child's parent(s)/guardian(s) is also invited to take part by joining the children and teacher for snack. Arrangements must be made in advance with the teacher.

Because birthdays as well as other special days are observed in a low-key manner at school, parents are asked not to bring ice cream, gum, party favors, decorations, or gifts. The child's birthday observation at Kehoe-France is not intended to take the place of each family's special observance.

Invitations to private parties may not be distributed at school unless all boys, or girls, or the entire class is invited.

Balloon bouquets, flowers, gifts, etc. are not allowed, and will not be delivered by the office.

Charitable Drives

Students can participate in annual charitable drives sponsored by our school's Student Council and Jr. Beta Club. Parents will be notified before each event.

Family Events

Throughout the school year, Kehoe-France has many events, such as Trunk or Treat, City Park Night and Movie Night, open to families, relatives and friends. Each spring, we celebrate a day of family fun in order to promote a strong sense of family and community. This is a day filled with fun and games for parents, guardians, alumni, friends and students alike.

Photographs and Video

Kehoe-France reserves the right to photograph, audio and/or video record, or make other facsimiles of your child. All productions or reproductions of photographs, recordings, videotapes or other facsimiles may be utilized for publicity. Each year you will receive an invitation to complete a "Student Publication Permission Form". Please indicate if you wish for your child not to be included in public media on this form.

Students are not allowed to take pictures or videos of other students unless permission is given by the principal for a school function or activity.

ACADEMICS

Kehoe-France Northshore is an IB World School authorized to offer the Primary Years Programme (PYP). We are a candidate school for the Middle Years Programme (MYP). IB World Schools share a common philosophy - a commitment to high-quality, challenging, international education that we believe is important for our students.

** Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes visit <http://www.ibo.org>*

Homework

A reasonable amount of homework is assigned Monday through Friday. The effort put into homework and the resulting quality of that homework is almost always reflected in the caliber of work in other areas. In the learning process there is no substitute for personal effort. Homework is viewed as an important part of the learning process. The purposes of homework are as follows:

1. Homework develops responsibility and a pattern for independent study. Parents should help develop this responsibility by providing a regular time and place to work, but should not do the homework. (Mistakes in homework show the teacher which lessons need to be reviewed before moving ahead.)
2. Homework provides the opportunities for immediate and/or delayed recall which are necessary for thorough learning. Therefore, much of the homework is reinforcement.
3. Homework can prepare students for class discussions of material assigned.

In all grades, there will be from time to time homework assigned **over the weekend or over holidays**.

It is the student's responsibility to take down homework assignments accurately and to bring home the required books. Failure to turn in required homework will result in the lowering of the quarterly grade, as well as possible loss of privileges.

Progress Reports/Report Cards

Grades can be monitored throughout the year on Engage. Midterm check-ins are available 5 weeks into each quarter.

Students will receive a report card each quarter summarizing their academic progress.

Promotional Policies

Grades 1-4:

- Students who fail reading are not promoted.
- Students who fail any two subjects other than reading are not promoted.
- Students who fail one subject other than reading may make up that work in an approved summer school in order to be promoted.

Grades 5-7:

- Failure in any two academic subjects will result in non-promotion.
- Failure in any one academic subject must be made up in a Kehoe-France approved summer school or private tutoring.
- Failure for the second semester in any academic subject constitutes failure for the entire year in that subject and must be made up in a Kehoe-France approved summer school or private tutoring.
- Failure in any two academic subjects for the second semester will result in non-promotion.

Make-Up Work

In case of student illness, tests are made up at the availability of the teacher and student. In case of other absences a make-up test may or may not be allowed, depending on the circumstances. If a student returns to school after an absence due to illness on the day of a previously scheduled test, she/he **cannot be required** to take the test upon return. Daily make-up work is at the discretion of the teacher. Please do not ask the teachers to make an exception. When the student returns, tests can be scheduled with the teacher.

Tutoring Policy

All KFN teachers are to provide 30 minutes twice a week or 1-hour once a week for tutoring assistance to his or her students.

Tutoring sessions can occur Monday to Friday from 7:30am – 8:00am or 3:05pm – 3:30pm.

Each teacher will provide parents with their available tutoring times. Students are required to sign up ahead of time to attend tutoring.

Lower/Middle School Honors and Awards

Quarterly Awards

Honor Roll (5th-7th)

- 1st Honor Roll- In all academic subjects students received "A's" and no more than three conduct referrals in the quarter.
- 2nd Honor Roll- In all academic subjects, students received "A's" and "B's" with a minimum of one "A" and no more than three conduct referrals in the quarter.

*Honor cards are awarded to students who achieve Honor Roll.

Most Improved (5th – 7th)

Most Improved certificates are presented to the student that has made the greatest academic progress during the respective quarter.

God, Country, Discipline (GCD 1st-7th)

GCD certificates are presented to students that demonstrate service, citizenship, and a strong work ethic during the respective quarter.

Yearly Awards

Honor Roll Medals (5th – 7th)

* All students receiving medals must have an Honor Roll certificate for each quarter.

- Gold Medals – All 1st Honor Roll certificates
- Silver Medals – All 2nd Honor Roll certificates or higher

Subject Merit Certificates (5th – 7th)

*Certificates are given to students who do not receive medals but have "A's" in individual academic subjects for all 4 quarters.

Outstanding 1st and 5th Graders

2nd Grade Literary Award

Enrichments Awards

Longevity Medals (8 years or longer)

7th Grade Justin Addison Fine Arts Award

7th Grade Pastor Raymond P. Sheer Scholarship

TECHNOLOGY ACCEPTABLE USE POLICY

Internet access is available to students and teachers at Kehoe-France. The Internet offers vast, diverse, innovative, and unique resources to both students and teachers. Our goal in providing this service is to promote educational excellence by allowing our students access to information throughout the world. The primary purpose of the Internet connection in our school is educational, and its use will be limited to material considered by the administration as being appropriate for a school setting. Kehoe-France will supervise all use of technology, but the student must take full responsibility for his/her own actions. Students should realize that when accessing the Internet they are entering a global community, and any actions taken by them will reflect on the school.

- All use of the computer network must be in support of education and research.
- Students will not participate in the transfer of inappropriate or illegal material.
- Rules of network etiquette, including copyright laws, and behaving in an ethical and legal manner are required at all times.
- Text messaging, chatting online, use of social media and personal email are not allowed while at school.
- Vandalism or any attempt to harm or destroy data, hardware, software, or transmission of a computer virus is prohibited.
- Image searching will be done via specific websites approved by the teacher.
- Accessing, submitting, posting, sending, publishing, forwarding, downloading, scanning, or displaying materials (including photos or videos of students, staff or our physical campus) that are defamatory, threatening, discriminatory or harassing in any way - on or off campus - is strictly forbidden.

Use of the Internet is a privilege, not a right. Any violation of the guidelines will be cause for termination and future access to the Internet, as well as disciplinary action deemed appropriate by Kehoe-France Administration. Expulsion may result.

UNIFORMS

- Uniforms may be purchased online or in person at SchoolTime or Inkas. School shoes are available at Joe’s Shoe Store.
- School uniforms are required for grades PreK–4 through 7. Optional uniforms for Little Eagles through PreK–3 are available.
- P.E. uniforms are required for students in grades 1–7. On swim days, students are required to bring swim items including swimsuit, swim cap, sunscreen, towel, and appropriate footwear.
- Students must be in full uniform (shoes included) for the entire year.
- All uniforms must be clean, properly fitted and in good condition.
- Only Kehoe–France sweaters/fleece/jackets may be worn in the classroom.
- No logos other than Kehoe–France are allowed on apparel or school items.
- Appropriate dress is required at all school functions and activities. The principal has discretion if the dress is inappropriate.

PREK4 and KINDERGARTEN		
Item	Girls	Boys
Tops and Bottoms	Blue jumper with Kehoe-France monogram on left chest Blue uniform walking shorts or blue uniform long pants White puffed short sleeve blouse with red piping on Peter Pan collar and sleeve (Optional) White turtleneck worn under the blouse. (Optional) Red sweater/fleece with KF logo on left chest and monogrammed last name on right chest in white Tights in cold weather (red, white, navy, or black) *Blouses are optional during hot weather – before October 31st and after April 1st	Long or short blue pants (no holes in knees or odd color patches) No logos on pants. Blue or white oxford cloth short or long sleeve shirt with KF logo on left chest. Navy web or elastic belt for non-elastic pants; belt must be visible OR elastic waist shorts/pants. (Optional) White turtleneck worn under uniform shirt (Optional) Red sweater/fleece with KF logo on left chest and monogrammed last name on right chest in white
Shoes	Blue, black or white tennis shoes - Velcro required for PreK, laces for Kindergarten	Blue, black, or white tennis shoes - Velcro required for PreK, laces for Kindergarten
Socks	White knee or bobby socks are allowed.	Solid white crew socks, no logos are allowed.
Accessories	Hair ribbons, headbands, barrettes, yarn or ponytail bands must be: red, white, or blue and must be a reasonable width. Kehoe-France reserves the right to rule on ribbons that are a questionable width. Huge bows or bandannas are not allowed. Holiday bows are allowed during the month of the holiday.	No accessories allowed.
Jewelry	Post-type earrings for pierced ears, one earring per ear, one ring, one small neck chain, and a wristwatch are allowed. Dangling or loop earrings are not to be worn.	One small neck chain, one wristwatch, and one ring are allowed. Earrings are not allowed to be worn.

1st THROUGH 4th GRADES

Item	Girls	Boys
Tops and Bottoms	Blue jumper with Kehoe-France monogram on left chest Blue uniform walking shorts or blue uniform long pants White short sleeve blouse with Peter Pan collar (Optional) White turtleneck worn under the blouse (Optional) Red sweater/fleece with KF logo on left chest and monogrammed last name on right chest in white Tights in cold weather (red, white, navy, or black) *Blouses are optional during hot weather – before October 31st and after April 1st.	Long or short blue pants (no holes in knees or odd color patches) No logos on pants Blue or white oxford cloth short or long sleeve shirt with KF logo on left chest Navy web or elastic belt for non-elastic pants; belt must be visible. (Optional) White turtleneck worn under uniform shirt (Optional) Red sweater/fleece with KF logo on left chest and monogrammed last name on right chest in white
Shoes	Keds School Days (white with navy) or Jumpin' Jacks Cheers	New Balance Black Cross Trainer 624, Stride Rite-Black Cross Trainer Cooper, Jumping Jack-Black Cross Trainer, Jumping Jack-Black Tommy, Stride Rite-Black Taft
Accessories	Hair ribbons, headbands, barrettes, yarn or ponytail bands must be: red, white, or blue and must be a reasonable width. Kehoe-France reserves the right to rule on ribbons that are a questionable width. Huge bows or bandannas are not allowed. Holiday bows are allowed during the month of the holiday.	No accessories allowed.
Jewelry	Post-type earrings for pierced ears, one earring per ear, one ring, one small neck chain, and a wristwatch are allowed. Dangling or loop earrings are not to be worn.	One small neck chain, one wristwatch, and one ring are allowed. Earrings are not allowed to be worn.

5th THROUGH 7th GRADES

Item	Girls	Boys
Tops and Bottoms	Blue plaid skort, which must be no shorter than three inches above the top of the knee White blouse with pointed collar and blue Kehoe-France logo on top of pocket, either short or long sleeve (Optional) White turtleneck worn under the blouse (Optional) Blue sweater/fleece with KF logo on left chest and monogrammed last name on right chest in white Tights in cold weather (red, white, navy, or black) All undergarments must be white.	Long or short blue pants (no holes in knees or odd color patches) No logos on pants Blue or white oxford cloth short or long sleeve shirt with KF logo on left chest Navy web or elastic belt for non-elastic pants; belt must be visible (Optional) White turtleneck worn under uniform shirt (Optional) Blue v-neck sweater/fleece with KF logo on left chest and monogrammed last name on right chest in white
Shoes	School Issue Varsity Navy and White Saddle Oxford or white New Balance	New Balance Black Cross Trainer 624, Stride Rite-Black Cross Trainer Cooper, Jumping Jack-Black Cross Trainer, Jumping Jack-Black Tommy, Stride Rite-Black Taft
Accessories	Hair ribbons, headbands, barrettes, yarn or ponytail bands must be: red, white, or blue and must be a reasonable width. Kehoe-France reserves the right to rule on ribbons that are a questionable width. Huge bows or bandannas are not allowed. Holiday bows are allowed during the month of the holiday.	No accessories allowed.
Jewelry	Post-type earrings for pierced ears, one earring per ear, one ring, one small neck chain, and a wristwatch are allowed. Dangling or loop earrings are not to be worn.	One small neck chain, one wristwatch, and one ring are allowed. Earrings are not allowed to be worn.

Shoes

- Students are allowed three (3) days for repair or replacement of uniform shoes at the discretion of the principal. During those three (3) days, any style oxford or loafer shoe will be permitted, and a note requesting permission must be sent to the teacher.
- In extreme cases of foot injury, slippers are permissible during the course of the injury with a Doctor's Certificate.
- Students must be in school uniform shoes up to and including the last day of school. Shoes that are falling apart, shoes that are too small, and shoes that have been abused or neglected are not acceptable.

Socks

All students in grades 1st through 7th must wear Kehoe-France logo socks. These may be purchased directly from the uniform supplier.

Hair

Kehoe-France does not recognize the following cuts or styles as acceptable: Undercuts, dreadlocks, or any other extreme cuts or styles, dyed, streaked or bleached hair. Facial hair for boys is not allowed. All boys must be clean shaven. Boys' hair must not touch their ears, eyebrows or shirt collars.

During the school year, Kehoe-France reserves the right to address issues concerning haircuts/hairstyles if the need arises. The principal has discretion if a hairstyle, including accessories, interferes with learning.

Makeup

Makeup, colored fingernail polish, and fake fingernails are not allowed.

Spirit Days

- Spirit shirts may be worn every Friday with school uniform, unless otherwise informed by the principal.
- Black and Gold days will be designated by the principal.
- Any uniform question not specifically addressed in this section shall be ruled on by the school principal.

GENERAL INFORMATION

Office Hours

The office is open from 7:30am to 4:00pm, Monday through Friday.

Fire, Tornado and Lock Down Drills

Kehoe-France is equipped with a modern fire alarm system. Regular drills are held to completely indoctrinate the children in safe emergency procedures.

Visitors

All visitors, including parents, are required to sign in at the office so your whereabouts can be known if it becomes necessary to locate you. Upon signing in, you will be given a visitor's pass which must be visible while on campus. These requirements are necessary primarily for safety and also to prevent disturbances and interruptions during the teaching process. In addition, our electronic entrance and exit gates will be closed during the school day from 8:30am - 2:30pm for added security. Visitors will need to contact the front office at the entrance gate keypad to be granted access.

If a parent or guardian wishes to visit his/her child's classroom or teacher, the teacher must be contacted in advance so that the visit may be scheduled and the principal's office notified. Visitors not currently associated with Kehoe-France must contact the school principal, who will schedule their visit at a time convenient for all involved. While guests are on campus, they should be in the company of their host and are subject to school rules.

Accident and Illness

In the event of an accident or illness, the office will contact the parent. If the parent cannot be reached, then the person designated by the parent in case of emergency will be notified.

It is imperative that the school has on file the signed medical release for every student.

It is the parent's responsibility to update the medical release as changes occur. Please be certain that we have accurate emergency numbers on file.

The only procedure Kehoe-France uses for first aid is to apply ice, band-aids, and insect bite relief. Kehoe-France dispenses doctor prescribed medication that is sent to school in the pharmacy container with the proper permission slip.

Wellness Policy

Early Childhood (Infants - 2 year olds): Our EC classes must follow a state-mandated health policy which will be given to parents at Parent Orientation. This policy will be strictly enforced.

Preschool - 7th Grades:

As we begin the 2021-2022 school year, Kehoe-France Northshore wants to assure you that we are working with the Louisiana Department of Health, Louisiana Department of Education and the CDC to ensure a safe and strong start to the school year.

- A child should not be brought to Kehoe-France if he/she shows signs of any illness (for example: fever, rash, vomiting, diarrhea, ear ache, stomach ache, evidence of childhood or other contagious diseases).
- If a child becomes ill while attending school, the student will be isolated until the parents/guardians pick up the child from Kehoe-France.
- Students are to be non-medicated and fever-free for 24 hours before returning to school.
- If a student is absent for three consecutive days or longer, a doctor's release to return to school is required.

For guidance on our COVID-19 policies, please click on the link below:

[2021_KFN_Opening_Guidelines.pdf \(kehoe-francens.com\)](https://www.kehoe-francens.com/2021_KFN_Opening_Guidelines.pdf)

Kehoe-France will send home any student found to have either live lice or nits (lice eggs) and students in that class will receive a notification letter. The school requires that the child stay home until the eggs are no longer visible and they will be checked upon return to school.

Soiled Clothes

Parents will be notified to come to school to change your child's clothing if he/she soils his/her clothing. Our insurance carrier allows absolutely no exceptions to this rule. This does not include students in Early Childhood (8 weeks – two year old children still in diapers).

Identifying Belongings

All clothing, including school and P.E. uniforms, jackets, and shoes must be labeled with name tapes. In addition, all lunch kits, books, and any other personal belongings should be identified with the student's name and grade.

NO OTHER WRITINGS, LOGOS, OR OTHER SCHOOL NAMES ARE ALLOWED ON THESE ARTICLES.

Supplies

Kehoe–France will charge an activity/supply fee for all students. This fee covers charges for any related school supplies for learning support as well as field trips, transportation for field trips, plays, parties, yearbooks, and individual school pictures. This fee does not cover class pictures which are optional.

Parents' Role

Parents are encouraged to become involved in many ways:

- Room representative or assistant
- Supervising field trips
- Guest lecturer or demonstrator
- Helper with costumes and parties
- Helper in any other way you suggest

It is desirable to keep the lines of communication open with your child's teacher. Keep the teacher informed of any changes in your child's physical or emotional state. The teacher will report any changes noticed at school.

Grade Level Representatives

Mothers or fathers from each grade level are selected to serve as grade level representatives. Representatives may volunteer for these positions on the volunteer form. The grade level representatives arrange parties, and assist with special activities and projects. They also serve as an important line of communication between the home and school.

Parent-Teacher Conferences

Conferences are scheduled for each student by parent or teacher request. These are planned to give the parents an accurate appraisal of the student's activities and progress. Kehoe–France feels that parents should be well informed of their child's performance. If a problem arises, please request a conference at any time. Teachers are always available (problem or otherwise) during the year to discuss a student's academic, social, or emotional well-being. For appointments, parents must contact the office by phone or the teacher by a written note/email. When a classroom problem (social or academic) occurs, the first source of solutions should be a conference with the classroom teacher.

Lunch

Our lunch program is catered by Carpool Caterer.

Little Eagles through EC-2: Students are provided beverages and snacks covered by their activity fee. Parents of infants or children who have specific diet needs which may include special baby/toddler food and formula, should bring these items to school with their child daily.

PreK-3, PreK-4 and Kindergarten: Students are provided beverages daily. The prepaid lunch program is optional. Students in preschool may bring lunch from home with a beverage.

Grades 1-7: Prepaid lunch program is optional and includes a hot lunch plus beverage. These students may bring lunch from home with a beverage, but no canned drinks are allowed.

Snack: PreK-3: Each day one child is asked to provide prepared snacks for the entire class..

Snack: PreK-4 - Kindergarten: Each day one child is asked to provide prepared snacks for the entire class. *Non-breakable thermos bottles are allowed for hot meals only. If your child uses a lunch box or bag, please label it clearly. No snap top cans or tab top cans are allowed at any time. Food cannot be heated or refrigerated. Students are not allowed to receive special "fast food" delivered during their lunch period.*

Lost and Found

All articles found will be taken to the lost and found area. Lost articles which are not claimed at the end of each quarter will be added to the used uniform sale or disposed of. If the items have name tapes as required, they will eventually be returned. It is the student's responsibility to claim lost articles.

Field Trips (Grades 1-7)

Beginning in 1st grade, students leave the school grounds for field trips. Kehoe-France students enjoy many educational field trips during the year. Students are expected to be in full uniform and to always conduct themselves in the exemplary manner expected of a Kehoe-France student. The Kehoe-France uniform sweater/fleece/jacket may be worn for fall or winter field trips. The principal reserves the right to change the uniform policy for any field trips. **At this time, due to COVID, Federal Law mandates all passengers must wear a mask on the school bus.**

Carline: The safe arrival and dismissal of the students is a primary concern of Kehoe-France. After consulting with the Chief of Police and Mayor of Covington, it was determined that the best way to flow traffic for morning drop off and afternoon pickup is as follows:

Morning: Cars coming down 15th Street must go 1 block past Patricia and turn left on Michelle. Go down Michelle and take a left on Patricia and enter the drive at the end of the field so that your child(ren) will exit from the driver side of your car. **Do not let children out of the car until directed by duty prefect.** Cars are not allowed to pass or go around other cars unless directed by a duty prefect. Exit through exit gate and turn right onto Patricia.

EC-LE - EC1: Drop off is from 7:00am - 8:00am. Parents may drop students off in carline beginning at 7:40am or enter through the EC gate, park and walk their child to class. Exit is through EC gate and make a right turn onto Patricia.

EC2-7th Grade: All students are to be dropped off in carline in the mornings. Duty prefects will be available to walk students to class. No parents are to accompany students to class in the mornings.

Afternoon:

EC-LE - EC1: Pick up is from 2:45pm - 5:30pm. Parents must park and pick up their child. Parents enter through the EC gate, park and walk to their child's class for pickup. Exit through EC gate and turn right onto Patricia.

EC2 - Kindergarten: Pick up is from 2:45pm - 3:30pm. Cars are to follow the same route as morning carline. There is no left turn on Patricia off of 15th Street. Cars may enter the drive at the end of the field starting at 2:30pm. Please pull forward to the end of the overhang. The children will be walked to your car and the driver is responsible for putting the children in the car. Please do not leave the vehicle from the carline to look for your child. Cars are not allowed to pass or go around other cars unless directed by a duty prefect.

Exit through the exit gate and turn right onto Patricia. Students remaining after 3:30pm must be picked up in aftercare.

1st - 7th Grades: Pick up is from 3:05pm - 3:30pm. Cars are to follow the same route as morning carline. Go to Kathleen and line up down Patricia. Please wait to enter until 3:00pm. Enter the field driveway and then move the vehicle forward when called by the duty teacher. Please do not leave the vehicle from the carline to look for your child. When all vehicles have entered the area and are at a complete standstill, the students will be dismissed to enter their respective vehicle on the driver's side. No student enters the vehicle until the duty teacher releases all students. Cars are not allowed to pass or go around other cars unless directed by a duty prefect. Exit through the exit gate and turn right onto Patricia. Students remaining after 3:30pm must be picked up in aftercare.

It is absolutely necessary for every parent to cooperate and obey the traffic rules when discharging or picking up students. It is important that you follow the above guidelines. All children are to exit and enter the car from the driver side (left) of the car. If your car is not equipped with a passenger door on the driver's side, the driver will guide student(s) in front of their own car and assist students in entering the car. Your child will be given a name sign to be placed in your vehicle during carline. It is extremely important that this sign is visible to the duty teacher.

Do not block Patricia Drive or driveways. Please pay close attention to this matter.

Messages

Every attempt is made to keep classrooms free of interruptions; therefore, a parent who desires to send an article or message to his/her child, or to the child's teacher, should always go to the secretary in the school office. The secretary will deliver the articles or messages at a time that will not disrupt classroom activities. Since a class may be on another part of the campus, sufficient time should be allowed for the message to be delivered. Teachers periodically check their mailboxes in the office; therefore, messages to teachers will normally be placed in their mailboxes. If a return call is desired, the teacher will return the call within a 24-hour period. If your call is not returned, please call back and notify the principal. Using email is the most efficient method to contact a teacher. All teachers check their email several times a day. The office will gladly accept messages; however, it has been our experience that notes and emails to the teachers are more effective means of communication.

Publications

A yearbook is published by Kehoe-France. The cost is covered in your activity fee. The yearbook is distributed the following year. Weekly bulletins on Engage from teachers and the front office provide a continuous flow of information to our parents.

Therapists

Kehoe-France provides an on-campus speech/language and occupational therapist to students who are referred by their parents/teacher/school counselor. A speech language pathologist evaluates and treats the following areas of communication: speech sound production, resonance, voice, fluency, language (comprehension and expression) and cognition. An occupational therapist evaluates and treats students' abilities in handwriting, fine motor skills, sensory motor skills and deficits in self-help skills. There are several options for screenings and/or evaluations. St. Tammany Parish School Board provides screenings, evaluations, and therapy for those students who live in St. Tammany Parish on campus and at no cost. Northlake Pediatrics is our preferred private provider for Kehoe-France. They offer speech/language services as well as occupational therapy on campus. We also work closely with other clinics/therapists in the area.

Counseling Program

The Counseling Program is designed to assist every child in making the most of his or her educational experiences. The purpose of the school counseling program is to impart specific skills and learning opportunities in a proactive, preventive manner, ensuring all students can achieve school success through academic, career, and personal/social development experiences. The school counselor is also on hand for crisis interventions, group sessions, social issues, anger management, etc for each student based on his/her needs. Outside referrals are provided by the school counselor if the student's needs require long term therapy and/or evaluations by a medical professional.

Library

The library media center's collection of print and non-print media is current, comprehensive and carefully selected according to the school's mission and instructional program. It consists of an extensive collection of more than 20,000 volumes. The library media collection includes current technological formats such as World Book Online, which is located on the Kehoe-France website and Accelerated Reader Enterprise. The library media center has a fixed schedule for Pre-Kindergarten through 7th grade.

ALMA MATER

Oh, Kehoe-France, we sing to thee
In honor, thanks and dignity
The lessons learned within these walls
Give character and strength to all.
God and country, discipline --
These truths we'll always hold within.
And tho' the years will come and go
Our memories will linger so.
We'll face the future, knowing well
The spirit goes with us to dwell.
And ever will our lives enhance
Always true to Kehoe-France.

MOTTO

God, Country, Discipline

COLORS

Red, Blue and White

MASCOT

Eagles

FIGHT SONG

K-E-H-O-E F-R-A-N-C-E!
Kehoe-France!
K is for knowledge, we're here to learn!
With E for effort, success we're going to earn!
H is for health, for we're fit and strong!
And O is for organization, just to help the course along.
Up to an E meaning excellence, that is our goal.
F is for friendships to each and every soul.
Then take R for reliability, attainment is our A
add N-C-E that's Kehoe-France!

PEP SONG

Let's give a cheer for Kehoe-France
Our Alma Mater dear
With colors blue and purest white
Our banners wave for right.
Now in our studies - and in our sports
We will always do our best
So raise your voices and give a big cheer
The blue and white of Kehoe-France.

STUDENT DESIGNED SPIRIT SHIRTS

7TH GRADE CLASS RINGS

Kehoe-France Northshore

An International Baccalaureate World School

Assessment Policy

PHILOSOPHY

Kehoe-France Northshore believes assessment should be viewed as an opportunity for learning, reflection, and growth. Students should be actively engaged in assessment to help them reflect on their progress, set goals, and make decisions about their next steps in achieving those goals. It should inspire an attitude that learning is never finished and it should involve all members of the school community at appropriate levels. Assessment should be used to support all types of learners. Assessment is a purposeful, comprehensive, authentic, ongoing, and observational tool to drive teacher instruction and student learning.

GUIDING PRINCIPLES OF ASSESSMENT

- Assessment is used to find out what students know to drive student learning and teacher instruction.
- Different forms of assessment will be utilized to support all types of learners.
- Stakeholders have a clear description of how student learning is being assessed, so they can support the learning process.
- Feedback will be provided in a timely manner to students and parents to improve student achievement. This includes oral, written, and rubric-based feedback.
- Assessment will provide an opportunity for students and the teacher to reflect on learning. It helps demonstrate an understanding of the relationship between input and outcome.
- Assessment will empower the learning process.
- Assessment will allow students opportunities to explore personal inquiries and for collaboration.

ASSESSMENT METHODS

- **Diagnostic/Pre-Assessment**
 - This form of assessment is used to determine a student's knowledge base and abilities and will therefore guide teacher instruction and support.
- **Formative Assessment (assessment for learning)**
 - Formative assessment is used as an ongoing assessment tool to evaluate student progress and learning within units, and provide feedback to guide teacher instruction and support.
- **Summative Assessment (assessment of learning)**
 - A summative is used as a conclusive assessment tool at the end of a unit to evaluate mastery of the content.
- **Internal/External Assessment**
 - Internal assessments are evaluated based on a predetermined criterion.
 - External Assessments are evaluated based on a comparison to nationally or internationally normed tests.

EXAMPLES:

Diagnostic/Pre-Assessments	Formative Assessments	Summative Assessments	Internal/External Assessments
KWL Charts Anticipation Guide Pre-test Interest Inventory Self-discovery Map Survey Writing Sample Graphic Organizer Thinking Routines	Observations Questioning Discussions Quiz Digital/Non-digital Portfolio Homework Work Samples Entrance/Exit Tickets Anecdotal Records Graphic Organizer Thinking Routines Process Journals	Digital/Non-Digital Portfolios Presentation Project Performance Essay Experiment Unit/Chapter Test Standardized Test Quarterly Exams	<p style="text-align: center;">INTERNAL: All diagnostic, formative, and summative assessments</p> <p style="text-align: center;">EXTERNAL: Teaching Strategies GOLD (Little Eagles - PreK-3) ACT Aspire (3rd grade - 7th grade) ISA (3rd, 5th, and 7th Grade)</p>

GRADING SCALES

PREK-4 AND KINDERGARTEN

E	Excellent	+	Satisfactory Progress
G	Good	-	Working on Skill
S	Satisfactory	*	Not Assessed
N	Needs Improvement		
N/A	Not applicable		

GRADES 1 - 7

A	Excellent	93 - 100
B	Good	86 - 92
C	Satisfactory	78 - 85
D	Below Average	70 - 77
F	Unsatisfactory	Below 70

GRADES ARE GENERATED USING THE FOLLOWING WEIGHTED AVERAGES FOR GRADES 1 - 7:

1st and 2nd Grades	3rd and 4th Grades	5th - 7th Grades
	25% Daily Grades (Formatives)	25% Daily Grades (Formatives)
100% Daily Grades and Tests (Formatives and Summatives)	75% Tests (Summatives)	50% Tests (Summatives)
		25% Exams (Summatives)

There will be no more than two tests scheduled on any day during the school year.

EXAMS

- Exams are not given in 1st, 2nd, and 3rd grade.
- **Fourth grade exams** are phased in during the 3rd and 4th quarter.
 - **3rd quarter - one exam**
 - **4th quarter - one exam**
 - **4th grade exams are equivalent to two test grades.**
- **In grades 5 - 7**, exams will be given in all major academic subjects.
 - There will be one “dead day” prior to the first exam day.
 - 7th grade students have the opportunity to qualify for a 4th quarter exam exemption. These students must have an A for the 4th quarter and a final average of an A in the subject to earn the exemption.

SPECIALISTS CLASSES

Specialists will assess developmental progress in skills for grades 1st through 4 in physical education, visual arts, performing arts, library, guidance, and Spanish. The following grading scale will be used to assess the students. Inserts will be distributed with report cards at the end of each quarter.

GRADES 1 - 4

E	Exceeding Skill Level
M	Meeting Skill Level
D	Developing Skill Level
B	Beginning Skill Level

INTERNATIONAL BACCALAUREATE PROGRAMME (PYP) 4TH GRADE EXHIBITION

- The PYP 4th grade exhibition is a culminating, collaborative experience that is student-initiated and designed.
- Students demonstrate their understanding of an issue or opportunity they have chosen to investigate. They investigate individually and with their peers, under guidance from their teacher.
- The exhibition allows students to show their ability to take responsibility for their learning and their extent to take action as they plan, present, and assess their own learning.
- The exhibition is shared with the learning community (students, teachers, and parents) that takes place in the spring.

MIDDLE YEARS PROGRAMME (MYP) ASSESSMENT AND GRADING (5th-7th Grade)

AIMS OF ASSESSMENT IN THE MYP ARE OUTLINED IN THE MYP PRINCIPLES INTO PRACTICE:

Assessments

- are integral to the learning process.
- are aligned with subject-group objectives.
- gather information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills, and understanding being assessed.
- are appropriate to the age group and reflect the development of the students within the subject.
- provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge).

SUMMATIVE ASSESSMENTS IN THE MYP

Summative assessment (assessment of learning) provides evidence for evaluating student achievement using required MYP subject-group specific assessment criteria. These assessments determine the level of achievement of a student at the end of a unit of study within a subject-group in accordance with the International Baccalaureate (IB) expectations. Summative assessments may include essays, creation of a product or solution to a problem, projects, performances, investigations, research, and examinations.

Each unit of study is limited to one summative assessment and administered at the end of the unit. If more than one criteria is assessed within a summative, a separate grade will be given for each, according to International Baccalaureate expectations.

IB MYP ACHIEVEMENT LEVELS AND GRADING

All MYP subject-groups have four assessment criteria with descriptor levels ranging from 0 - 8. The level descriptors describe a range of student performance in the various strands of each objective. Below is the IB MYP Achievement Level Conversion Chart. This scale is used in assessing the **summative assessment for MYP units only**. Students are assessed on how well they have achieved the objective. The intent is to help students grow, improve, and be successful.

IB Achievement Level	Standard Grade
MYP 8	100% A
MYP 7	96% A
MYP 6	93% A
MYP 5	90% B
MYP 4	86% B
MYP 3	83% C
MYP 2	80% C
MYP 1	75% D
MYP 0	69% F

LATE SUMMATIVES

Summatives are due on the date assigned by the teacher. Late summatives will not be accepted unless approved in advance by the teacher.

MYP ASSESSMENT RUBRICS

Each of the eight subject-groups, in addition to the Community Project, has its own assessment criteria. Teachers will develop task-specific rubrics that describe the levels of performance in each of the criteria. The IB MYP Programme requires that MYP assessment is made clear to students before the start of the unit, meaning that students are given the rubric prior to engaging in the learning process. Below are each of the subject-group's assessment criteria.

Arts Criteria			Language Acquisition Criteria (Spanish)		
Criterion A	Knowing & Understanding	Maximum Level of Achievement 8	Criterion A	Comprehending spoken & visual text	Maximum Level of Achievement 8
Criterion B	Developing Skills	Maximum Level of Achievement 8	Criterion B	Comprehending written & visual text	Maximum Level of Achievement 8
Criterion C	Thinking Creatively	Maximum Level of Achievement 8	Criterion C	Communicating in response to spoken, written, & visual text	Maximum Level of Achievement 8
Criterion D	Responding	Maximum Level of Achievement 8	Criterion D	Using language in spoken and written form	Maximum Level of Achievement 8

Design Criteria			Mathematics Criteria		
Criterion A	Inquiring & Analyzing	Maximum Level of Achievement 8	Criterion A	Knowing & Understanding	Maximum Level of Achievement 8
Criterion B	Developing Ideas	Maximum Level of Achievement 8	Criterion B	Investigating Patterns	Maximum Level of Achievement 8
Criterion C	Creating the Solution	Maximum Level of Achievement 8	Criterion C	Communicating	Maximum Level of Achievement 8
Criterion D	Evaluating	Maximum Level of Achievement 8	Criterion D	Applying mathematics in real-life contexts	Maximum Level of Achievement 8

Individuals & Societies Criteria			Sciences Criteria		
Criterion A	Knowing & Understanding	Maximum Level of Achievement 8	Criterion A	Knowing & Understanding	Maximum Level of Achievement 8
Criterion B	Investigating	Maximum Level of Achievement 8	Criterion B	Inquiring & Designing	Maximum Level of Achievement 8
Criterion C	Communicating	Maximum Level of Achievement 8	Criterion C	Processing & Evaluating	Maximum Level of Achievement 8
Criterion D	Thinking Critically	Maximum Level of Achievement 8	Criterion D	Reflecting on the Impact of Science	Maximum Level of Achievement 8

Language & Literature Criteria			Physical Health & Education Criteria		
Criterion A	Analyzing	Maximum Level of Achievement 8	Criterion A	Knowing & Understanding	Maximum Level of Achievement 8
Criterion B	Organizing	Maximum Level of Achievement 8	Criterion B	Planning for Performance	Maximum Level of Achievement 8
Criterion C	Producing Text	Maximum Level of Achievement 8	Criterion C	Applying for Performance	Maximum Level of Achievement 8
Criterion D	Using Language	Maximum Level of Achievement 8	Criterion D	Reflecting and Improving performance	Maximum Level of Achievement 8

REPORTING MYP ACHIEVEMENT LEVELS

MYP summary reports of student achievement will communicate the student's achievement level for each assessment criterion. This will provide information about the student's engagement with the objectives of each subject-group. Final achievement levels in each of the criteria for each student will be determined at the end of the first and second semester. Teachers will gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgment. All units include summative tasks that are assessed according to one or more MYP criteria to ensure continuous assessment and feedback of students' performance against the MYP objectives. The planning of units and assessment tasks ensures all criteria have been included over time, providing balanced evidence that is sufficient for determining a final achievement level.

INTERNATIONAL BACCALAUREATE LEARNER PROFILE

The learner profile is the IB mission statement represented in learning outcomes for the 21st century. Learner profile student reflections and reports to parents will be given at the end of each quarter for PreK-3 through 4th grade. 5th through 7th grade students will reflect on their development internally and document their growth each quarter. Students develop the following ten attributes throughout the IB Programme.

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

EXTERNAL ASSESSMENTS

Teaching Strategies GOLD

The Teaching Strategies GOLD is an assessment tool for assessing children from birth through three years of age. Developmental and learning areas are assessed three times each school year. The areas assessed are social emotional, physical, language, cognitive literacy, mathematics, science and technology, social studies, and the arts.

International Schools Assessment

The International Schools Assessment (ISA) will be administered in the 2nd semester (February) of each school year to assess students in 3rd, 5th, and 7th grade. This assessment is given to assess core skills in mathematical literacy, reading, writing, and science literacy. The ISA provides diagnostic information that can be used internally to monitor students' performance over time.

ACT Aspire

ACT Aspire tests are administered in the spring to all students in grades 3 through 7. The ACT Aspire assesses standards and readiness in the subject areas of English, reading, science, and mathematics.

STATEMENT OF REVISION

Our assessment policy will be posted in the family handbook and on the school's website. During annual review, formal revisions will be considered, and feedback will be obtained from all appropriate stakeholders.

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Academic Honesty Policy

PHILOSOPHY

The philosophy of academic honesty at Kehoe-France Northshore is to provide guidance to students to make principled decisions. Our students should produce and submit authentic work and take responsibility for his or her own actions. We promote personal integrity in teaching, learning, and assessment. High standards of integrity are expected and work created by students is recognized and celebrated. Working together with administration, staff, students, and parents, we can ensure that all aspects of academic honesty are achieved.

DEFINITIONS OF TERMS

Plagiarism is defined as taking the work of another without citing credit and promoting inaccurate ownership. Examples include, are not limited to copying text (book, website, etc.) word for word, using ideas and thoughts without proper citation, or paraphrasing with minimal word change. The idea of plagiarism is not limited to homework assignments, projects, art, music, dance, or mathematical proof.

Cheating is the use or attempted use of unauthorized assistance on, but not limited to any assessment, homework assignment, writing assignment, project, or presentation.

Collusion is conspiring with another to complete an assigned task.

Forgery is producing a copy of a document, signature, or work of art that is not your own.

Malpractice is improper, illegal, or inappropriate activity or treatment by any individual in the learning community, particularly as it relates to gaining unfair advantages for a student in academic work.

Fabrication is the creation of false data or citations, this includes verbal mistruths or misleading statements that could lead to academic gains as well as altering a graded assignment.

Misconduct is unacceptable or improper behavior that leads to academic gain.

CONSEQUENCES

Depending on the severity of the infraction and the age of the student, the principal will determine the appropriate consequence based on our school discipline policy located in our family handbook.

ROLES AND RESPONSIBILITY OF THE STUDENT

Students in the Primary Years Programme:

- Understand the difference between academic honesty, intellectual property, plagiarism and authentic authorship
- Recognize he or she is personally responsible for academic honesty
- Are principled learners
- Have a responsibility for their own work
- Recognize the responsible use of information technology and media resources

Students in the Middle Years Programme:

- Ensure all work submitted is authentic or ideas of others are fully credited and acknowledged
- Take ownership of learning by asking for clarification or seeking help when needed
- Have digital responsibility in researching and communicating with information technology and media resources
- Are principled learners
- Lead by example
- Hold peers accountable to the same academic honesty standards
- Read, sign, and adhere to the academic honesty policy

ROLE AND RESPONSIBILITY OF THE TEACHERS

- Clearly communicate expectations and consequences of the academic honesty policy to students and parents
- Model academic honesty for students
- Provide guidelines for individual and group work
- Apply age-appropriate expectations regarding references, citations, quotations and paraphrasing for Primary Years Programme (PYP) students
- Purposefully monitor the academic environment and celebrate principled student behavior
- Understand and implement the academic honesty policy and enforcements fairly and consistently
- Report academic dishonesty to the principal
- Maintain current classroom materials including, but not limited to: homework, class work, quizzes, tests, exams, essays, and projects
- Teach research skills; when and how to cite sources for Middle Years Programme (MYP) students

ROLE AND RESPONSIBILITY OF THE PRINCIPAL

- Monitor and clearly communicate expectations and consequences of the academic honesty policy to staff
- Provide teachers with materials and the training necessary to guide students in maintaining academic honesty
- Ensure the academic honesty policy is administered and enforced fairly and consistently
- Model and promote academic honesty as part of our school culture

STATEMENT OF REVISION

Our academic honesty policy will be posted in the family handbook and on the school website. During annual review, formal revisions will be considered, and feedback will be obtained from all appropriate stakeholders.

ACADEMIC HONESTY AGREEMENT (MYP Students Only)

Any and all of my work that I submit to any teacher will be my own authentic work. This includes homework assignments, formative assessments, daily work, summative assessments, research projects, and essays.

I will learn how to acknowledge someone else's work or ideas and have digital responsibility in researching and communicating with information technology and media resources. I understand that I can ask for help if I am unsure about what academic honesty is in regard to any of my assignments.

I will submit work with integrity. I will not allow other students to copy or to submit work that I have completed.

I have read and understand Kehoe-France Northshore's academic honesty policy.

Student's Name: _____

Student's Signature: _____ Date: _____

Parent/Guardian Acknowledgement:

I have read and understand Kehoe-France Northshore's academic honesty policy. I have reviewed it with my child.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

DISCIPLINE POLICY OVERVIEW

Our students at Kehoe-France deserve a learning environment that is safe, productive and enjoyable. We believe a positive learning environment can encourage students to think their way to better behavior, so that they grow to become self-confident, competent, moral and independent. Positive reinforcement is used daily to encourage appropriate behavior. Being proactive with discipline and guiding students through these formative years is important as they learn appropriate behaviors. We believe in holding students accountable for their behavior and teaching students from a young age to take responsibility for their actions. Students, staff and parents all play an important role. Communication with our families is paramount to build a clear understanding regarding appropriate behavior and the role each child plays in controlling his/her behavior.

Grades 1-4

- As part of the IB program, students will work together with the teacher to determine "Essential Agreements" for the classroom at the start of the year. These agreements focus on creating a safe and encouraging learning environment. These "Essential Agreements" will be clearly posted and used as a guide to encourage appropriate behavior.
 - Following a verbal warning, the student will take home a BEHAVIOR REFLECTION SHEET if an essential agreement is not followed.
 - This behavior reflection sheet must be completed at school and it will be sent home with the student to be signed by a parent before being returned the next day.
- 3 BEHAVIOR REFLECTION SHEETS = 1 CONDUCT REFERRAL
→ 3 CONDUCT REFERRALS = MORNING DETENTION (7:15am - 8:00am)
→ 5 AM DETENTIONS = SATURDAY DETENTION (8:00am -11:30am)

Each quarter is a new quarter regarding discipline in grades 1-4.

Grades 5-7

- As part of the IB program, students will work together with the teacher to determine "Essential Agreements" for the classroom at the start of the year. These agreements focus on creating a safe and encouraging learning environment. These "Essential Agreements" will be clearly posted and used as a guide to encourage appropriate behavior.
 - If a student fails to adhere to the essential agreements, he/she will receive a conduct referral following a verbal warning.
 - If a Conduct Referral is issued, it is to be signed by the parent and returned to school the following day.
- 3 CONDUCT REFERRALS = MORNING DETENTION (7:15am - 8:00am)
→ 5 MORNING DETENTIONS = SATURDAY DETENTION (8:00am -11:30am)

Conduct referrals carry over each quarter for grades 5-7.

Detentions

Parents are notified by phone before a morning Detention or a Saturday Detention by the principal.

1. Morning Detentions will be held from 7:15am -8:00am and supervised by the principal or designee.
2. Morning Detentions are monitored silent periods where students are writing constructive class work.
3. If a student is late for morning detention, they must make up the number of minutes they missed at the following morning's detention. (ie: if a student is late 15 minutes, they must come at 7:45am the next morning to serve those missed 15 minutes missed. No student will be admitted into detention after 7:30am thus, they will automatically be given an additional detention session.

4. Grades 1-4: Each quarter is a new quarter regarding discipline. Grades 5-7: Conduct Referrals carry over each quarter.

PLEASE NOTE: The administration and staff of Kehoe-France will administer the discipline policy consistently and appropriately. Students and teachers have a right to a safe campus where mutual respect exists and learning is the primary objective. The administration reserves the right to determine discipline based on the seriousness of a particular infraction and discipline history. Careful consideration is given to individual situations, so that the school's response to the student is appropriate.

School Discipline Hierarchy

Infractions that result in morning detention include but are not limited to the following:

- Three conduct referrals
- A cell phone that is seen or heard
- Disrespect
- Dishonesty
- Four tardies

Infractions that result in in-school suspension and/or Saturday School include but are not limited to the following:

- Insubordination
- Use of profane or obscene language
- Disrespect for authority
- Fighting or instigating a fight
- Cheating
- Bullying
- Failure to serve assigned detentions
- Use of cell phone on campus during school hours
- Forgery
- Plagiarism
- Inappropriate comments on social media/cyber bullying
- Obscene acts or gestures
- Stealing money or property
- 5 morning detentions

Infractions that result in an out of school suspension or expulsion include but are not limited to the following:

- Possession of a weapon
- Vandalism
- Leaving campus without permission
- Gambling
- Drug or alcohol use
- Disrespectful public conduct
- Frequent suspension
- Threats of violence

A threat is defined as an expression with the intent to do harm or act out violently toward someone or something. A safeguarding committee comprised of the Health & Safety Coordinator, school counselor, teacher, and principal will appropriately handle situations involving the investigation of any possible threats. Law enforcement will be privy to all actions involving a perceived threat to anyone in the Kehoe-France community.

Homework and Tardies

- Students are tardy after 8:00am.
- 4 tardies per quarter = morning detention
- Missed homework = points lost on daily/participation grade.
- If missed homework becomes an issue, a teacher will communicate with parents via:
 - Phone call
 - Email
 - Conference
- A student has extended time to complete homework when absent due to illness. It is the students' responsibility to get and complete any missed assignments in the teacher's allotted time.

Cell Phone/Smart Watch Policy

The use of cell phones and smart watches are not permitted on campus without permission of the principal/administrator.

- Cell phones that are seen or heard will be taken away and the student will serve a morning detention.
- A cell phone that is being used on campus by a student during school hours (7:30am - 3:30pm) will be taken away and the student will serve a Saturday detention.
- Parents will be called when cell phones are taken away and must pick up the phone from the school. The morning detention or Saturday detention will be served the next school day/Saturday after the offense.
- The use of smart watches by students is strictly forbidden. The same regulations on cell phone use are applicable to smart watches as well.

SEXUAL HARASSMENT POLICY

Title IX of the Education Act of 1972 bans sexual discrimination.

Kehoe-France will take timely action and effective, responsive action to address any acts of harassment, sexual or otherwise, among staff and faculty members, among staff/faculty members and students, and among students. Any and all alleged incidents shall be reviewed by the faculty committee.

What is often considered teasing or a "boys will be boys" or "girls will be girls" attitude is in effect, harassment.

These acts can range from explicit and offensive sexual reference and name calling to unwelcome touching, intimidation, and indecent propositions.

Such acts are no longer considered as simply inappropriate behavior but are in fact sexual harassment, regardless of the age of the harasser.

Harassment is also a factor in name-calling between students of the same sex and ridiculing a student because of a disability, race, religion, or ethnic origin.

Kehoe-France will use reasonable means to identify and stop harassment of students by students as well as cases involving school personnel.

Parents, students, and school personnel are put on official notice that sanctions will be applied to conduct that is found to be sexual harassment.

How can a person identify harassment? If it makes them feel bad or scares them it should be reported immediately to the homeroom teacher, the principal or one of the assistant directors. This person in turn will confront the harasser and after consultation with the principal and directors, action will be taken. This action can be in the form of a conduct report, suspension, or expulsion depending upon the degree and/or frequency of the acts. The range of remedies or penalties for an adult can range from a reprimand to termination. Action will also be taken if there is retaliation for bringing a complaint.

Parents are encouraged to discuss harassment in depth with their children and be sure that they are fully aware of their responsibility from both perspectives; as a recipient or as a perpetrator.

Parents, students, and school must face this issue squarely and openly to maintain a learning environment that is safe and secure for all students.

BULLYING POLICY

Bullying is prohibited and is defined as repetitive abusive behaviors with the intent to harm another where there is an imbalance of power present.

Examples include but are not limited to:

- Physical intimidation or assault
- Extortion
- Oral or written threats
- Teasing
- Putdowns
- Name calling
- Threatening looks
- Gestures or acts of aggression (Overt and Covert)
- Cruel rumors & false accusations
- Social Isolation
- Cyber-bullying

School personnel will not tolerate any bullying on school grounds or at any school sponsored activity. In addition, Kehoe-France expects students and parents who become aware of an act of bullying to report it to appropriate school personnel (e.g. principal, teacher, school counselor). Kehoe-France expects staff members who become aware of an incidence of bullying to take appropriate steps to intervene unless intervention would be a threat to staff members' safety. If a staff member believes that his/her intervention has not resolved the matter, or if the bullying persists, he/she shall report the bullying to the school principal for further investigation.

Consequences for students who bully others shall depend on the results of the investigation and may include:

- Counseling
- Parent conference
- Detention
- Suspension and/or Expulsion

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Special Needs Policy

PHILOSOPHY

It is the goal of Kehoe-France Northshore to develop life-long learners and understand that all students are unique learners with individual needs. We accommodate and meet the needs of all students with the resources and relationships available to us. It is important to us to cultivate each student's greatest social-emotional and academic potential at our school.

GUIDING PRINCIPLES

- Foster a safe learning environment where all children can learn, recognize, and respect individual learning needs
- Provide appropriate challenges with support, based on student's individual differences and needs
- Implement differentiated instruction to best promote individual student growth and achievement
- Use data driven practices to monitor student growth and communicate any changing needs to all appropriate stakeholders
- Continue to develop and encourage an attitude of compassion and understanding between all teachers and students
- Protect the privacy of a student's educational records
- Further empower teachers with ongoing professional development for methods and strategies to provide appropriate support and successful accommodations

SPECIAL NEEDS

Our special educational needs population includes students who need accommodations or modifications to curriculum in order to meet their learning needs and facilitate continued social-emotional, academic growth. These students may include, but are not limited to: students with an active evaluation, English language learners with a barrier in language instruction, students in need of counseling support, students with medical or health issues, students with behavioral issues, high achieving or gifted students.

ROLES AND RESPONSIBILITIES

The school will raise staff awareness of the needs of our exceptional students and then implement the following plan:

1. The classroom teacher will identify and refer exceptional students to the school counselor.
2. The school counselor will conduct a classroom observation with documentation.
3. A parent-teacher-counselor meeting will take place with documentation.
4. Administration will meet with the teacher to discuss documented observations and determine a recommendation.
5. If deemed necessary, the school counselor will refer the student for an appropriate evaluation.
6. Upon receipt of the evaluation, the counselor will schedule a conference between the parent, teacher, and counselor (including other appropriate staff members or referenced student if necessary). Discuss recommendations provided by the evaluation, and the team completes an individualized student learning plan (ISLP) to be signed by all involved that includes information about progress meetings.
7. The school counselor will document all meetings and provide appropriate feedback as needed.

SUPPORT /SERVICES PROVIDED

Accommodations and modifications based on the Kehoe-France individualized student learning plan (ISLP) will be implemented for those students who qualify. Kehoe-France Northshore works closely with outside agencies to provide services to help our students be successful whenever necessary.

STATEMENT OF REVISION

Our special needs policy will be posted in the family handbook and on the school website. During annual review, formal revisions will be considered, and feedback will be obtained from all appropriate stakeholders.

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Language Policy

PHILOSOPHY

We believe the key to all learning is through language and literacy development. Language learning improves cognitive function and enhances student performance across the curriculum. At Kehoe-France Northshore, all teachers are teachers of language and assume the role of language teacher. We aim to create a language learning environment that fosters the ability in students to think, create, and express themselves with confidence in two languages, English and Spanish. We believe learning a language other than the mother tongue provides many benefits including higher academic achievement, greater cognitive development, and promotes international-mindedness.

GUIDING PRINCIPLES

- Promote an appreciation for the essential role of language
- Support students in the language of instruction (English) as well as in the development of Language B (Spanish)
- Promote international-mindedness through language learning
- Recognize the benefit of students learning multiple languages and being exposed to the respective cultures
- Prepare students for the 21st century global society
- Challenge our students in a multilingual environment
- Understand the connection of all languages
- Support our students with a mother tongue language that differs from our Language A or B
- Display visual representations of Language A and B in the students' classrooms and around campus

LANGUAGE A

- The primary language of instruction is English (Language A).
- Students with a mother tongue language that differs from the language of instruction are encouraged to share appropriately, but are supported to develop skills within Language A at school.
- Teaching practices reflect the responsibility of all teachers to take part in language instruction.
- The focus of the curriculum is to develop the skills of listening, speaking, reading, writing, and media literacy.
 - Reading and writing strategies are implemented across the curriculum.
 - The acquisition of vocabulary and concepts central to learning are scaffolded by providing visuals, collaborative learning experiences, assessment of prior knowledge, and promoting inquiry-based authentic language learning opportunities.
- Students have access to a variety of literature in their classrooms and our school's library.
- Assessments align with the language of instruction, Language A, and emphasize the importance of language in all learning.

LANGUAGE B

- The second language offered is Spanish (Language B).
- The focus of the curriculum is to develop the skills of listening, speaking, reading, writing, and media literacy in Spanish, in addition to an understanding of the Spanish culture.
- We adhere to the Louisiana World Language Standards:

https://www.louisianabelieves.com/docs/default-source/academic-standards/modern-language-standards.pdf?sfvrsn=740c0fe4_11

- Spanish instruction begins in our two year old program. Students attend two 25 minutes sessions each week.
- Students in our Primary Years Program (PYP), which includes our 3 year olds through 4th grade attend Spanish classes two times each week. PreK-3 through Kindergarten attend Spanish for 25 minutes and 1st-4th grade attend Spanish for 45 minutes.
- Students in our Middle Years Program (MYP), which includes students in 5th through 7th grade, attend 45 minute Spanish class two to three times each week.
- Our library includes a collection of materials that supports the development of Language B.
- Assessments align with Language B within these classes and emphasize the important role of language in all learning.

SUPPORT OF MOTHER TONGUE LANGUAGES

If a student's mother tongue is different from our primary language of instruction (English), we will support the student by:

- making the language visible in the classroom.
- modifying our speech and modeling directions.
- providing opportunities for interactions, like collaborative group work.
- supporting literacy development with reading and writing instruction.
- developing vocabulary through a variety of activities to build background knowledge.
- modifying texts if necessary.
- teaching learning strategies.
- modifying or adapting tests.

STATEMENT OF REVISION

Our language policy will be posted in the family handbook and on the school website. During annual review, formal revisions will be considered, and feedback will be obtained from all appropriate stakeholders.

The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning.

MYP projects are student-centered and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action, and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the development of independent, lifelong learners.

The community project must be completed individually or by groups of a maximum of three students. Students are expected to spend approximately 15 hours on their community project.

Service Learning

In the community project, action involves a participation in service learning (service as action). Students may engage in one or more types of action.

- **Direct service:** Students have interaction that involves people, the environment or animals. Examples include one-on-one tutoring, developing a garden alongside refugees, or teaching dogs behaviors to prepare them for adoption.
- **Indirect service:** Though students do not see the recipients during indirect service, they have verified that their actions will benefit the community or environment. Examples include redesigning an organization's website, writing original picture books to teach a language, or raising fish to restore a stream.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. Examples include initiating an awareness campaign on hunger in the community, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- **Research:** Students collect information through varied sources, analyze data, and report on a topic of importance to influence policy or practice. Examples include conducting environmental surveys to influence their school, contributing to a study of animal migration patterns, or compiling the most effective means to reduce litter in public spaces.

MYP Project Objectives

Students will use the presentation of the community project to demonstrate how they have addressed each of the objectives.

Objective A: Investigating

- Define a goal to address a need within a community, based on personal interests
- Identify prior learning and subject-specific knowledge relevant to the project
- Demonstrate research skills

Objective B: Planning

- Develop a proposal for action to serve the need in the community
- Plan and record the development process of the project
- Demonstrate self-management skills

Objective C: Taking Action

- Demonstrate service as action as a result of the project
- Demonstrate thinking skills
- Demonstrate communication and social skills

Objective D: Reflecting

- Evaluate the quality of the service as action against the proposal
- Reflect on how completing the project has extended their knowledge and understanding of service learning
- Reflect on the development of ATL skills

Stages of Service Learning

- *Investigation*
- *Preparation*
- *Action*
- *Reflection*
- *Demonstration*



COMMUNITY PROJECT

Process Journal

The process journal is used to record progress maintained by the student throughout the project. However, the media for documenting the process can vary depending on the student's preference. It can be written, visual, audio, or a combination of these, and it may include both paper and electronic formats.

Students will select extracts from their process journal to demonstrate the development in all criteria. These extracts are submitted as appendices of the report or presentation at the conclusion of the project. Students working individually should select a maximum of 10 individual extracts to represent the key developments of the project. Students working in groups on the community project will submit a maximum of 15 process journal extracts.

MYP Project Supervisors

The MYP Community Project is coordinated by a 7th grade teacher. Every student, or each group of students will have a faculty project supervisor. The purpose of the supervisor is to support the student or group of students during the project.

Supervisors' Responsibilities

- Ensure the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare, and environmental issues
- Provide guidance to students in the process and completion of the project
- Confirm authenticity of the work submitted
- Assess the MYP project using the criteria in the project guide
- Ensure student or group of students meet all deadlines

Kehoe-France helps all of us to be our best in every way.