



FI Mission Statement

The French International School of Oregon develops curious and critical thinkers through a robust and immersive multilingual curriculum. We are committed to fostering an inclusive community that celebrates diverse perspectives and creates the foundation for reflective learners to thrive and effect change in an interconnected world.

IBO Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Middle School Important Dates

All dates are subject to change. For the most up-to-date information please check the Parent Portal at www.fisoregon.org

August 30	First Day of School for Middle School
Oct. 13	In-Service Day, NO SCHOOL
Oct. 23-27	ACE Week
Nov. 9	Middle School Half-day
Nov. 10	Veterans Day observed, NO SCHOOL
Nov. 20-21	Parent Teacher Conferences
Nov. 22-24	Fall Break
Dec. 18-Jan 1	Winter Break
Jan. 15	MLK Day, NO SCHOOL
Jan. 26	End of Semester 1; All-school Half-day
Feb. 19	Presidents' Day
Feb. 20	In-service, NO SCHOOL
Feb. 26-Mar 1	ACE Week
Mar. 21-22	Student-led Conferences
Mar. 25	In-Service Day, NO SCHOOL
April 5	Middle School Half-day
Apr. 15-19	Spring Break
May 10	In-Service Day, NO SCHOOL
May 27	Memorial Day, NO SCHOOL
Jun 6	8th Grade Graduation
Jun 14	Last Day of School

Middle School School Schedule

Block 1	8:30-9:20
Block 2	9:25-10:15
Break	10:15-10:25
Advisory/ Independent Study	10:25-10:55
Block 3	11:00-11:50
Block 4	11:55-12:45
Lunch/Recess	12:45-1:35
Block 5	1:40-2:30
Block 6	2:35-3:25

Half Day Schedule

Block 1	8:30-9:05
Block 2	9:10-9:45
Block 3	9:50-10:25
Break	10:25-10:35
Block 4	10:35-11:10
Block 5	11:15-11:50
Block 6	11:55-12:30

Late Start Schedule

Block 1	10:00-10:45
Block 2	10:50-11:35
Block 3	11:40-12:25
Lunch	12:25-1:00
Block 4	1:05-1:50
Block 5	1:55-2:40
Block 6	2:45-3:25

Username and Passwords

Addresses	User name	Password
FI network		
Chrome & G Suite (Google Drive, Google docs, Gmail)	Same as above with "@fisoregon.org"	

Bienvenue! ¡Bienvenido! Willkommen! 欢迎

Welcome to our school!

Middle School Code of Conduct

A copy of this Code of Conduct is also included in the All-School Handbook

For review at any time. This Code of Conduct should be read and signed by every student and their parents at the beginning of the school year and may be required again at any time deemed necessary.

Introduction

When we live in a community, we must learn what is appropriate and be open to understanding how our behavior affects others. Even behaviors that might be appropriate in other communities (family, sports teams, clubs) may not be appropriate in the school community. We see ourselves connected to an internationally-minded, global community. We want to assume a sense of responsibility towards all members, always considering the needs and aspirations of everyone to be equally important. This document is reviewed on a regular basis to ensure that it is inclusive of race, gender, gender identity, sexual orientation, ability, and socioeconomic status.

While we trust that students will discover their own paths to becoming proactive citizens in our community and the world at large, they must be given appropriate guidance and sufficient latitude to make positive academic and social choices. The following Code of Conduct sets reasonable boundaries for appropriate behavior. We believe that acknowledging and taking responsibility for our actions, sometimes with redirection, is always an opportunity for growth and learning.

It is the responsibility of all members of the school community: staff, students and parents to carefully read, understand, and meet the standards of behaviors set below.

Our actions and behaviors are guided by three values: Respect, Responsibility and Safety, and embrace the following traits of the learner profile.

Caring - We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Principled - We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.

Thinker - We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicator - We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes(writing, speaking, drawing etc.). We work effectively and willingly in collaboration with others.

Open-minded - We understand and appreciate our own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Risk-taker - We approach unfamiliar situations and uncertainty with courage and forethought. We have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending our beliefs.

Balanced - We understand the importance of intellectual, physical and emotional balance to achieve personal well-being for ourselves and others.

Reflective - We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.

Knowledgeable - We explore concepts, ideas and issues that have local and global significance.

Disclaimer : The Code of Conduct cannot address all behaviors. Even if one particular behavior is not mentioned, it does not mean that no consequence applies. The majority of situations are simple and easily solved, and consequences will be given depending on the danger and severity of the offense. Staff and employees of the School will address any situation they deem necessary. **Every adult on campus** is allowed to and will remind students of these rules.

Reporting incidents for disciplinary action

Anyone who has engaged in a behavior contrary to the Code of Conduct, or that negatively impacts the school community, will engage in a process of reflection and/or repair. All disciplinary incidents will be investigated to the best of our ability and will listen to all sides of the story and all parties involved before making an informed disciplinary decision. We believe that acknowledging and taking responsibility for our actions is always an opportunity for growth and learning.

Any adult on campus can record a disciplinary incident. All incidents will be recorded in our database (Veracross/Portal) and the Division Head as well as the Advisor and Student will be notified. It is up to the Advisor to inform a student's family. **However**, a student and their family will be automatically notified in the following instances:

- 3 repetitions of incidents (initiated by Advisor).
- Disregard for health and safety
- Physical conflict that results in an injury to others (this can also result in being sent home for the day)
- Use or possession of illegal substances

Value #1: Respect

Learner Profile: Caring, principled, thinker, communicator, open-minded.

As an internationally-minded community of learners, we believe that **respect** is critical to fostering belonging to a healthy and thriving school community. Respect includes attention to, consideration for, and appreciation of others without judgment or question. While respect is to be shown to all members of our community, respect of procedures is also expected.

- 1) Respect for others in the community, including students, teachers, staff, visitors, etc. This includes: The way we speak. How we treat people. Avoiding words and actions that are harmful. Respecting individual differences. Respect for others' bodies & ourselves.
- 2) Respect for learning & learning procedures
- 3) Respect for property, including building, equipment, tools
- 4) Respect for our natural environment

RIGHTS

- All students have equal rights to be at school, express their opinions, and get the attention and support they deserve. Students have the right to be addressed politely and feel safe about voicing their opinions.
- Students have the right to request time and space to collect themselves if they have difficulty controlling their emotions.
- Students have the right to keep their bodies to themselves and be free from unsolicited touching or grabbing.

EXPECTATIONS

- Show empathy for other people, be considerate of others feelings.
- Accept others regardless of their race, national origin, age, mental/physical capacities, color, sex, gender identity or expression, sexual orientation, pronouns, religion, disability, family structure or socioeconomic status.
- Understand consent and respect the privacy of body, person, and property. Give privacy of body, person, and property when requested. Students will listen when asked by their peers to stop such behavior.
- Listen to a peer who is requesting a behavior to stop.
- Abstain from fighting, grabbing, pushing, tripping, shoving, biting, spitting, hair pulling, or throwing of anything, **even with the intent of joking**.
- Abstain from non-desired sexual action (e.g. groping, lewd or sexually explicit language, etc.).
- Report all disrespectful actions or behaviors.
- **Be an upstander, not a bystander.**
- Accept and listen to all adults in the School.
- Use appropriate, non-derogatory, non-offensive, non-threatening language and gestures on campus, inside or outside the classrooms with an appropriate tone (sarcasm or profanity) and volume (screaming, shouting, yelling, and loud cheering). No derogatory remarks, sexual or sexist references, hate speech, insults, threats, teasing, or spreading of rumors. This includes the language sent in texts or posted on social media.
- Understand what profanity is: swear words or obscene language.

Relational aggression, harassment, bullying, intimidation, or discrimination (hereafter referred to as harassment)

Any act that injures, degrades, or disgraces a student or staff member in our community, child or adult, based on a person's race, national origin, age, mental/physical capacities, color, sex, gender identity or expression, sexual orientation, preferred pronouns, religion, disability, family structure, socioeconomic status, or any other legally protected characteristic is prohibited conduct and will not be tolerated.

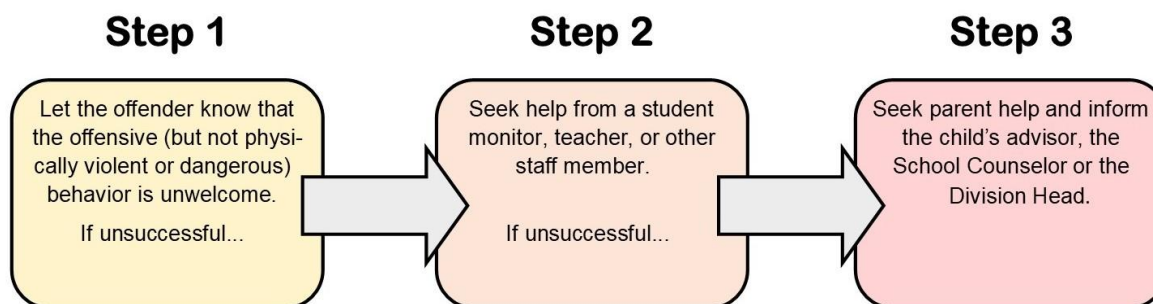
Relationships and friendships from healthy and kind to aggressive/ intimidating and harassing

Healthy and kind behavior is when a person...	Unacceptable, aggressive or intimidating behavior is when a person...	Harassing behavior that needs to be reported is when a person...
<ul style="list-style-type: none"> • Respects my style, interests, needs and choices • Is happy for me • Cheers me up or offers me help • Is nice to me • Does not hurt my feelings or put me down, makes me feel good • Invites me to have lunch, play or be part of their group • Stands up what what they think is right 	<ul style="list-style-type: none"> • Bothers me but “it is a joke!” • Bothers me during class or outside of class • Makes fun of me or calls me names • Takes my things without asking me and /or throws them around and/ or damages them • Judges me on my differences • Ignores me if I need help • Constantly criticizes me • Excludes me/keeps me away • Spreads rumors about me • Puts me down or bothers me on social media or texts 	<ul style="list-style-type: none"> • Hits me or is physical with me: pushes /shoves / kicks / throws things at me • Forces me to do things I disagree with or do not want to do • Steals from me • Insults or humiliates me • Blackmails or threatens me in person or on social media • Does not respect my consent or refusal • Sends me or says sexually suggestive remarks • Makes sexual advances in person or on texts (sexting, touching, patting) • Takes pictures/photos of me without my consent • Broadcasts and/or forwards messages about me or pictures of me without my consent • Sexually assaults me

Bias incidents are acts of conduct, speech, or expression that target individuals and groups based on their actual or perceived race/color, religion, ethnicity, national origin, gender, gender identity/expression, age, disability, or sexual orientation. Bias related incidents should be promptly reported to the student’s teacher, the school counselor, the Division Head, or the Head of School (a Bias Incident Report Form will be filled out).

All harassment and bias complaints will be investigated and appropriate action will be taken to stop the behavior. Students, parents or employees who raise concerns about harassment or who cooperate in an investigation of alleged harassment will not suffer retaliation for raising their concerns. Confidentiality will be maintained to the fullest extent practicable under the circumstances and the School will share information learned in an investigation only with those who have a reasonable need to know. Consequences will be determined and assigned as necessary and appropriate to the situation. **If someone is a victim of harassment:**

If the unacceptable or harassing behavior has not caused physical harm:



If the unacceptable or harassing behavior has caused harm to or threatens the physical safety of a student, immediately seek help from a student monitor, teacher, or other staff member, involve parents and inform the child’s advisor, the School Counselor, or the Division Head.

Appropriate Clothing/Dress Code

Purpose of a dress code:

- Develop awareness of one’s image and how one presents oneself to others in a learning community.
- Support a positive learning environment.

The responsibility for the dress and hygiene of a student rests primarily with the student and their parents or guardians. When you come to classes at French International please consider the following:

- Am I comfortable and mobile? Am I able to move freely and quickly? Do I have to constantly readjust my clothing in order to do so?
- Am I going to easily expose myself?
- Am I dressed for school ? for a party? for a beach trip?
- Do my clothes make me feel confident?

Certain body parts must be covered for all students: Clothes must be worn so that genitals, buttocks and nipples are covered with opaque, not see-through material.

<p>All students must wear:</p> <ul style="list-style-type: none">• Shirt or top• Bottoms: pants, skirt, shorts, dress, legging• Shoes <p>Certain classes will require specific attire (PE: shoes, shorts and T-shirt; Science: tied back hair).</p>	<p>All students cannot wear:</p> <ul style="list-style-type: none">• Clothes that depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity or religious affiliation• Clothes with messages or symbols related to drugs, alcohol, race or sex• Clothes with images or language that creates a hostile or intimidating environment• Bathing suits
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Hats, hoods and sunglasses may be worn at school and can be worn in class at the discretion of the instructor.

Cell phones and personal devices

This policy is in the spirit of creating a culture of trust and personal responsibility. We want to protect personal privacy and the right of all individuals to be safe at school. We want students to be focused on learning during the school day, and we believe that online games, music videos, and personal social media and communications are unnecessary distractions. Furthermore, we believe the social and emotional benefits of having students interact in person with their peers throughout the school day outweigh the convenience of personal devices. For these reasons, we are adopting a cell phone-free policy during all school-supervised hours (**7:30AM-3:30 PM and 3:45 PM-6:00 PM**). Landlines are available with permission in every classroom if students need to call home.

If a cell phone absolutely must be brought to school, we request and trust that students keep the device in the off position in a backpack or locker, not in a garment pocket. If a classroom activity requests a personal device, teachers may allow its use or will have other devices at hand.

We will first trust that students do not check their personal devices without adult permission at any time while on campus, including during breaks, before care, or after care. Our Middle School office will convey messages called in by families. If and when students are found using their phones for non-school related activities, they will have their device temporarily confiscated and placed in a secure location until the end of the school day. If there is a recurrence we will ask that the phone be left in our office at the beginning of each day for an indefinite period of time.

If a cell phone must be used for communication with families, it will be used **only in the lobby** of the Middle School and with permission of an adult.

Social Media Students need to understand that what they post on social media can be seen by others and can be re-sent by anyone to anyone in the world. Any post, even if posted outside of the school day, on a personal device can negatively affect the school community. Posts that cause concern and are brought to the School with evidence will be taken seriously.

Respect for property of others and the physical environment

RIGHTS

- Students have the right to :
 - study in clean surroundings.
 - keep their learning materials safe at school.
 - have their materials respected.
 - expect that their school is physically well-maintained.

EXPECTATIONS

- Leave all valuables at home including electronics, jewelry, money, etc.
- **Turn off cell phones during school hours (7:30-3:30).**
- Keep your belongings in lockers or backpacks. Write your name on all belongings, including calculators.
- Ask for permission before borrowing property of others, friends and teachers.
- Treat all equipment as if it was your own. Students who have not resolved issues of lost or damaged property after being notified will be billed replacement costs.
 - Keep track of your books, chromebooks and chargers
 - Keep tables, chairs, doors, walls, decks, locks, and outside furniture free of graffiti.
 - Use furniture appropriately: this means no feet on the furniture and no sitting on counters in classrooms.
- Be mindful of landscaped areas
- Clean up after lunch.
 - Throw away or take home uneaten food.
 - Use garbage and recycling bins appropriately.
 - Spray and wipe table tops dry
 - Sweep around table
- Use bathrooms appropriately: use bins provided, flush, clean one's own body fluids.
- Comply with an adult who requires a cleaning task to be done.

FAIS Eco Code

As an Eco School, the FAIS community is committed to socially responsible and environmentally respectful actions to PRESERVE the Earth.

Protect our Earth

Revise habits

Educate others

Save energy

Encourage action

Reduce reuse recycle

Volunteer now

Every impact matters

Value #2 Responsibility

Learner Profile: Principled, reflective, communicator

As a community we believe that we must all take responsibility for our actions

Rights

Students have the right to work in an environment conducive to learning, and to expect others to be responsible for their actions and behaviors.

Expectations

- Arrive in class on time with proper materials, prepared to pay attention and work, complete all tasks requested by teachers, ask for and complete make-up work due to absences.
- Not disrupt classes with chatter, passing notes, getting friends' attention etc
- Not put self, fellow students, or others in danger.
- Use school resources appropriately : furniture, printers, playground equipment
- Be mindful of printing: collect your printed materials, don't print multiples
- Support the sharing of school grounds with Lower School: no noise when walking in front of Lower campus classrooms
- Cross campus roads at designated crosswalks
- Attend early arrival before 8:15 when needed (Gym or quiet room in the MS building)
- Be at designated pick up place on time and watch for your ride
- Pick up and clean after yourself: keep communal tables and spaces free of personal items, clean lunch area(spraytables and wipe dry)!, sweep floor, reset chairs.
- Be in permitted areas only.

Library

Students may use the library when arranged with the librarian. Students will be expected to comply with library rules of conduct while inside and to return borrowed materials on time.

Areas that are not accessible to students at any time:

- Use of copy machines on any part of campus
- Teachers' work rooms, lunch room and offices, unless by invitation
- Kitchen
- Gym, Préau and PE equipment closets outside of PE classes.
- Back of buildings
- Parking lots unless at drop off or pick up
- Designated Parts of the Nature Trail

After Lunch options include (and can be subject to change)

- Playground (the recommended spot!)
- Hub and Pam's patio : when invited and supervised
- Homework room: the only place where chromebooks can be used.

Field Trips and overnight trips

While on field trips, students represent our school to the greater community. We expect students to be on their best behavior at all times, since their behavior directly reflects upon the School's quality and reputation. Students are fully responsible to faculty, staff, and volunteers just as they are while on school grounds. The Middle School dress code fully applies during field trips. Teachers reserve the right to ask permission to deny a field trip to a student whose academic or behavioral performance is not satisfactory.

Value #3 – Safety

Learner Profile: Balanced, reflective, thinker, principled

Being safe means not putting oneself or anybody else in danger. Safety also includes personal health and hygiene.

RIGHTS

- Students can expect their school to be a healthy and safe place, in which community members take care of themselves and their health.
- Students have the right to learn in an environment where they feel safe and non-threatened, physically or verbally.

EXPECTATIONS : THINK BEFORE YOU ACT. BE MINDFUL OF OTHERS

- Maintain good personal health and self-care: do not come to school when sick, be mindful about too much time on screens, especially at night, drink water
- Use proper attire and equipment in PE
- Be attentive to your surroundings and the decisions and actions you carry out. Be mindful of other people on campus (peers, younger students, disabled people).
- Remain within school perimeter
- Cross campus roads at crosswalk
- Respect Science labs and PE rules
- **Do not act in ways that can be harmful, intentionally or not.** Abstain from physical aggression, wrestling or roughhousing, even if just play or "joke".
- Do not bring drugs, tobacco in any form or alcohol to school. Report anything related to this matter.
- Do not bring weapons or objects that can be perceived as weapons to school.

Drugs, Alcohol, Tobacco

- Possession OR consumption of such products may result in immediate suspension and possible expulsion. Suspended students may be required to enroll in a counseling treatment program before being allowed back to school.

Weapons

- Weapons, or objects which can be used or perceived as weapons, are not allowed. Possession will result in parent notification, confiscation, and possible suspension or expulsion. The possession of any weapon is prohibited, and will be seized by the school authorities and returned to the student's parents at a reasonable time or given to proper authorities.
- Under Oregon law, a student who is determined to have brought a firearm as defined in Federal law and/or a dangerous weapon (causing death or serious injury) will be expelled from school for a period of not less than one year. The Head of School may modify the expulsion on a case-by-case basis.
- Displaying pictures of oneself with a weapon, or bragging about possession or use of weapons, real or otherwise, will have an impact on the school community and be taken seriously by the school.

French International Athletics: Participant and Spectator Code of Conduct

- All participants in Middle School athletics will be required to sign and follow the *Athlete Code of Conduct and Program Expectations* available on the school website.
- All spectators at athletics events must understand that their actions reflect on the school and community. At home or away game spectators will respect the following:
 - Remain seated in the gym during sporting events. Notify an adult if you need to leave the gym
 - Respect school rules and accept responsibility for your actions.
 - Respect the game, do not taunt or jeer athletes.
- Accept the judgment of the officials.

Acknowledgement

I hereby confirm that I have read the Middle School Code of Conduct and understand that it describes the conduct and behavior expected of me as a student of the Middle School.

Student Signature_____ Date_____

Parent Signature_____ Date_____

IN AN EMERGENCY

WHEN YOU HEAR IT. DO IT.

SECURE! GET INSIDE. LOCK OUTSIDE DOORS.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
Lock perimeter doors
Increase situational awareness
Business as usual
Check attendance



SECURE

LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT!

STUDENTS

Find shelter in the nearest room
Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Check attendance



LOCKDOWN

Middle School Responsible Use Agreement *for digital tools*

Along with opportunity comes responsibility

At FI we are committed to providing a learning environment that encourages the use of digital tools as essential to support our academic offering. We believe that technology can be used to learn new things, foster curiosity, create new ideas, and produce work in a variety of formats. Receiving a school-owned device is both a privilege and a responsibility. Here are the expectations for using your school-issued device, whether at school or outside of school. Digital tools refers to hardware (including chromebooks, desktop computers, printers) and to software applications, FI network and internet resources.

When I receive a school-issued device I agree to:

Be a principled digital citizen

- I will use FI-issued devices and school apps and accounts for school work and school-related activities only.
- I will not use any digital device, school-issued or personal, during Early Arrival in the gym.
- I understand that everything I post can be seen by others and can be re-sent by anyone to anyone in the world.
- I will consider with whom I am communicating and think of how they can interpret my words.
- I will use respectful and appropriate language in all my digital communications: without swearing, name calling, or causing others to feel uncomfortable due to their gender, race, appearance, behavior or beliefs.
- I will not try to trick people into thinking something I created was done by someone else.
- I will adhere to the FI Academic Integrity policy.
 - I will follow copyright laws, and give credit to the creator of materials, ideas, photos, images, music or videos I use in my school projects by creating a properly formatted bibliography.
 - I understand that failure to properly cite my sources of information is called "plagiarism" and is a form of cheating.
- I will fact-check the information I am sharing digitally.

Be respectful

- I will respect the work and files of others, and agree not to open, copy, change, delete or damage files or folders that are not mine.
- I will communicate and collaborate online responsibly and respectfully.
 - I will be kind and avoid making threats or insulting, gossiping or teasing while I am online or collaborating on a document.

Be responsible

- I will use and handle my school-issued device carefully: carry with two hands, not throw, leave outside, not have food or drink nearby
- I will not damage, change or tamper with the hardware, software, settings of computer hardware or the network.
- I will print only what is needed for my school work on campus.

Be safe

- I understand that I am responsible for all activity in my FI accounts and will not share my login credentials.
- I will log off and close the lid or shut down a Chromebook before I step away.
- I will not give out personal information about myself, my peers or my school on a public Internet site, including full names, passwords, home address, phone number, photos, audio files, or videos.
- I will not sign in or create new accounts for online resources not provided by the school.
- I will contact a teacher or advisor immediately if I cannot access my own accounts.
I will contact a teacher or advisor if I access content that is not appropriate, especially in the course of completing an assignment
- I will report evidence of cyberbullying to a teacher, counselor, advisor or administrator.

Take care of my school-issued device

- Restart chromebook every day.
- Charge chromebook every night.
- Bring chromebook to school each day.
- Clean screen at least once a week.

We all make mistakes. When I do something with my device that is not in line with this agreement, I will let a trusted adult know and ask them to help me make it right. If I can't consistently keep my part of this agreement, I understand that privileges may be removed for a time and that I may face additional consequences.

Consequences may include:

- temporarily disabled FI account
- behavior report
- loss of digital privileges
- other consequences as deemed appropriate by the administrator
 - This may default to consequences outlined in the *Student Device Parent Acknowledgement*.

Student Name _____

Advisor Name _____

Grade level _____

Student signature _____ **Date** _____

All students and parents need to renew this agreement each school year.

All students and parents need to renew this agreement each school year.

French International School of Oregon

Middle School Academic Integrity Policy

We believe as a community that we need to teach honest practices. Practicing honesty teaches accountability and places value on research and critical thinking skills. We believe that school is a safe place to develop an understanding of the difference between collaboration (sharing of ideas) and plagiarism (taking of ideas and passing them off as one's own).

Student Honor Code: We hold a steadfast commitment to respect, fairness, empathy and truthfulness in our actions and communications, and to respect possessions and property. Please see definitions of infractions and consequences.

Learner Profile and Academic Integrity

The Learner Profile is used to frame our actions and to promote academic honesty:

- **Principled:** Students understand that they must take responsibility for their own actions.
- **Knowledgeable:** Students understand the definition of plagiarism, cheating and proper collaboration.
- **Inquirers:** Students understand that they must develop research skills that support critical thinking while providing the appropriate credit to the original creators.

Role of Teacher/Advisor/Librarian

Teachers, advisors, and librarians will support students in developing the skills required for practicing and understanding academic honesty. This includes:

- Academic Integrity Workshops
- Discussions with Advisors regarding the Code of Conduct to ensure that students understand the consequences of their actions
- Explicit discussions in individual classes on academic expectations and strategies to complete assignments without feeling the need to resort to plagiarism.
- Study skills classes (6th grade) that teach Approaches to Learning (ATL) skills.
- Lessons on research and proper citations •

Access to online documentation sources (OSLIS and Noodle tools),
Cyber Civics units on research and plagiarism

Becoming an Honest Student: The following section was prepared by 8th grade students as advice for all students:

Academic integrity is *respecting* your teachers, peers, and yourself by completing your work individually, when requested by your teacher. Complete your work *truthfully*, by avoiding asking/using any source for help when extra help is unauthorized.

If you are struggling and considering cheating, it is better to:

- Try your best and set realistic goals
- Ask your teacher if you do not understand topic/assignment
- Keep your work to yourself; other students need to learn as well
- Work without using online tools unless teacher authorized (not all online tools are reliable)
- Manage your study time as well as manage your time during summative assessments

Keep yourself away from distractions and methods of cheating. Understand the difference between authorized collaboration and help from outside sources.

Show your steps/processes of your work and honestly report your own results. This helps you understand your weaknesses and helps the teacher evaluate your misunderstandings as well as your strengths.

Remember to cite your sources properly so that you prevent plagiarism. It is simple, easy, and teachers can know where you got your information. Ask teachers for clarification on assignments.

Be a thinker and use appropriate materials.

Definitions and consequences

1. **Cheating on Summative Tasks:** intentionally *using* or *giving* outside assistance before/during/after an exam or other summative task without permission of the teacher. This may include:

- Copying another student's work on any assignment without consent of teacher and/or student
- Giving/requesting information from another student on a summative task or discussing an exam
- Turning in a summative task that has been written or edited by a peer, parent, tutor, or someone else without consent of the teacher
- Asking for help from peers, parents, or tutors on take home summative tasks
- Copying a "cheat sheet" of another student
- Using Google translate
- Storing notes, formulas or other information on a calculator or other devices

2. **Fabrication:** manipulation or falsifying data, information, or citations of any academic work. This may include:

- Using another student's lab data without permission
- Fabricating/changing data on math and science tasks to fit assignment
- Using shortcuts instead of doing the work

3. **Plagiarism:** taking work, pictures, or ideas as one's own without proper citation. Failing to properly note paraphrased or quoted material.

- Turning in papers without quoting or citing a source
- Citing nonexistent sources
- Forging a signature

4. **Unethical Use of Media:** Using music, images, and video that is copyrighted and not authorized for use by school members.

CONSEQUENCES:

Consequences for infractions may include:

- Behavior report in Veracross
- "No evidence of work" with a 0 on an assignment and redo another or a similar task
- Conversation with teacher reporting the behavior with student, advisor and parents

Last revised: June 2022

French International School of Oregon Middle School Assessment Policy

We believe that assessment practices should be straightforward, transparent and agreed upon to ensure fairness. This policy aims at clarifying the responsibilities of teachers, students, and parents with regard to assessment practices.

We believe that:

- Assessment should promote student learning and help them achieve their full potential.
- Assessment gives feedback to teachers on their own teaching, while providing a common language for discussing and evaluating.
- Formative assessment should be designed to monitor student progress in understanding concepts and skills, and use a variety of methods to show evidence and progress of student learning.
- Assessment is linked to appropriate learning objectives, and factual, conceptual and debatable questions.
- Learning objectives will be aligned with FI curriculum and IB guidelines, as well as French standards.
- Assessments of any type may be adapted to student differentiation.
- Assessment tasks must be fair, clear, varied and where possible set in a real-world context.
- Students may be given opportunities to re-work assessment tasks when appropriate.
- Letter grades attached to formative work without constructive feedback is not considered best practices. It often promotes competition and defeatism and does not provide meaningful feedback.

Definitions

Formative assessment is integrated with the daily learning and daily activities of a class. Formative assessment may take the form of class questions, journal entries, homework problem solving, short exercises or discussions, quizzes or exit interviews.

Summative assessment is a final task at the end of a unit designed to enable students to demonstrate their knowledge and understanding about the topics taught. Tasks should be varied and focused on concepts learned during the unit of study.

Table 1: MYP Criteria Summary Table

Subject/Criteria	A	B	C	D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on impact of science
Mathematics	Knowing and understanding	Investigating Patterns	Communicating	Applying to real-world context

Arts	Knowing and understanding	Developing Skills	Thinking creatively	Responding
Physical and Health Ed	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing Ideas	Creating a solution	Evaluating
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

Table 2: Level and Grade Descriptors for FI

IB	USE PROFESSIONAL JUDGMENT , a child is NOT an average of skills.	Local
0	Difficulty in understanding the required knowledge and skills and is unable to apply them in normal situations even with substantial support. Very minimal achievement.	F
1-2	Produces work of limited to very limited quality. Expresses misunderstandings for many concepts and contexts. Rarely demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills even in familiar situations with support.	D+, D, D-
3-4	Produces work of acceptable quality and communicates basic understanding of many concepts and contexts with some misunderstandings or gaps. Demonstrates basic critical and creative thinking. Uses knowledge and skill with occasional flexibility and requires some support in unfamiliar classroom or real-world situations.	C+, C, C-
5-6	Produces good and high quality work. Communicates understanding of concepts and contexts. Demonstrates critical and creative thinking sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and unfamiliar situations with support.	B+, B, B-
7-8	Produces high quality innovative work. Communicates extensive and comprehensive understanding of concepts and context. Demonstrates sophisticated critical and creative thinking. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations with independence and expertise in a variety of situations.	A+, A, A-

Community Service Log & Reflection Journal

Name: _____

Advisory: _____

Year: 6 7 8

"How wonderful it is that nobody need wait a single moment before starting to improve the world."

~ Anne Frank

Table of Contents

1. Parent Letter
2. Community definition, Aims, Resources & Ideas
3. Documentation, Instructions, Guidelines, Requirements
4. Service Journal pages

Documentation

This journal is for logging your community service contributions. Throughout the year you will log your community service hours, make regular journal entries, and reflect on your experience.

Instructions

Fill in your expectations for your service contribution in the Service Journal prior to attending.

Log your community service hours. When finished with your service activity, ask the supervisor to sign the Community Service Log confirming the hours served and sharing their appreciation with you by circling one of the appreciation prompt words. If your supervisor would like to make a comment, direct their attention to the bottom of your Service Journal entry.

Reflect on your experience and community service contributions by completing the sentence stems in the Service Journal. As you realistically evaluate your experience, consider how you can learn from your service and adapt your behavior in the future.

Complete a minimum of two Service Journal entries.

Share your journal with your advisor regularly; turn in at the end of year.

Complete your hour and journal requirements by the first week in May.

Community Service Guidelines

Community service requires students to become involved in their communities outside of school and academics. Community service hours may be earned inside and outside of school by helping organizations or people other than immediate family. Students may not log hours for any activity for which the student receives payment or school credit, in which no adult is on site, or for which community service credit is already counted such as scouting. A minimum of five hours must be earned during the school year; others may be completed the summer prior to school year.

Community Service Requirements

No credit is assigned to the completion of community service requirements. Completed hours are noted on semester report card.

Year	Total:	School-sponsored:	Off Campus:
6th grade	10 hours =	6 hours +	4 hours
7th grade	13 hours =	6 hours +	7 hours
8th grade	15 hours =	15 hours minimum	See Community Project with Advisor

Special Recognition

To encourage the spirit of service and community engagement among our students, those who wish to perform additional community service hours may receive special recognition. Students who complete 25, 50, 75, and 100 total hours can receive a special Eagle Excellence Award.

Community Service Log

Date:	Organization served and description of service given:	Hours:	Authorized Signature and Appreciation:
			Excellent /Satisfactory/ Unsatisfactory
			Excellent /Satisfactory/ Unsatisfactory
			Excellent /Satisfactory/ Unsatisfactory
			Excellent /Satisfactory/ Unsatisfactory
			Excellent /Satisfactory/ Unsatisfactory
			Excellent /Satisfactory/ Unsatisfactory
			Excellent /Satisfactory/ Unsatisfactory
			Excellent /Satisfactory/ Unsatisfactory
			Excellent /Satisfactory/ Unsatisfactory
			Excellent /Satisfactory/ Unsatisfactory
Advisor Review and Signature:			
First Semester Total:			Excellent /Satisfactory/ Unsatisfactory
Second Semester Total:			Excellent /Satisfactory/ Unsatisfactory
School Year Total:			Excellent /Satisfactory/ Unsatisfactory

Service Journal

Name: _____

Date of service: _____

Hours earned: _____

Organization served: _____

My expectations for this activity:

My supervisor was:

My job was:

The best part was:

The hardest part was:

How were my expectations met?

3 ways I am enriched by this experience:

*(Learner profile: inquirer, knowledgeable, thinker, communicator, principled,
open-minded, caring, risk-taker, balanced, reflective)*

Why would you recommend your experience to others?

Thank you sent (appreciation, reflection on experience, suggestions)? Y/N

Supervisor's comments: _____

Service Journal

Name: _____

Date of service: _____

Hours earned: _____

Organization served: _____

My expectations for this activity:

My supervisor was:

My job was:

The best part was:

The hardest part was:

How were my expectations met?:

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open-minded, caring, risk-taker, balanced, reflective)*

Why would you recommend your experience to others?:

Thank you sent (appreciation, reflection on experience, suggestions)? Y/N

Supervisor's comments: _____

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Name: _____

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Hours earned: _____

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Why would you recommend your experience to others?:

Thank you sent (appreciation, reflection on experience, suggestions)? Y/N

Supervisor's comments: _____

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Supervisor's comments: _____

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Hours earned: _____

Organization served: _____

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My supervisor was:

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Supervisor's comments: _____

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The best part was:

The hardest part was:

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3 ways I am enriched by this experience:

*(Learner profile: inquirer, knowledgeable, thinker, communicator, principled,
open-minded, caring, risk-taker, balanced, reflective)*

Why would you recommend your experience to others?:

Thank you sent (appreciation, reflection on experience, suggestions)? Y/N

Supervisor's comments: _____28