

# MIDDLE SCHOOL HANDBOOK

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AMERICAN SCHOOL  
OF PARIS  
*founded 1946*



# WELCOME

Welcome to the 2020-2021 school year! We look forward to getting to know you over the next few years. The "Middle Years" are a journey of significant emotional, social, physical, spiritual, intellectual growth and discovery. This handbook maps out some of the ways in which we approach the adolescent journey. With this in mind, we hope our students engage and explore while learning new skills, honing strengths, and striving to be confident, happy and caring citizens.

We are very pleased that you have chosen to join us during this school year. Please take the time to carefully review this handbook because it provides a common framework and language for our community.

## MISSION AND BELIEFS

The American School of Paris is a vibrant, international, family-oriented community. Our mission is to inspire and prepare every student to achieve personal and academic excellence as an engaged global citizen by providing a challenging, innovative program within a compassionate environment.

### **We Believe That:**

- Every person has equal worth.
- Honesty and integrity are central to all we do.
- Individuals are responsible for their choices and actions.
- We best meet the needs of learners when we understand them as individuals.
- Through hard work and determination individuals can achieve their potential.
- Every member of a community has the responsibility to contribute to the greater good.
- Seeking to understand diverse cultures, ideas and practices enriches a community.
- A culture of high expectations and striving for excellence leads to higher achievement.
- Learning is a continuous lifelong endeavor.
- Great schools nurture passion, curiosity, creativity, self-expression and joy.
- Going beyond the familiar and taking risks stimulate growth, innovation and self-discovery.
- In a rapidly changing world, achieving excellence demands commitment to continuous improvement.
- Everyone shares responsibility for our global community and environment.

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# THE MIDDLE SCHOOL CORE VALUES

In the ASP Middle School we strive to create an environment that promotes happiness and well being and believe that academic and social-emotional growth are always possible. We are committed to creating a community of learners who are:

## COMPASSIONATE

We show empathy and are willing to sacrifice our own interests for the good of others and the group.

## CONNECTED

We embrace the responsibility that comes with being part of a community, actively taking care of relationships and realizing the impact of our actions on ourselves, others and the planet.

## OPEN

We embrace diversity and are open to new ideas and perspectives, willing to change our own point of view as we learn from others.

## COURAGEOUS

We stand up for what is right even in the face of social pressures and are willing to move outside of our comfort zone and try something new. We have the courage to explore new ideas, roles, and strategies as we encounter unfamiliar situations and new challenges.

## RESILIENT

We exhibit perseverance when faced with challenges, see effort as a path to mastery, and actively learn from mistakes.

## RESPONSIBLE

We act with honesty and integrity and take ownership for our actions. We fulfill our commitments and understand the importance of being prepared each day.

## REFLECTIVE

We look critically at our own strengths and limitations in a spirit of continuous growth and improvement

# THE SCHOOL DAY

School officially opens at 8:45 a.m. with a 10 minute check in with advisors. It is here that attendance is taken, messages are delivered and we do activities to get focused for the rest of the day.

There are four 70 minute blocks per day. Over the course of two days students will complete a full cycle of 8 courses which include: English, Math, Science, Social Studies, French, PE/Health and two elective choices.

Each day we have a flex block for 35 minutes in the afternoon. This block is dedicated to the following: assembly, advisory, and study hall time.

Students are dismissed at 3:30 p.m. and the first run of school buses leaves at 3:40 p.m.. Students may stay after school to complete homework, do research in the library, attend our Humanities or Math Labs, or participate in the activities and sports that are offered. Late buses run at 5:15 p.m. and at 6:30 p.m..

Below you will find a visualization of the daily schedule.

8:45–8:55	Morning Check-In: Advisory
9:00–10:10	Block
10:10–10:25	BREAK
10:25–11:35	Block
11:35–12:25	LUNCH
12:25–1:35	Block
1:40–2:15	FLEX/ADVISORY
2:20–3:30	Block

# ACADEMIC INFORMATION

## BASICS OF REPORTING AND EVALUATION

We will provide feedback in two domains in our reporting system:

1. **Learning Habits and Attitudes** are the dispositions that students bring to the learning environment. They encompass the behaviors that are vital to success such as responsibility, collaboration, engagement and a growth mindset. Students will receive ongoing feedback and evaluation of how well they are meeting expectations for learning habits. Our Learning Habits and Attitudes Descriptors will be used to determine the level of attainment at the end of the semester.
2. **Academic achievement** refers to what a student knows and is able to do in reference to clear and transparent academic standards. The primary purpose of assigning an academic grade is to effectively communicate student achievement toward those standards, at a certain point in time through formative and summative assessment. Our Academic Achievement Descriptors will be used to determine the level of achievement at the end of the semester.

## GRADING PROCEDURES FOR ACADEMIC ACHIEVEMENT

### FORMATIVE AND SUMMATIVE ASSESSMENT

In each class students will have both formative and summative assessments. Only the summative assessment will be used to determine the final grade at the end of the term. That does not mean that the formative assessments "do not count". It is impossible for a student to be successful on summative assessments without completing formative tasks and receiving feedback along the way.

### REPORTING SYSTEM

Our reporting system includes the following important elements:

- Report cards twice a year
- Mid term extensive comments from teachers
- Ongoing feedback on formative and summative assessments on Powerschool
- Digital Portfolios
- Self Assessment and Peer Feedback
- Conferences
- Student showcases
- Standardized test scores
- Teacher feedback on specific assessments

## **PROCEDURES AND CONSEQUENCES FOR MISSING ASSIGNMENT DEADLINES**

### **In the event of failure to meet assignment deadlines (both formative and summative):**

The student will attend as many Supervised Support Sessions(SSS) (during SCORE or after school Monday–Thursday) as is necessary for them to complete the work. Exceptions may be requested by students in extenuating circumstances. It is always up to the teacher to determine if SSS is assigned or not.

#### **Process:**

1. Teacher places the names of student and work details in a Google Doc.
2. A notification will be sent to the students and the parents of the need to attend the Supervised Support Session (SSS) by the MS Assistant.
3. The Supervised Support Supervisor will document the student progress on the Google Doc.
4. Teachers will verify the completion of the work

#### **Consequences**

When students fail to show up for the SSS, the Support Supervisor and/or Director will follow up. The consequences may include, but are not limited to:

1. A meeting with the student's parents to discuss implications
2. Removal from extra-curricular activities and other privileges

For those students who fail to complete the assessment, the student will receive an "IE" for "Insufficient Evidence to Formulate a Grade" until the assessment is complete. In those cases an "IE" will be

entered as the student's final grade and the student may not receive credit for the course.

Alternatively, teachers may arrange a new deadline with the student. Students who inform teachers before the deadline that they are having problems or who have genuine mitigating circumstances may be given extensions at the teacher's discretion.

## **REASSESSMENT GUIDELINES (SUMMATIVE ASSESSMENTS)**

The purpose of re-assessment is to give the opportunity to students to apply feedback to the learning process and improve their achievement.

Re-assessment will be available to students in the following circumstances:

1. Students who have not met the basic standard (Beginning or Insufficient Evidence).
2. Students who achieve Developing or Meeting Expectations and would like to move to the next achievement level.

Any student who reassesses must demonstrate a full completion of formative tasks or practice as determined by the teacher.

The following conditions apply to all re-assessments:

1. Students may not re-assess more than once for the same assessment task unless a teacher requests the re-assessment.
2. Reassessment will happen outside of class time and may be completed in Supervised Support after school.
3. Re-assessments may be done on sections of major assessments or in

relation to specific standards at the discretion of the teacher. Therefore re-assessments may look different for different students.

4. Re-assessment must take place within two weeks of when the assessment was returned to the student, unless a teacher creates a different timeline.
5. Re-assessment time is determined by the teacher. A student who is

absent from a scheduled reassessment will not have the opportunity to make-up, unless there is a documented and justified reason for the absence. **Optional travel is not a justified reason.**

6. There is no re-assessment in the last week of the semester unless requested by the teacher.

# SYSTEM OF EVALUATION

## ACADEMIC ACHIEVEMENT DESCRIPTORS

Achievement Level	Descriptor
<b>Meeting Expectations</b>	<p><i><b>The quality of student work meets the expected level</b></i></p> <p>Student work demonstrates a <b>solid</b> understanding and application of the required knowledge, skills and/or concepts. Work exhibits: :</p> <ul style="list-style-type: none"> <li>● <b>Competent</b> analysis, synthesis and evaluation</li> <li>● <b>Some original thinking</b>, creativity or insight</li> <li>● <b>Relevant</b> application of learning in <b>familiar contexts</b>.</li> </ul>
<b>Developing</b>	<p><i><b>The quality of student work approaches the expected level</b></i></p> <p>Student work demonstrates a <b>basic</b> understanding and application of the required knowledge, skills and/or concepts. Work exhibits:</p> <ul style="list-style-type: none"> <li>● <b>Some</b> analysis, synthesis and evaluation</li> <li>● <b>Limited</b> creativity or insight</li> <li>● <b>Basic</b> application of learning in familiar contexts</li> </ul>
<b>Beginning</b>	<p><i><b>The quality of student work is below the expected level</b></i></p> <p>Student work <b>does not yet</b> demonstrate a <b>sufficient</b> understanding and application of the required knowledge, skills and/or concepts.</p>
<b>Insufficient Evidence</b>	There is <b>insufficient evidence</b> to evaluate the level of student work.

## LEARNING HABITS AND ATTITUDES

The following habits and attitudes are aligned to our core values and hold equal weight to academic achievement in our reporting system. Students will receive ongoing feedback according to each descriptor and each class will also develop more specific details that flesh out what these descriptors mean in each discipline. Here is the [student facing rubric](#) that



helps students identify strengths and areas for growth. We will use the following scale to identify the level of proficiency in these habits/attitudes:

- Meeting Expectations (Consistently shows habit/attitude)
- Developing (Usually shows habit/attitude)
- Beginning (Rarely shows habit/attitude)

Learning Habit/Attitude	Core Values Represented	Descriptor
<b>Collaboration</b>	Connected Open Compassionate	<ul style="list-style-type: none"> <li>● Demonstrates respect for others.</li> <li>● Contributes constructively and efficiently to group and class work.</li> <li>● Is open to the ideas of others and actively seeks to be inclusive of all members of the class.</li> </ul>
<b>Responsibility</b>	Courageous Responsible	<ul style="list-style-type: none"> <li>● Arrives to class prepared and on time.</li> <li>● Organizes materials and manages time effectively.</li> <li>● Demonstrates the ability to independently meet learning and behavioral expectations.</li> <li>● Takes responsibility for own behavior.</li> </ul>
<b>Growth Mindset</b>	Resilient Reflective Open	<ul style="list-style-type: none"> <li>● Perseveres when facing challenges.</li> <li>● Is open and responsive to feedback for continual growth.</li> <li>● Seeks assistance and self advocates effectively when needed.</li> <li>● Celebrates the success of others.</li> </ul>
<b>Engagement</b>	Connected Open	<ul style="list-style-type: none"> <li>● Exhibits curiosity and a commitment to deepening understanding both inside and outside of the classroom.</li> <li>● Contributes positively to classroom discussions and activities.</li> <li>● Shows care for their work through craftsmanship and attention to detail.</li> </ul>

## POWERSCHOOL

All assessments and report cards are available online. Students and parents are encouraged to monitor assignments and progress toward their goals throughout the semester by using the online platform

## STANDARDIZED TESTS

Standardized tests are taken in the fall and again in the spring: the [MAP Test](#), Measures of Academic Progress, developed by Northwest Evaluation Association. MAP Tests are taken online. These tests measure your individual

growth and achievement in mathematics, reading and science.

## ACADEMIC PROBATION

A student may be placed on Academic Probation if there is a report card grade of Insufficient Evidence in one class or Beginning in more than one class. Probation is a serious warning. If a student remains on academic probation for more than one term, he is in danger of not being promoted to the next grade level.

## HOW TEACHERS COMMUNICATE WITH PARENTS

For a student to be successful, parents and teachers need to be working in harmony. We promote good communication in various ways:

- PowerSchool: Teachers update PowerSchool with grades on an ongoing basis. Teachers will frequently add specific notes for students and parents about the performance on a specific task.
- PowerSchool Learning This online academic information system has all student major assignments and information about each class all on one convenient website.
- Digital Portfolio: Each student will be asked to reflect on his or her schoolwork by posting artifacts on their digital portfolios.
- The Middle School Open House evening is when the teachers introduce all aspects of the program to the parents.
- Conferences allow for face-to-face communication between advisors, teachers, students and parents. We have two conferences a year one that is led by the advisor and the other that is led by the student.

- Report Cards are issued for each of the two terms a year: in early January, and a week after the close of school in June.
- The ASP Newsletter is sent to parents via e-mail each Wednesdays.

## ATTENDANCE

Parents are kindly asked to call the office by 9:00 AM, or email the Middle School Office at [msoffice@asparis.fr](mailto:msoffice@asparis.fr), if their child(ren) will not be at school that day. Success in the academic program in the Middle School depends on regular and punctual attendance. Our educational philosophy places high value on the learning process during these formative years, and students need to be active participants in their classes to achieve the maximum benefits of an ASP education.

We realize, however, that there are some times in which students cannot be in school. ASP trusts that parents will remove their children from school **only when they feel it absolutely necessary**, and therefore all parent-approved absences are deemed "excused."

To help ensure the safety, health, and security of our community, it is very important that the school is contacted if your child is not able to come to school. If this process is followed, full credit will be given for all work that is made up in the time-frame agreed upon between student and teacher.

Projects, papers and homework must be turned in directly to teachers as arranged. Missed tests and quizzes must be made up during the pre-arranged time.

If a student is absent from school, then that student will not be allowed to

participate in after-school or evening school events on the day of the student's absence unless otherwise mutually arranged by school and home.

## **EXTENDED ABSENCES**

Lengthy absences (more than three days) should be reported to the Director and Counselor, who will help develop a make-up plan that is fair to the student and teachers.

**The school cannot take responsibility for diminished achievement resulting from a student's absence.**

# **SCHOOL COMMUNITY, CITIZENSHIP, AND CONDUCT**

Students at ASP are expected to conduct themselves, both on and off campus, in a manner which reflects well on themselves, the school, their families, and their countries. They should maintain standards of conduct that model the school's mission statement and core beliefs. The Head of School and/or the Director reserves the right to take appropriate disciplinary action in the case of a violation of these standards.

## **OUR PHILOSOPHY**

Our ASP school community works together to continuously create and improve an environment where citizenship is a priority and where we strive to mutually support each other through our conduct.

**School Community:** A group of people who come together for learning and who treat each other with respect and consideration.

Teachers and administrators are unanimous in recommending that, whenever possible, trips and home leave be planned to coincide with school holidays. The student is responsible for making up the missed work. In all cases of extended absences students are expected to get an Absence Form from the Middle School office in advance of their absence and complete this form when they meet with their teachers to set a make-up schedule.

**Citizenship:** Demonstrating that you are a positive member of our community.

**Conduct:** The way you speak, act, and respond to others.

## **THE MIDDLE SCHOOL COMMUNITY AGREEMENTS: RESPECT, RESPONSIBLE, READY**

### **RESPECT**

- Each other
  - Use positive, friendly language
  - Respect others personal space
  - No horseplay
  - Use indoor voices
  - Use good gestures
- Yourself
  - Dress appropriately
  - Engage in healthy behaviors
  - Safe behaviour on the bus
  - Healthy online behaviors
- Spaces and environment

- Clean up after yourself and others
- Using assigned hooks and lockers
- Property
  - Borrow with prior consent and always return
  - Don't play with items that are not meant to be played with.

## **RESPONSIBLE**

- Take ownership of your actions and words.
- Clean up after yourself.
- Communicate with teachers and peers
- Considerate use of technology

## **READY**

- To learn
- For each class
- To give your best effort
- Arrive on time
- Equipped for the day, with completed homework

**What do the MS Community Agreements (Respect, Responsible, Ready) mean with regards to our behavior?**

## **HOW CAN I RESPECT OTHERS?**

I will THINK before I say something. I will ask myself these questions before responding:

- T = Is it true?
- H = Is it helpful?
- I = Is it inspiring?
- N = Is it necessary?
- K = Is it kind?

## **HOW CAN I BE PREPARED AND A RESPONSIBLE STUDENT?**

When I arrive at school, I will turn my phone off and put it away out of sight.

I will make sure I have my school ID card.

During passing time between classes, I will:

- Check that I have my materials.
- Move calmly to the next class.
- Wait for break time for socializing.

In class, I will:

- Focus on what teachers and students are saying by sitting up and making eye contact.
- Wait for my turn before speaking or asking questions.
- Speak in a calm tone.
- Be positive and open to the ideas of others.
- Stick to the task at hand and ask for help if I need it.
- Help my peers to stick to the task at hand (tap and point).
- Use my computer for learning tasks as instructed by my teacher, and follow the digital citizenship guidelines.
- Wait for break time for socializing.

## **HOW CAN I HELP TO KEEP A SAFE, CALM, AND CLEAN SCHOOL COMMUNITY?**

I will:

- walk calmly through the hallways.
- speak in a calm tone; be mindful of other classes and groups using the same space.
- recycle, or dispose of trash in appropriate containers.

At lunchtime, I will:

- have my card ready.
- wait my turn in line.
- say “Bonjour” and “Merci” to the cafeteria staff.
- eat my lunch in the cafeteria or on the picnic tables only. I will not eat food on the fields.
- when I finish eating, I will clean the table and push in my chair.
- recycle or dispose of trash in appropriate containers.
- play outside after lunch or go to the Commons area or 7th and 8th grade Collaboratories.
- be aware of the time to return to class.
- not use my computer in the cafeteria.

On the bus, I will:

- say “Bonjour” and “Merci” to the bus driver.
- move toward the back of the bus to allow younger students to sit in the front.
- stay seated with my seatbelt on.
- not use my computer on the bus.
- use polite language and behavior; be mindful of all age groups when speaking.
- use headphones to listen to music.
- take all my belongings with me (including trash) when I leave the bus.

## **DISCIPLINARY PROCEDURES INFORMATION**

As a community, our priority is to create a safe, joyful, and engaging learning community where all students have a sense of belonging and feel significant.

Our Middle School Community Agreements are established for the safety and well-being of all students in our

school. Those agreements apply in school, on school grounds, on school buses, and at school related activities.

Failure to abide by our Middle School Community Agreements or to maintain appropriate behavior will result in logical consequences. Any incident that happens outside of school but negatively affects the health and well-being of any student will be handled by the Middle School Director and the Counselor.

The School works to turn mistakes and lapses in good judgment into learning opportunities. We respond to students’ misbehavior with appropriate, logical consequences. The Middle School takes a restorative approach to behaviour management. Our priority is to help students understand their behavior and its impact on themselves, their peers, and our community, thereby teaching them how to make better decisions in the future. The goal is to help students to understand what went wrong, who was impacted, and how they can engage in more positive behaviour in the future.

The gravity of the students’ misbehavior and any previous incidents will be considered when assigning logical consequences. Each student and situation is unique, therefore, it is important to consider the entire picture when assigning logical consequences. If a student misbehaves in the classroom, the teacher will initiate appropriate logical consequences to correct the observed behavior. The teacher will work cooperatively with the student, parents, and counselor to assist the student in understanding their responsibility in changing their behavior. Any repeated or more serious behavior incidents are

referred directly to the Middle School Director.

Logical consequences helps students learn clear limits, understand how their behavior impacts themselves and others, and assists them in developing their sense of self-control and internal motivation. When implemented, the logical consequences are respectful, related to the misbehavior, and realistic so as to ensure that students see the consequences as an opportunity to learn.

Depending on the nature of the misbehavior, the school may pursue the following avenues:

- Telephone call to parents or guardians
- Loss of a privilege
- Repairing the situation by making amends with those who were negatively impacted by the student's actions
- Removal from the space where the negative behavior occurred to reflect on the situation and on more effective ways to engage in positive behavior
- Conference with student and/or parents/guardians
- Reflection time with the advisor, counselor, or Middle School Director
- Community service

If the student's behavior poses a risk to their safety and/or the safety of their peers, the school may pursue the following avenues in addition to those listed above:

- Removal from activities or trips
- After school/Recess reflection time
- Behavior contracts
- In-school suspensions

Serious violations of our Middle School Agreements and Core Values can result in immediate suspension or expulsion from school—some specific examples include:

- Harassment, physical or verbal
- Cyberbullying
- Stealing
- Vandalism or destruction of property
- Bringing a weapon of any kind to campus
- Use of tobacco, including E-cigarettes, drugs, or alcohol on campus

## **DRESS APPROPRIATELY FOR SCHOOL**

We operate on the premise that students can and should be able to choose their own clothing. ASP has no uniform policy, however, students are expected to dress appropriately for school. The expectations for appropriate dress are that students:

- Wear neat and clean clothes.
- Do not wear clothing that display offensive and developmentally inappropriate words, pictures or slogans
- Do not wear hats in class, including baseball caps, visors, and bandanas, unless otherwise directed by the instructor.
- Ensure that undergarments are not visible and that shirts, skirts, and shorts are of the appropriate length. No bare midriffs should be showing.
- Ensure clothes do not offend any of our diverse cultural sensitivities.
- Wear proper clothing in Physical Health Education that is conducive to movement and safety, like t-shirts, tennis shoes and socks, and shorts or sweatpants/warm-ups. Jeans and cargo pants are not considered appropriate.

# THE 1:1 PROGRAM: MIDDLE SCHOOL DIGITAL CITIZENSHIP

At ASP we believe that every child must learn to be a safe and responsible digital citizen and an effective, independent digital learner. Technology has become an indispensable part of so much that we do; and while we know that children take quickly to technology, there are vital skills that they need their parents and teachers to help them learn. For example:

- How to keep themselves safe and manage their online digital identity and 'footprints'
- How to use technology responsibly and be good digital citizens, respectful of others and their creative work
- How to do effective research and find the information they really need from the vast amount of material available
- How to evaluate sources and appropriately acknowledge those that they use
- How to synthesize and create their own truly original work
- How to present and publish their work using the most effective media and tools
- How to manage and maintain the technology they use; look after a computer, backup their files, get connected to networks, etc
- How to decide when to use technology, and when to use other resources and tools.

The ASP Middle School Laptop Program enables us to exploit the benefits of technology for student learning by

ensuring that it is readily accessible whenever it is needed. It increases teachers' capacity to provide for individual learners' needs. It provides a safe and structured environment for students to become responsible users of technology. It expands the potential for creative and constructive use of technology by opening students' minds to a wider range of applications and resources and helping them gain the skills needed to explore them.

This program is an essential component of ASP's strategies to fully equip students to survive and thrive in the digital 21<sup>st</sup> century.

## LAPTOP USE AGREEMENT

The following guidelines have been designed to help you use your Macbook successfully as a tool for education. The guidelines are broken up into three categories:

- Safety and Care
- Effective Engagement in Learning
- Respectful and Ethical Behavior

When students do not follow any of the expectations listed below, their teachers will document those events on a common record. Any serious infractions, or repeated behavior that interferes with safety or the learning environment will result in a laptop being taken away at the end of the day, parents being notified, and other possible disciplinary consequences.

## LAPTOP SAFETY AND CARE

1. I will come to school with my computer fully charged.
2. I will carry my computer zipped in its case when transported to and from school.
3. I will use my computer only in classrooms and other collaborative spaces, not in the cafeteria, on the field nor while traveling to and from school, unless directed by a teacher.
4. I will keep my computer in my possession or in an appropriate, safe place at all times. This means that during lunch, PE or afterschool, I will store my laptop in the laptop locker. At all other times at school I will keep my laptop with me.
5. If I have a problem with my laptop, I will take it to the Help Center as soon as possible.
6. I will return the computer at the end of the year in its original state. Any stickers or adhesives will be removed.

## EFFECTIVE ENGAGEMENT IN LEARNING

7. In class, I will open and close my laptop when the teacher instructs me to do so.
8. During class, when using any computer device, I will use only the

applications and websites as approved by my teacher.

9. I will not chat or send email during classes unless instructed by my teacher.
10. I will not let anyone else use or borrow my laptop unless instructed by the teacher.
11. I will not install personal games or applications on my laptop without approval.

## RESPECTFUL AND ETHICAL BEHAVIOR

12. I will not reconfigure or change the settings of someone else's computer.
13. I will not use anybody else's password to gain access to their private information or accounts.
14. I will not willfully delete or alter someone else's work or photos when working with others on a shared document.
15. I will not engage in cyberbullying, either actively or passively.
16. I will not cheat or plagiarize.
17. I will not post or send videos or photos of anyone without his/her permission.

For a full explanation of our laptop program, please refer to our [Laptop Program Handbook](#)

# MIDDLE SCHOOL SUPPORT SERVICES

## THE ADVISORY SYSTEM

The advisory system is the heart of ASP's Middle School. The advisor is a teacher who works with a group of 12-15 students

throughout the year in homeroom and who serves a variety of roles:

- to get to know each student especially well



- to be a person students can turn to in case of difficulty;
- to foster self-esteem and positive social relationships, especially within the advisory group;
- to follow academic progress by keeping in contact with the other teachers;
- to work with the other teachers to help students if they are having academic or social problems;
- to be the key link between a student's teachers and parents;
- to help students to develop good social skills, such as learning to make friends, deal with frustration, and resolve conflict;
- to help students to learn to deal with emotions and problems of maturing, formulating values, and making decisions;
- to create a better understanding of the world we live in by discussing current problems;
- to inspire students to develop a sense of responsibility within the school and the global community.

In September, advisors and advisees take an Outward Bound team-building trip together. The sixth graders spend four nights in the Savoie region of the French Alps while the seventh graders spend seven nights at Ullswater in the rugged Lake District of northern England. 8th grade travels to an island off of the coast of the Netherlands for a water-based program. By the end of the week, no student is 'new' to the Middle School.

## **THE MIDDLE SCHOOL COUNSELOR**

The Counselors, Anthony Suzzi-Valli and Jocelyn Kerr, support students and

families in a variety of special roles. These include:

- meeting with individual students or with a small group to discuss personal, social or academic concerns;
- providing guidance to families concerning your development, either intellectually, socially, or in any other way;
- referring families to professional tutors or other resources outside of the school in cases where they may need extra support.

## **THE LEARNING SUPPORT TEACHERS**

When students have a special need that makes it harder for them to succeed in their school work, they may get special skills classes from these teachers.

## **THE EAL TEACHERS**

Only half of ASP's students speak English as their mother tongue. When the other half are still in the earlier stages of learning the language get support from teachers of English as an Additional Language.

## **THE MIDDLE SCHOOL ASSISTANT**

Patricia Connor is responsible for reporting on student absences, taking parent requests for conferences, recording late arrivals and early departures.

Parents may call Tricia and ask her to give students a message, but this should only be done if the matter is urgent. The MS Office number is: 01 41 12 82 74

## THE SCHOOL NURSE

The School Nurses are present until 5:00 p.m. If students ever have to take a medication, whether prescription or over-the-counter, it must be kept in the Nurse's Office.

If a student feels ill during the school day, the student may ask their teacher to go to

## ACTIVITIES

Many different activities take place after school. The late buses are available for students involved in extracurricular activities, as long as they are regular riders of the ASP buses. The buses in this limited service leave the campus at 5:15 and 6:30.

### EXAMPLES OF AFTER-SCHOOL ACTIVITIES

**The Art Club** is open weekly for those who want even more art time than they get in their regular art classes.

**Math Counts** is an inter-school competitive mathematics program. Students meet once or twice a week through the first half of the year in order to prepare. They practice solving challenging problems both individually and as team members.

**Model United Nations Club** meets weekly to role-play and debate international issues, leading to possible participation in conferences with other schools.

**The Middle School Musical** is a major event in our school community. Rehearsals and production take place in the spring preparing for performances in the PAC.

the nurse's office. Once the student has recovered, the Nurse will give them a note and sending them back to class. If necessary, she can call a doctor, or call parents.

**The String Ensemble** meets weekly for players of the violin and related instruments to work together under the leadership of a strings teacher.

**The Student Voice** plays a central role in the life of the Middle School. It coordinates numerous activities throughout the year that serve the school community as well as the wider world. It is based on voluntary membership throughout the year. Students participate in regular Leadership Roundtables, and organize themselves into action groups to effect change in the Middle School .

**Middle School/Upper School Yearbook Club** members write, design and edit the section of the annual ASP yearbook devoted to the Middle School. Students will be taking pictures and creating pages for the annual publication.

### MIDDLE SCHOOL SPORTS PROGRAM

Middle School Intramural Sports change each of the three trimesters. Examples include basketball, soccer, and cross-country running, track and field, and softball. These meet after school, usually ending by 5:00 p.m.

## UPPER SCHOOL ATHLETICS PROGRAM

Junior Varsity sports teams, under the sponsorship of the Upper School Athletics Department, are open to certain eligible Middle School students. These teams require several afternoons of training each week, often until 6:30 p.m., along with weekend matches against other schools. The seasons end with participation in the International Schools Sports Tournaments (ISST's).

Grade 7 students may be authorized to join Cross-country, Swimming, and Track and Field. However, they are not permitted to participate in competitions that require absence from school. With teacher

approval they may be able to join the teams that compete at the ISST tournaments at the end of each season.

Grade 8 students may participate fully in all Upper School athletics if they are in good academic standing.

During the season, students must keep up with their academic responsibilities. Before missing classes for an athletic or extra-curricular event, students will be asked to gather signatures on permission slips from their teachers and advisors indicating that they are in good academic standing and able to participate in the upcoming event.

## PRACTICAL INFORMATION

### LOCKERS AND PERSONAL BELONGINGS

Middle School students are expected to be responsible for their belongings and to keep them safely in their backpacks during the school day. Student names should be marked on wallets, calculators, and other personal items.

Students should leave valuable personal items at home. Gaming devices, expensive headphones, music devices, personal laptops, tablets, for example, should not be brought to school. Each student will be assigned a laptop locker which can hold their laptop, a small bag and their cell phones. In addition, there are 50 lockers available to students outside of the MS office that can be used on an as-needed basis by students.

### SMART PHONE POLICY

On arrival at school all smartphones should put away in the laptop lockers and

remain there throughout the day unless instructed otherwise by their teachers. Students should not carry phones in their pockets during class time and should not take them out during the morning break or lunch.

**Exceptions:** Students may use their smartphones in class if requested or permitted by the teacher. Smartphones can be powerful learning devices that can be appropriately used in the classroom or on field trips.

**Consequences:** Students who are using their smartphones inappropriately may have them confiscated and kept in the Middle School office until the end of the day. If there are repeated instances of inappropriate use, the student may be prohibited from bringing a smartphone to school.

## **THE CAFETERIA**

Students are free to bring lunch from home every day or else to buy whatever they like in the Cafeteria using the Cafeteria card. Students can eat lunch either in the Cafeteria or at the picnic tables on the lower terrace. Students who are staying after school for sports or activities can get a snack in the Cafeteria until 4:00 pm.

## **THE LIBRARIES**

Middle School students can use two different libraries: sixth graders should use

La Bibliothèque and seventh and eighth graders should use the Upper School Library. Both libraries have a wide variety of suitable literature and non-fiction. Both also have fine reference facilities, including internet access.

Daily newspapers and periodicals are on hand and librarians are available to assist students. The libraries are open from 8:30-5:00 Monday-Thursday. Any students who want to go to the library after school should sign in with Tricia and then report to the library.

## **FAQS FOR STUDENTS**

### **What should my parents do if I am absent?**

Your parents are asked to let us know about this by the start of school in the morning, explain the reason for the absence, and tell us how long they expect that you will be out. Your parents should call Tricia: 01 41 12 82 74 or e-mail her at [pconnor@asparis.fr](mailto:pconnor@asparis.fr)

### **What should I do if I'm absent?**

It is your responsibility to check Haiku and to call a classmate and find out what work you have missed. Please do your best not to be absent! You can never really make up for classes that you miss, since so much of what you learn takes place in the classroom, and is not just from books. Teachers cannot make up for missed classes.

### **How many times may I be absent?**

*Having more than five unexcused absences per term is considered excessive. If you are absent more than this, you may receive no report card grades for that term.*

### **What do I do if I arrive late or leave early?**

You should be in your Advisory room by 8:45 a.m.. If you arrive late (after 9:00 a.m.), you should sign in on the iPad on Tricia's desk. For special medical or dental treatment, your parents are urged to make such appointments for times after 4:00. If you are being picked up during the school day for an appointment, your parents are asked to notify the Middle School Office by phone or [email](#), explaining that you need to leave early. You must sign yourself out at the Middle School Office and obtain an Exit Pass which will allow you to exit past the gate guard.

### **May I stay after school?**

You may remain at school after 3:40 p.m. if you are a member of an organized school activity. If you wish to remain on campus for other valid reasons (e.g., working with a teacher, doing research in one of the libraries, or attending a sports game) you are permitted to do so if you have signed-in on Tricia's desk, indicating where you will be. You may not stay after

school simply for social reasons, and you may not stay in classrooms unless you are being supervised by a teacher.

### **Can I use the phone in the Office?**

Tricia will always let you call home from the Office phone.

### **May I bring a guest to school?**

At times, you may wish to invite a friend to spend a day with you at ASP. In such cases, your parents are asked to write to the Director at least **two days** in advance and to provide contact information for your guest. You will usually get permission to do this as long as you are in good academic standing, and if the visit does not interfere with any classes.

To get permission to bring a guest to school, pick up a permission form from the Middle School Office and have each teacher and your counselor sign the form. Guests are not permitted to attend our off-campus trips, nor may you invite guests to our school dances/parties.

### **Who should I turn to if I'm upset?**

You could begin by talking to your advisor, but you can also turn to the Counselor, other teachers or the Director.

### **What are the bus rules?**

Students must safely wait for the bus on the sidewalk and board the bus in an

orderly manner. Once the horn sounds at 3:40, you should immediately board the bus.

You should: stay seated and keep your seat belt fastened; respect what the bus monitors and drivers tell you; behave and use language in ways that are appropriate for school. You may not eat or drink (other than water) on the bus.

Bus monitors are asked to report to the Director when students are not behaving properly. If there are repeated reports or any serious misbehavior, students may be suspended from using the bus.

### **What do I do if I lose my Cafeteria card?**

Your parents must register the lost card on the parent portal on the ASP website. We will create a new card for you quickly, but there is a €20 fee.

# **NOTES**



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