



# School Handbook, 2018-19

*... with additional K-12 French Immersion information*



**3875 Kincaid Street**

**Eugene, Oregon 97405**

**Office: (541) 790-7080**

**Attendance: (541) 790-7092**

**<http://charlemagne.4j.lane.edu>**

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# WELCOME

Bienvenue à Charlemagne! Nous sommes si heureux que vous faites partie de notre communauté.

We look forward to the year ahead working together to support your student's growth and development as an emerging bilingual. At Charlemagne, we are committed to empowering every student to acquire the crucial academic and interpersonal skills necessary for participating and communicating in an international, multilingual community. Our work is to prepare empathetic global citizens who can respond creatively to an increasingly interdependent world.

We are proud to be one of the most established immersion elementary schools in Eugene and in the state of Oregon. We wholly believe in the benefits of our language immersion program in which students develop oral and written fluency in French and English. The hallmarks of our school include:

- An articulated and integrated curriculum in grades K-5
- A differentiated approach for a variety of learners
- A culturally-rich curriculum that exposes students to the breadth and depth of the Francophone world
- A diverse and committed community of families

Your student's enrollment at Charlemagne French Immersion is the first step in an exciting journey that opens worlds. At the end of 5th grade, French Immersion students attend Roosevelt Middle School with their cohort for grades 6-8. From there, students enter the immersion program at the Eugene International High School at South Eugene High School for grades 9-12. Successful completion of Eugene IHS at South earns immersion students a special medallion, a beautiful graduation ceremony, and a chance to demonstrate French language proficiency by earning the Oregon State Seal of Biliteracy.

We eagerly anticipate your student's journey this year and beyond and expect to be partners in their education. On the following pages, you will be introduced to our vision, mission and core values along with some of the policies and practices we use to keep our school running smoothly. We invite you to consider these fundamental components of our school and share with us your questions, comments and curiosity.

## **Vision**

We strive to support each student by creating a safe, structured and student-centered learning environment. This is accomplished through differentiated instruction, culturally responsive practices and high levels of student engagement with a francophone focus.

## **Purpose**

The French Immersion community will empower every child to acquire the French and English academic and interpersonal skills necessary to become a kind, empathetic, contributing member of society and will support their path to becoming global citizens.

## **Core Values**

- We create a learning environment that is inclusive, appreciative and respectful of our diverse community.
- We believe every student is an important member of our learning community.
- We know as a community we are more successful together.
- We model and support a growth mindset through which all individuals can learn and grow.

## **Notice of non-discrimination**

Eugene School District 4J policy AC prohibits discrimination or harassment in educational programs, activities, services or employment on the basis of the person's actual or perceived protected class status, including disability, race, color, national origin, ethnicity, sex, sexual orientation, gender identity or expression, age, religion, marital status, socioeconomic status, source of income, cultural background, familial status, physical characteristics, or linguistic characteristics of a national origin group.

The following district-level staff have been designated to handle inquiries regarding non-discrimination policies:

Superintendent's Office:	541-790-7707
Title IX Coordinator, Jeff Johnson	541-790-7559
Special Education, Dr. Cheryl Linder	541-790-7800

District address: 200 N. Monroe Street, Eugene, OR 97402

# CLASSROOMS and COMMUNICATION

We look forward to partnering in your student's education and we welcome all families in our school community.

Open and constructive communication is a key element to our shared success. *We respectfully request you call the office or email staff to arrange meetings*; our teachers must give their full attention to their classrooms and *cannot* pause for a drop-in visit either before or after school.

You can expect to receive weekly communication from teachers, the principal and parent group with updates on classroom instruction and other relevant school news. In addition to school-wide parent-teacher conferences, you can arrange additional meetings with teachers to discuss your student's progress. Teachers are available to speak on the phone, respond to emails, and meet with families outside of class with an agreed upon appointment time.

Please be sure to contact your student's teacher and the school counselor if there are significant changes at home that could affect the emotional life of your student. These changes may be temporary or profound. When teachers are informed, they can better support your student.

## 2018-19 Staff Members

<b>Principal</b>	Mme Courtney Leonard	leonard@4j.lane.edu
<b>Secretary</b>	Mme Bernadette Conover	conover_b@4j.lane.edu
<b>Counselor</b>	Mme Laura Dale	dale_l@4j.lane.edu
<b>Head Custodian</b>	M Brad Elliott	elliott_b@4j.lane.edu

## General Staff

<b>Food Service/YMCA Fun Club</b>	Mme Veronica Tift	<a href="mailto:beauchamp_v@4j.lane.edu">beauchamp_v@4j.lane.edu</a>
<b>Night Custodian</b>	M Rob Potter	<a href="mailto:potter_r@4j.lane.edu">potter_r@4j.lane.edu</a>
<b>Nurse</b>	Mme Lourie Morgan	morgan_l@4j.lane.edu
<b>Technology</b>	Mme Erica Bowman	bowman_e@4j.lane.edu

**Classroom Teachers**

<b>Kindergarten</b>	Mme Michele Jensen Mme Elise Salmond	jensen_m@4j.lane.edu salmond_e@4j.lane.edu
<b>First Grade</b>	M Soumagail Moussa Mme Sara Roadman Mme Erika Wolf	moussa_s@4j.lane.edu roadman_s@4j.lane.edu wolf_e@4j.lane.edu
<b>Second Grade</b>	Mme Aurelie Sion Mme Kim Pash-Bell	noble_a@4j.lane.edu pash_k@4j.lane.edu
<b>Third Grade</b>	Mme Ariel Boggs Mme Anou Hampshire	boggs_a@4j.lane.edu hampshire_a@4j.lane.edu
<b>Fourth Grade</b>	Mme Shelli Hopper-Moore Mme Jana Kincaid	hopper_s@4j.lane.edu kincaid_j@4j.lane.edu
<b>Fifth Grade</b>	Mme Adrienne Carlson Mme Carrie Grabowski	carlson_a@4j.lane.edu grabowski_c@4j.lane.edu
<b>Special Education</b>	Mme Mary Gevatosky	gevatosky_m@4j.lane.edu
<b>Music</b>	M Robin Chappell	chappell@4j.lane.edu
<b>PE</b>	Mme Chrisanne Mehl	mehl@4j.lane.edu

**Office and Attendance Lines**

The main office is open to accept calls and direct your questions between the hours of 7:45 am and 3:30 pm every day school is in session. Please understand the first and last fifteen minutes of the school day are the busiest and we may not be as responsive as other times of the day.

For attendance calls, *please do not call the front office line*. It is important we keep this line open for emergencies. This line will take messages 24 hours a day. If your child is absent, you will receive a call at 9:30 am if it has not been excused. If your child has an unexcused tardy, you will receive a call at 5:00 pm to notify you.

**Additional Contacts and Questions**

<b>For Information About</b>	<b>Contact</b>	<b>Best Method</b>
Attendance	Leave a message	541-790-7092
Your student	Classroom teacher	Email the teacher directly Leave a message: (541) 790-7080
Classroom curriculum and instruction, academic pacing, group dynamics	Classroom teacher	Email the teacher directly Leave a message: (541) 790-7080
Attendance support, friendships or friend groups, social-emotional skills, 504 plans, school transitions, outside services	School Counselor	dale_l@4j.lane.edu (541) 790-7080
Payments, calendar, enrollment, attendance, all additional questions	School Secretary	conover_b@4j.lane.edu (541) 790-7080
Breakfast or lunch YMCA Fun Club (before and after school)	Ms. Veronica	(541) 790-7080
Safety, staffing, operations, program, discipline, additional classroom questions	Principal	Email for appointment Call front office for appointment Stop by office at drop off/pick up
Talented and Gifted	Jana Kincaid	kincaid_j@4j.lane.edu
Parent Group	Parent Group Co-Chairs	frenchiepto@gmail.com
Site Council Meetings	Principal	Email for appointment Call front office for appointment Stop by office at drop off/pick up
Custodial Support	Brad Elliot	(541) 790-7080

### **Site Council and Parent Group**

We have structures and processes for stakeholders to become involved in the development and implementation of French Immersion program initiatives in cooperation with other families, teachers and staff. Students and families are encouraged and invited to share their questions, concerns and successes about French Immersion by contacting their child's teacher, Site Council representative, Parent Group chairs, or principal. ☒

The **Charlemagne Site Council** meets the second Wednesday of each month. The group works collaboratively to help improve and facilitate the school program as a whole focusing on vision, purpose, academics, professional development and school culture.

Every year, Site Council collaboratively analyzes and evaluates the academic achievement of all students in the school. After reviewing the school's academic performance and professed program goals, Site Council and the principal create the school improvement plan (SIP). Once developed, the SIP is submitted by the school to the district for approval for three years. Meetings are open to everyone. Members include the principal, a classified employee, two parents, and at least four teachers. Elections for parent site council representatives are held in May each year.

The **Charlemagne Parent Group** meets the third Tuesday of every month. We encourage all families to attend the meeting. Meeting topics are relayed through the school eNews. Childcare is provided. Open executive board positions-- chair or co-chairs, secretary, treasurer, assistant treasurer, fundraising chair and volunteer coordinator-- will be advertised in April with elections at the May meeting.

### **Encouraging Involvement and Support**☒

The active engagement of our families is especially critical to our shared success. The French Immersion community believes the hands-on involvement of families will facilitate communication and a better understanding of the program at all levels.

Families can directly and indirectly contribute their time and talents in many ways including: ☒

- Supporting students with homework ☒
- Volunteering at school ☒
- Taking on leadership positions such as Parent Group and Site Council ☒
- Attending the high school French Immersion Steering Committee
- Organizing and participating in fundraising and community-building activities

- Joining committees, serving as room parents, chaperoning field trips or volunteering for specific classroom activities

You can further support your student's success at Charlemagne by considering the following:

- Students are usually very tired during their first weeks of school and require more sleep and snacks.
- Encourage your student, especially if they don't understand everything initially. Remind them you are happy they are learning French and that they are attending Charlemagne.
- Validate your student's concerns by reminding them to ask questions and to watch and listen in class.
- Remind your student to be patient. Language comprehension precedes production.
- Your student may not want to speak French outside the classroom initially. Do not be surprised if your student does not want to speak French to you, or other friends and family members.
- Support your student by taking an interest in their homework and giving help when needed or suggested by teachers.
- Purchase or check out library books in French. Look online for age-appropriate French language sites.
- Share your excitement and pride with your student!

### **Directory**

The student directory is for the use of Charlemagne families and students only. It is not to be used for business, commercial, or fundraising activities not sponsored by the school, nor is it to be released to other organizations, businesses or persons.

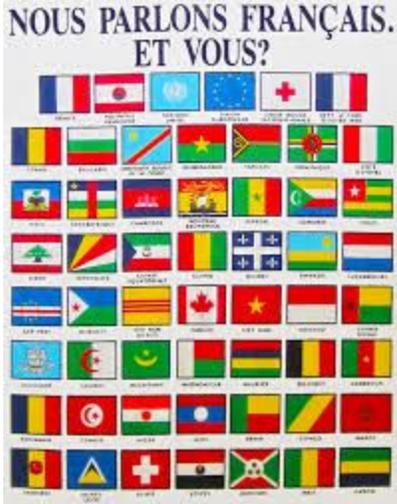
### **Contact Information**

Please keep your family information updated and current. In case of an emergency, this is the information we use to contact an authorized adult to care for your child. Please add email addresses and phone numbers. *If you have a change of address, proof of residency is required.*

## SCHEDULE AND POLICIES

The following information helps us run our school smoothly and efficiently. Thanks in advance for your thoughtful support and please do not hesitate to contact us for more information and further clarification.

### School Schedule

<b>Monday through Thursday</b>		<b>Friday Early Release @ 1:45</b>	
7:00 - 8:00	YMCA before school program	8:30 - 1:45	Recess and lunch times same as Monday - Thursday
8:00 - 8:20	Drop off and supervision in cafeteria	1:45 - 1:55	Pick up
8:20	First bell: Students enter classrooms		
8:30	School starts Morning attendance taken		
9:35 - 9:50	Recess: Kindergarten		
9:55 - 10:10	Recess: 1 <sup>st</sup> and 2 <sup>nd</sup> grade		
10:15 - 10:30	Recess: 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> grade		
11:35 - 11:55	Lunch: Kindergarten, 1 <sup>st</sup> , 2 <sup>nd</sup> grade Recess: 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> grade		
11:55 - 12:15	Lunch: 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> grade lunch Recess: Kindergarten, 1 <sup>st</sup> , 2 <sup>nd</sup> grade		
12:15	Transition back to class Afternoon attendance taken		
3:00	Dismissal bell		
3:00 - 3:10	Pick up		
3:00 - 6:00	YMCA after school program		
3:45	Office closes		

The school calendar is on our website and contains a full listing of non-school days and breaks. The 4J school district website has similar information: <https://www.4j.lane.edu/>.

### **After School Supervision**

Charlemagne supervises students between the hours of 8:00 am - 3:10 pm Monday through Thursday and 8:00 am - 1:55 pm on Friday. We also supervise during official school events that occur outside of regular school hours. Students are not allowed to remain on campus unsupervised. Please make sure to prearrange for early release and non-school days. Students left unattended on the playground who break school rules may lose the privilege of being on campus outside of supervised times.

### **YMCA**

The YMCA will provide on-site care before and after school for our students. Charlemagne began services with YMCA many years ago and we are proud of our long-lasting relationship.

Before school care will begin at 7:00 am and the after school program will be available up to 6:00 pm, Monday through Friday. Registration forms are available in the main office, as well as on the YMCA website.

Please note that childcare will continue to be provided on no school days but will be provided at the YMCA. If you have further questions please contact Holly at 541-686-9622 or e-mail [holly@eugeneymca.org](mailto:holly@eugeneymca.org). You can further explore the YMCA's services at their website at [www.eugeneymca.org](http://www.eugeneymca.org).

### **Drop off/Pick up**

Drop off and pick up happens in both the back parking off Potter Street and the front parking lot off Kincaid Street:

**Back parking lot:** Kindergarten and 3rd grade

**Front parking lot:** 1st, 2nd, 4th and 5th grade

If there are siblings, the older student will travel to the younger student's location after checking out with their teacher unless other arrangements have been made by the family and teacher.

Student safety is our number one concern. Please follow these simple rules to ensure an accident-free year:

- Do not stop where your child is standing to pick them up. If there is empty space in front of you, pull forward. Continue to move forward so traffic is not backed up.
- Drive slowly and do not jump ahead to an open space. Everyone should pull forward.
- Remain in your vehicle at all times. If you need to get out of your car to find your child or help them in and out, please find a parking space.
- Allow children to enter the vehicle on the curb side only.
- Drive slowly in the neighborhood approaching school and the driveway.
- Display your child's name and grade in the window to help teachers recognize vehicle to student.

### **Attendance**

To achieve in school, students must be present on a regular basis. Regular attendance is mandatory for students in accordance with the regulations of the Eugene 4J School district and those specified in the ORS 339.010 – ORS 339.090. Attendance and punctuality are important responsibilities of the parent/guardian.

With the support of their families, Charlemagne Elementary School expects all students to:

- Attend classes regularly.
- Be on time when reporting to school and to classes.
- Make up missed work due to an absence or tardy in order to not miss learning.

Families who monitor attendance closely increase student success. You can help by:

- Being informed about attendance policies.
- Dropping your student off during the appropriate time.
- Calling the attendance line to report absences by 9:00 a.m. on the day of the absence.
- Remembering to provide a reason for the absence including illness, doctor, dental and family emergency.
- Pre-arranging absences of greater than two days with the principal

**Excused absences** are defined by state law and school board policy as illness or doctor's appointments, school event, death in the family or family emergency. **Unexcused absences** and **tardies** are a violation of the compulsory attendance law ORS.339.010.

If your student is absent or tardy you must contact the Charlemagne office:

- **By phone:** Call the 24-hour attendance line (541-790-7092) before 9:00 am to report an absence or tardy and request that it be excused.
- **In writing:** If you cannot call, write a note requesting the absence or tardy be excused. The note must include the reason for absence, the student's name, and date(s). Students should bring their attendance note to the office the day they return to school.

- **Via e-mail:** Parents who have provided an e-mail address in their students' information record may also request that an absence or tardy be excused by replying to automated attendance e-mail messages and providing the absence or tardy reason.

A parent and/or guardian must contact the attendance office **within two school days** after the student returns to school to excuse an absence. The absence will remain unexcused after two days without notification.

A student is considered **excessively absent** when there are:

- **Two full days** or **4 half-days** of unexcused absences in a four-week period. *We will mail an attendance letter home.*
- **Four full day** unexcused absences or **8 half-day** unexcused absences in a 4 week period. *We will refer the student to a county truancy officer for a violation of the compulsory attendance law 339.010.*

Students with excessive absences who are out for longer than three days may be required to provide a note from a physician or clinic verifying illness in order for an absence to be excused.

At **ten consecutive absences**, even planned, prearranged or excused absences, Oregon Law requires the school to drop students from enrollment. There are no exceptions to this law. Schools are not allowed to collect state funding past 10 days for a student who is not in attendance. Absences due to suspension or religious holidays are included in the 10-day absence totals.

*Due to school choice rules, an absence of greater than 10 days will forfeit your child's seat at Charlemagne. To re-enroll, you must enter the lottery for the following year.*

Absences during the school day may be arranged for through the office. An absence for medical or dental appointments should be prearranged when possible. These appointments should be scheduled to miss as little class time as possible, as makeup work cannot duplicate actual classroom learning.

### **Field Trips**

Charlemagne takes pride in the many field trips we have developed for students. Some field trips are annual events that are specific to a grade level including Canoe Island for 5th grade, State Capitol for 4th grade, Jordan Schnitzer Museum of Art for 3rd grade. Other field trips are planned as opportunities arise each year.

Field trips are meant to be a fun, educational way for students to interact with the world around them. For many of our field trips, we rely on parent volunteers to chaperone.

Students, please know on field trips:

- All school rules apply. We stay safe and under control.
- You are representatives of our school in public.
- All adults on the field trip should be treated with respect.
- You must respond to the guidance of the adults present.
- Learn a lot and have fun!

Parents and guardians, please remember the following:

- Field trips are for students.
- Please follow the directions of the organizing teachers. We take great care in planning successful trips.
- Support **all** students, not just your own child or those in your charge.
- Model the behaviors you expect of others.
- Learn a lot and have fun!

If each of the participating groups does its best to follow the tips above, our field trips will continue to be the exciting, educational, fun events we expect and hope to continue to offer our students. Thanks in advance for your continued cooperation and excellent participation.

### **Wellness Policy**

To help ensure 4J students have the opportunity to eat well, be active, and learn about healthy choices, the Eugene School District adopted a comprehensive wellness policy in 2006.

Children and adolescents need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive. With childhood obesity increasing across the nation, the role schools play in promoting sound nutrition and physical exercise is crucially important.

All schools and classrooms must adhere to the wellness policy, including the distribution of snacks. Specific information regarding the 4J Wellness Policy can be found here:

<http://www.4j.lane.edu/nutrition/wellness/elementaryschools/>

### **Cafeteria**

Both breakfast and lunch are served in our cafeteria. All lunch meal plans may be purchased through our school cafeteria or online. Checks must be made out to 4J Nutrition Services or you can pay in cash in the cafeteria.

If you wish to pay online, there is a service fee attached to online payments of 6%:

- Go to [www.4j.lane.edu](http://www.4j.lane.edu):
- Departments → Nutrition services → Prices and payment link → MealTime Online
- Type in your student's ID number found on their report card and follow the online directions.
- If you are unsure of your students ID number you may type in 999999 and your student's name and school.

If a student was a part of the **free or reduced lunch program** last year, you must **complete a new form** in order to have the same status this year. The Free and Reduced lunch forms will be mailed out in a packet with the district calendar to you. If you need a new form, please go to the 4J website at <http://www.4j.lane.edu/nutrition>.

Please remember if you do not get this form completed at the start of the school year, your student(s) will return to full price status by the first of October. The district has 10 days from the date of receiving your application to process before the reduced status can apply.

### **Allergies**

Charlemagne has multiple students with life threatening allergies to **peanuts, tree nuts** and **other foods**. Reactions can happen when students come into direct contact with the food or even surfaces that have residue from that food.

We ask for your help in keeping our students safe. All classrooms at Charlemagne have been designated peanut/nut aware. This means we don't allow nuts or foods containing nuts in the classrooms. Please do not send any snacks, including for parties, to be eaten in class that may contain peanuts or nuts. Even trace amounts can cause a severe life threatening reaction.

Our cafeteria has a "no nut" table where some of the students with allergies choose to sit. If your child chooses to sit at these tables, their lunches cannot contain any nut products, even trace amounts, and must be approved by the principal. Lunchroom supervisors will be checking the food at these tables to ensure safety.

Nuts are allowed in the rest of the cafeteria so please be sure your student knows when their lunch contains nut products by reading product labels carefully and reminding your student. We try to remind students who bring peanuts and tree nuts to **wash or sanitize their hands before moving to the playground**, but it's not always possible to monitor which students have those foods. We ask you support this at home by reminding your child to be aware of other's allergies and wash their hands if they have nut products for lunch.

### **Medications at School**

Trained school staff may give prescription and non-prescription medications. If your student needs to have medication at school on a daily, temporary, as-needed, or emergency basis in order to remain in school, please notify the school as soon as possible to review the district's policy and fill out required forms. Clear and timely communication with the school nurse and the school staff is especially important.

Here are the requirements for school personnel to administer medications to students:

- Medications are current and not expired.
- Current year permission slip with parent or guardian's signature that includes name of student, name of medication, route, dosage, frequency of administration, and reason for use. Any special instructions should also be included, e.g. crush pills, etc.
- Prescription meds must have the label or the practitioner must sign the permission slip along with the parent or guardian.
- Condition specific health form with details about student's condition, updated when or if changes occur.
- Non-prescription meds can be given with parent only permission if they are in the original container and used only for what's FDA approved and consistent with manufacturer's guidelines.
- For non-prescription medication that is not FDA approved, a written order from the students' prescriber is required that includes the name of the student, name of the medication, dosage, method of administration, frequency of administration, a statement that the medication must be administered while the student is in school, any other special instructions, and the signature of the prescriber.

### **Healthy Kids at School**

Elementary students need about 10 hours of sleep every night. Routines, regular bedtime, and good nutrition facilitate learning. Keep immunizations up to date and get a flu shot as recommended by your doctor. The best prevention for spread of infection is frequent hand washing with soap and warm water for at least 20 seconds. Remember when your student is truly sick they won't be able to concentrate well at school and may spread their germs. Please inform the office of the nature of your student's illness if they become ill.

Keep your student home if they have:

- Vomited or have had diarrhea with or without fever. Keep them home for 24- hours past the last incident. Forty-eight hours is best to prevent germs from spreading.
- A fever of greater than 100 degrees. Your child should be naturally fever free for 24-hours.
- A very bad cold or cough with or without a fever and they cannot contain their mucous, e.g. brown or green drainage from nose.
- Symptoms or complaints that prevent them from participating in usual school activities, such as a persistent cough, or unusual behavior changes, such as irritability or lethargy.
- A stiff neck or headache with fever.
- Any rash with or without fever including skin lesions that are weeping.
- Colored drainage from their eyes.

### **Technology and Toys**

Video games, laser pens, iPods, tablets, and other items are not allowed at school as they create unnecessary distractions. Electronic devices such as cell phones or smart watches are permitted for emergencies but must remain **off and away** during the school day.

Administrators may temporarily confiscate an electronic device that is used inappropriately.

Similarly, please do not allow students to bring toys from home to school unless you've had express communication from a teacher.

Charlemagne is not liable or responsible for the loss or theft of devices or other personal property.

### **Clothing and Lost and Found**

It is important students wear clothes in which they feel comfortable and secure. Students should be able to move all around without having to adjust clothing. They should also wear shoes that are appropriate for running, skipping and jumping; flip-flops are not appropriate for school.

Students will have PE and outdoor recess most days of the school year, even when it is cold and rainy, and will need to be dressed appropriately in layers with closed-toe shoes.

When students lose an article of clothing, it might be retrieved in the Lost and Found located in the cafeteria. Please mark all belongings so staff may assist in returning possessions. Lost and Found items will be donated to charity on the last day before winter break, spring break and summer.

## POSITIVE BEHAVIOR SUPPORT

Charlemagne utilizes a system of positive behavior support to encourage appropriate and reasonable behavior by students. We have three school rules:

- Be safe.
- Be respectful.
- Be responsible.

Students receive a *Chapeau* for behavior that is improved or exemplary. Students may receive a *Domage* if they violate a school rule. We use a progressive discipline model for students with increasing consequences; we also use restorative practices to encourage student participation in the community. Accountability for misbehavior is meant to be educational, inclusive and restore relationships rather than punish. We consider a student's age, developmental history, time in school and previous behavior before responding to behavior infractions.

Our three school rules apply in all the areas of our building:

<b>STAIRS</b>	<b>PLAYGROUND</b>
<p><b>Be safe</b> Face forward at all times. Use walking feet. Walk on right side of stairs. Step on every stair step. Stay in line when walking with your class. Keep hands, feet and objects to yourself. Keep one hand on stairwell railing.</p> <p><b>Be Respectful</b> Use quiet voices. Follow adult instructions.</p> <p><b>Be Responsible</b> Set a good example for others.</p>	<p><b>Be Safe</b> Leave bark chips, sticks and other objects on the ground. Use equipment safely and appropriately. Remain in assigned boundaries.</p> <p><b>Be Respectful</b> Follow adult instructions. Use kind words and actions. Play by the rules of the game. Play fairly.</p> <p><b>Be Responsible</b> Set a good example for others. Pick up your personal belongings. Return balls and other equipment to their designated place.</p>

<b>Restrooms</b>	<b>Carpool</b>
<p><b>Be Safe</b> Keep floor and sink area dry and clean. Report unsafe behaviors to an adult. Keep hands, feet and objects to yourself.</p> <p><b>Be Respectful</b> Use quiet voices. Respect others' privacy. Return to class quickly.</p> <p><b>Be Responsible</b> Use school property appropriately. Place paper towels in the trash. Flush toilet each time after use. Wash hands after using restroom.</p>	<p><b>Be Safe</b> Walk facing forward. Walk on correct side of the breezeway/hallway. Keep hands, feet and objects to yourself.</p> <p><b>Be Respectful</b> Use quiet voices. Follow adult instructions. Walk directly to car pool area.</p> <p><b>Be Responsible</b> Have all school materials before leaving classroom. Say goodbye to your teacher before leaving. Set an example for others. Face forward looking for your ride at all times.</p>
<b>Breezeway</b>	<b>Hallway</b>
<p><b>Be Safe</b> Walk facing forward. Walk on correct side of the walkway. Keep hands, feet and objects to yourself. Stay in line with your class.</p> <p><b>Be Respectful</b> Remain quiet. Follow adult instructions.</p> <p><b>Be Responsible</b> Set an example for others. Stay focused on your task.</p>	<p><b>Be Safe</b> Use walking feet at all times. Face forward while walking. Walk on correct side of the walkway. Keep hands, feet and objects to yourself. Stay in line with your class.</p> <p><b>Be Respectful</b> Remain quiet. Follow adult instructions.</p> <p><b>Be Responsible</b> Set an example for others. Stay focused on your task.</p>

<b>Classroom</b>	<b>Gym</b>
<p><b>Be Safe</b> Line up appropriately. Keep hands, feet and objects to yourself. Stay in assigned area.</p> <p><b>Be Respectful</b> Use quiet voices. Follow adult instructions. Use kind words. Wait your turn. Raise your hand. Demonstrate a positive and courteous attitude.</p> <p><b>Be Responsible</b> Stay on task. Complete and turn in work. Use materials appropriately. Keep your area clean. Ask and receive permission before using others' belongings.</p>	<p><b>Be Safe</b> Listen to teacher instructions before beginning an activity. Use equipment safely and appropriately. Remain in assigned area.</p> <p><b>Be Respectful</b> Follow adult instructions. Use kind words and actions. Play by the rules of the game.</p> <p><b>Be Responsible</b> Set an example for others. Pick up your personal belongings. Return balls and other equipment to their designated places. Line up quietly during dismissal.</p>
<b>Library</b>	<b>Cafeteria</b>
<p><b>Be Safe</b> Carefully remove books from the shelves. Use walking feet at all times.</p> <p><b>Be Respectful</b> Use quiet voices at all times. Follow adult instructions. Put books back in the correct location when finished with them. Wait in line quietly to check out books.</p> <p><b>Be Responsible</b> Return library books on time. Treat the books with care. Set an example for others.</p>	<p><b>Be Safe</b> Walk at all times. Line up for hot lunch right away in a single file line. Approach the NUT FREE table only after teacher permission has been given. Remain seated while eating at all times</p> <p><b>Be Respectful</b> Quickly find a seat in your assigned area. Raise your hand to get teacher attention. You may get up out of your seat <u>only</u> to get: milk, water or use the trash. Quiet voices at all times. Lights off means voice off and face teacher.</p> <p><b>Be Responsible</b> Leave lunch line clean and tidy. Only touch your own personal food, no sharing. Clean up your area completely before leaving the cafeteria. Wait for adult permission to be excused.</p>

### **Be Safe, Be Respectful, Be Responsible**

Our tiered behavior system is broken down into three levels outlined below:

Level 1: <i>Dommage</i>	Level 2: <i>Alerte</i>	Level 3: <i>Envoi</i>
<p>A Level 1 occurs when students are not following school or classroom rules. This results in a verbal reminder, time away or another small consequence.</p>	<p>A Level 2 occurs when Level 1 behaviors continue or intensify. It results in filling out an Alerte form and a phone call home, time away from the classroom, student problem-solving sheet or a conference with the teacher.</p>	<p>A Level 3 is a serious misconduct or when Level Two behaviors continue or intensify. It results in removal from the classroom and administrative action including a Level 3 Envoi form.</p>
<p><b>Examples of Level 1 behaviors include:</b></p> <ul style="list-style-type: none"> <li>● Inappropriate language or comments</li> <li>● Roughhousing or not keeping hands, feet or objects to self</li> <li>● Not following directions</li> <li>● Talk-outs</li> <li>● Inappropriate language</li> </ul>	<p><b>Examples of Level 2 behaviors include:</b></p> <ul style="list-style-type: none"> <li>● Repeated Level 1 behaviors</li> <li>● Disrespect towards adults</li> <li>● Uncooperative behavior</li> <li>● Plagiarism or cheating</li> <li>● Dishonesty</li> <li>● Teasing</li> <li>● Verbal or physical provocation</li> <li>● Technology misuse</li> </ul>	<p><b>Examples of Level 3 behaviors include:</b></p> <ul style="list-style-type: none"> <li>● Not complying with Level 2 consequences</li> <li>● Technology violation</li> <li>● Obscenities or directed profanities</li> <li>● Alcohol, tobacco, drugs</li> <li>● Fighting or physical aggression</li> <li>● Defiance or non-compliance</li> <li>● Weapons</li> <li>● Bullying, harassment and intimidation</li> <li>● Threat of violence</li> <li>● Unsafe activities</li> <li>● Theft</li> </ul>

## **K-12 PROGRAM OVERVIEW**

The French Immersion program was established by the Eugene School District 4J in 1984 as an alternative school with the goal of educating global citizens. It remains a K-12 alternative program that:

- Engages students in higher level thinking, challenging them to problem solve, think critically, creatively, and innovatively, to evaluate, and to make important decisions.
- Involves students in learning experiences and opportunities that positively impact their personal development, character and citizenship in their schools and community.
- Broadens students' cultural life through access to literature, art, music and theatre in another language.
- Enhances and encourages the joy of lifelong learning.

In creating the original program, the designers expected students to reach high levels of language proficiency based on emerging research. Many of the original findings about language acquisition endure and the latest research reveals that:

- Learning a second language not only benefits students by enhancing their job prospects, travel experiences and cross-cultural skills, it also improves their cognitive abilities, resulting in improved proficiency with their first language.
- Brain stimulation that occurs when learning a second language increases divergent thinking, memory ability, and attention span.
- Children are capable of learning more than one language and even learning multiple languages at the same time.
- Learning a second language makes it easier to learn additional languages as the brain's sophistication for language learning grows.

## **Scope and Sequence**

The program model at **Charlemagne Elementary** is 50/50 with half the day or more in French.

- Kindergarten to 2nd grade:
  - French content: French Language Arts, Math, Science, Art, and Social Studies
  - English content: English Language Arts and Writing
  
- 3rd grade to 5th grade:
  - French content: French Language Arts, Social Studies, Science, Art
  - English content: English Language Arts, Writing, Math

The program model at **Roosevelt Middle School** requires students to spend more than a third of their day in French, learning Social Studies and Language Arts content.

At **South Eugene** in the **Eugene International High School** (Eugene IHS), French Immersion students spend a quarter of the day in French, learning Social Studies content and French Language Arts. Students have the opportunity to pursue the rigorous International Baccalaureate (IB) Diploma and we expect students to take IB French. Along with a regular high school diploma, French Immersion students can earn the honorary Eugene IHS diploma and the Oregon State Seal of Bilingualism.

## **Assessment and Evaluation**

Assessment and evaluation are essential components of teaching and learning in French. Without effective assessment and evaluation, it is impossible to know whether students have learned, whether teaching has been effective, and how to best address student learning needs. Eugene 4j uses teacher, state and internationally developed assessments and evaluations to inform students, families and teachers of progress.

Reporting on student learning can occur through many different mediums. Students will continually receive formative assessments identifying progress on a daily basis, proficiency based grades in core subject areas on report cards, French proficiency levels on report cards and a summative French communication report (STAMP Assessment) on their Reading, Writing, Listening, Speaking skills in 3<sup>rd</sup>, 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grades.

The French Immersion program has adopted the American Council for the Teaching of Foreign Language (ACTFL) standards in addition to the Common Core State Standards (CCSS).

The ACTFL allows students to be assessed on communication standards of reading, listening, speaking, communication and writing.

We have expectations for students based on the ACTFL domains at specific points during their French Immersion journey. We include these as markers for you and your student to gauge progress and development.

By the end of 2nd grade, students will:

- understand some everyday words, phrases and questions about themselves, their personal experiences and surroundings when people speak slowly and clearly.
- understand familiar words, phrases and simple sentences.
- interact with help using words, phrases and memorized expressions and answer simple questions on very familiar topics, and ask and answer simple questions, exchanging information in familiar situations using phrases and a series of sentences.
- provide information about themselves and their immediate surroundings using single words or memorized phrases.
- provide some basic information on familiar topics in lists, phrases and memorized expressions.

By the end of 5th grade, students will:

- understand the main ideas and some details on familiar topics expressed in sentences, short conversations, presentations and messages.
- understand the main idea and some details in texts that contain familiar vocabulary.
- begin and carry on a conversation on a limited number of familiar topics.
- provide information on familiar topics using a series of sentences with some detail.
- write on familiar topics and experiences using a series of sentences with some detail

By the end of 8th grade, students will:

- understand the main idea and many details on a familiar topic in a series of connected sentences, conversations, presentations and messages.
- understand the main idea and many details in texts that contain familiar vocabulary and some details in texts that contain unfamiliar vocabulary.
- state opinions and carry on a conversation on a variety of topics in uncomplicated situations.
- describe experiences, events, and plans and give opinions, narrate a story and make simple factual presentations using connected sentences with many details.
- write communications, descriptions and explanations on familiar topics using connected sentences with many details.

By the end of 12th grade, students will:

- understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest, follow stories and descriptions of some length and in various time frames, understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.
- understand the main idea and some supporting details on a variety of topics of personal and general interest, and follow stories and descriptions of some length and in various time frames and genres.
- participate in conversations about familiar topics that go beyond everyday life, talk in an organized way and with some detail about events and experiences in various time frames, describe people, places, and things in an organized way and with some detail, and handle a familiar situation with an unexpected complication.
- deliver organized presentations appropriate to the audience on a variety of topics, and present information about events and experiences in various time frames.
- write on general interest, academic, and professional topics, and write organized paragraphs about events and experiences in various time frames.