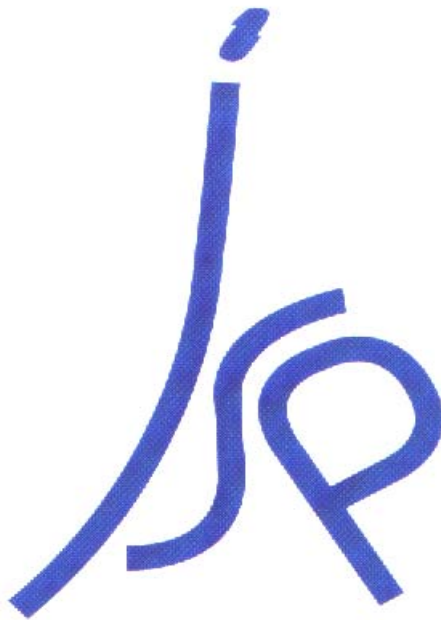


International School of Paris Primary School Handbook

2009-2010



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Vision and Mission

Vision

The Vision for the International School of Paris is to benefit from the diversity of its community in creating well-educated, internationally minded citizens.

Mission

The Mission of the International School of Paris is to create a challenging and motivating English-speaking environment where students and staff from around the world use the programmes of the International Baccalaureate and work in harmony to develop every student's full intellectual and human potential.

Philosophy

The International School of Paris believes that:

- Every student has an individual and a cultural set of experiences, skills and interests, which must be considered in the teaching and learning process.
- A diverse student body enriches the school community and provides a wealth of experience and resources.
- A thorough education includes the development of the qualities of compassion, tolerance, respect for the rights of all people, the skills for the peaceful resolution of conflict, and the development of environmental responsibility.
- School should prepare young people to provide leadership to meet the global challenges of the 21st Century.
- School should foster an atmosphere of academic excellence and encourage intellectual inquiry and critical thinking.
- Achievement in the physical, expressive and creative arts is an essential part of a holistic education.
- The School is a community, and social awareness, thoughtful interaction and effective communication among students, parents and staff is fundamental to its well-being.

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Organizational Structure

In most cases when parents/carers have questions or concerns, these should be addressed first to the teacher concerned (either class teacher or the teacher responsible for teaching that subject), as these are the people who will be able to help you are indicate who you need to speak to. The table below shows the levels of responsibility in the school.

These are the people responsible for...

The Board of Trustees

The Head of School

Primary and Secondary Principals

IB Coordinators for Primary Years,
Middle Years and Diploma
Programmes

Heads of Department, Coordinators
Secondary School Subject Teachers,
Primary School Class Teachers and
Specialists, Learning Support and EAL
Teachers

Secondary School Dean of students,
Primary and Secondary School
Homeroom Teachers, Counselor, Nurse,
Learning Support and EAL teachers

...these areas

Governance and Policy-setting

Implementation of Policy, Strategy and
Planning

Instructional Leadership and Daily
Operations

Curriculum Supervision

Specific Programmes

Classroom Teaching

Student Well-Being

Primary School Staff List

Primary School Principal: Richard Harrold
IB PYP Coordinator and Vice Principal: Danielle Beaulieu (Fiona Symons)

Primary School Administrative Assistants: Christine Estruga
Katarina Hodgson

Classroom Teachers:

Nursery	Fiona Symons Selene Lourenco
Nursery/PreK PreKindergarten	Emily Ashley Jackie Todd-Morel Sylvie Le Jan
Kindergarten	Carole Piccin Una O'Neill
Grade 1	Genevieve Dutriaux Zoe Conway
Grade 1/2	Bridget Warren
Grade 2	Sean Walker Erin Oliver
Grade 3	Susan Chapman Louise Elliot Michele Helene
Grade 4	Daniel Barker Michelle Metail
Grade 5	John Hatch Eileen McAteer

Specialist Teachers:

French	Christine Merveille Agnès Reynier Françoise Philippe Suzy Laroche
PE	Clodagh Ryan Kate Clark
Music	Barbara Kelly Kate Clark
Library	Carol Whitehouse
Art	Catherine Matheson Elisabeth Bruley

Classroom Assistants:

Nursery	Esther Belettre
Nursery/PreK	Cesara Susa
PreKindergarten	Nicole Ocrisse Nina Wilson
Kindergarten	Christiane Baukholt Priscila Leux

Positions of Responsibility

PYP Coordinator and Vice Principal	Danielle Beaulieu/Fiona Symons
PE Coordinator	Clodagh Ryan
Assessment Coordinator	Jenny Feinmann
Learner Profile Coordinator	Molly Lou Freeman
Cross-Cultural Coordinator	Marianne Freire
After School Activities and Sports	Christine Merveille

How to compile email addresses

Should parents/carers wish to contact a teacher, email is a quick and sure way of doing so. To compile an email address of a member of staff take the initial of the first name and put it together with the surname. Then add @isparis.edu, for example fsymons@isparis.edu.

During the school day teachers are busy teaching their students and therefore may not see your message or get back to you straight away. We thank you in advance for your understanding.

Administration Information and Procedures

School Day

Nursery – Kindergarten

Early Years students begin their school day at 9:00 when they are picked up from the Early Years Playground by their teacher and teaching assistant. School finishes for these students at 15:15 when they should be picked up from the Early Years Playground. The Early Years Playground is open and supervised from 8:45. The Playground is unsupervised from 15:45.

Grade 1 – Grade 5

Students are expected to arrive between 8:30 and 8:55. They are picked up from the playground ready to start classes at 9:00. School finishes at 15:30 at which time they should be picked up from the playground or go to After School Activities or the meeting point for the bus.

Registration Procedure

Registration is completed at 9:00. Records of lateness and absences are recorded on our database. Absences are also recorded on students' report cards.

Lateness

Registration is completed at 9:00. You are requested to make sure that your child arrives on time. The beginning of the day is an important time as it allows students to build their social skills, relationships with their teacher and peers but also ensures they are informed of the daily schedule/routine. Late children should report to one of the Primary Offices where the registration will be updated.

Absences

Holidays should be taken during vacations. If your child is to be absent please let us know by telephoning us before 9:00. If the answer-phone is on, please leave your child's name, her/his class, the reason for absence and the anticipated length of absence. If your child's absence is to be prolonged, the School should be informed in writing. We require a medical certificate for absence of more than 2 days.

For Grades 1 – 5, swimming is part of our PE curriculum and is not optional. If your child is too sick to swim, they should not be in school. Only exceptionally will we accept a medical certificate as a reason for not swimming.

Lunch

Students have a choice of bringing their own lunch or having a hot lunch supplied (if ordered in advance for the whole term). Information about the hot lunch program will be sent out to parents before the beginning of each term. If you have any questions please contact Katarina Hodgson at the School Office.

We encourage our students to eat healthy and balanced lunches that should include fruit or vegetables. Students should not be sent to school with chocolates, sweets or candies.

Please also provide your child with a healthy snack for mid-morning (fruit, vegetables or cheese). Students should also have a refillable water bottle at all times. Water is available from the water coolers.

Lunch boxes should be as compact as possible and labeled clearly with the student's name and class.

Campus Security

All visitors to the campus are required to report to the reception area, where they will receive a Visitor's Badge, to be displayed at all times. It is important to close the entrance gates behind you at all times to ensure the security of the School.

Students and parents should not open doors to visitors. They will be allowed in by administrative assistants who have access to video surveillance.

Emergency Procedures

Fire drills and evacuation exercises are carried out regularly throughout the year. Your children will be warned in advance for the first fire exercise at the beginning of the year. Future fire exercises will be carried out without advance warning. Parents visiting the school should make themselves familiar with the fire procedures that are clearly posted around the school.

Buses

Bus services are available for Primary School Students only with stops in the northern part of the 16th arrondissement and some adjacent areas. Application for the bus service should be made at the time of registration or before the beginning of the school year. However, if space is available, families may apply for this service during the school year. Bus routes are not published for security reasons. Practice of emergency evacuation is undertaken throughout the year.

Traffic in Paris is very heavy and often congested. There may be times when the bus will not be on time for this reason. Please be patient and wait with your child in the morning until the bus arrives and wait at the bus stop to greet your child after school.

Children wishing to have an occasional ride with the bus (i.e. to visit a friend after school) may do so if space is available and permission has been granted ahead of time. A written request should be made to Christine Estruga at least one day in advance.

Bus Guidelines

- Children should be on time for pick-up in order to respect the school schedule and the other bus riders.
- Children should be in the company of an adult while waiting for the morning bus.
- Children must be met at the bus stop in the afternoon by a parent/guardian.
- In the event that the parent/guardian is not at the bus stop in the afternoon, the student will not get off the bus. The bus driver will finish the route and return to the school with the student, who will wait there to be picked up.
- In the interest of safety, all students must be seated facing forward and wearing seat belts while the bus is moving.
- Food and drink are prohibited on the bus.
- All expected behaviors outlined in the student code of conduct apply to bus riders.
- Children who are not respectful and do not follow bus rules will be warned first and will if necessary have a meeting with the Principal.
- Children who visit the Principal three times due to inappropriate behavior on the bus will no longer be permitted to travel on the ISP School buses.

Thank you for taking the time to review the above information with your child if they travel on the bus.

Classroom Supplies

Students should bring their belongings to school in a small back pack. Students from Grades 1 – 5 need:

- An agenda/diary
- 3 A4 size folders with elastic closing
- A bilingual dictionary (English and the child's home language)
- A water bottle

Please ensure all your child's belongings are clearly labeled with their name and class.

Students will be supplied with other necessary classroom materials, including stationery. Additional supply lists may be sent home by individual teachers within the school year.

Dress Code

At ISP no uniform is required. However, children are encouraged to come to school in comfortable, hardwearing clothing in which they can move freely. No headwear is allowed to be worn in the school buildings unless for religious reasons. Jewellery is discouraged (especially ear rings apart from studs) for safety reasons.

All students from Nursery upwards should be encouraged to put coats, gloves, hats and scarves on independently. From Kindergarten upwards students should be able to dress themselves completely independently in preparation for going swimming in Grade 1.

Clothing for PE

You will be informed each term of the days your child has PE and/or swimming. Loose clothing should be worn on days when your child has PE – shorts or jogging trousers. Appropriate foot wear should be worn on those days – trainers or sneakers (running shoes). An ISP t-shirt will be supplied to all students at the beginning of the year. They should bring this to school on days they have PE to change in to. Any student with an illness or injury on a PE day should have a note from either their parent or family doctor excusing them from PE.

Swimming Kit

Grades 1 – 5 will need an appropriate swimming kit which should include a towel, goggles, swimming hat and a one piece swimming suit for girls and Speedo trunks for boys (no shorts please).

Please dress your child in clothes that enable them to get changed independently. For young children we recommend clothes without buttons or fastenings on these days. Spare swimming kits will be provided to those students who forget their kit on a swimming day.

Fieldtrips

Fieldtrips are a very important part of the educational programme at ISP. All trips are led by teachers but where appropriate or necessary, external professional guides may also be used to provide specialist skills or knowledge.

Each class will take several field trips over the course of the school year. These are an integral part of the Units of Inquiry or Specialist subjects. Parent volunteers may be requested to accompany field trips.

Grades 4 and 5 will also attend a week long fieldtrip during the year. Specific details of each trip are sent to parents nearer to the time.

Library

Students will visit the Library on a scheduled basis with their class once a week. All students will borrow books to take home during this time. Parents and students are welcome to visit the library at other times when the librarian is present.

An ISP Book Bag will be issued to children at the beginning of the year. This needs to be returned to the School at the end of the year.

It is important that children return their borrowed books the following library session. A replacement fee will be charged for any lost or damaged books or bags.

After School Activities

The school provides a range of After School Activities for Grades 1 – 5. An information booklet is sent out each term with a timetable of activities taking place. Please note that you must register or reregister your child each term. Many of these activities are done by ISP teachers for no extra charge. However, if activities are done by outside organizations there will be a fee.

Koenig School of Music

ISP works alongside the Koenig School of Music. Koenig School is able to offer our families individual or group lessons on the ISP campus after school. Information will be sent out at the beginning of the school year regarding their program and fees.

English as an Additional Language

All students for whom English is an additional language are supported with their English. Within the classroom our lessons are planned and delivered to accommodate differing language abilities. Throughout, we encourage children to use and rely on their home language as a vehicle for learning and making sense of the content.

Students needing additional support with English are identified by class teachers and the EAL teachers. Class teachers and the EAL teachers plan together and the EAL teachers spend time in classes. They then set up a schedule to assist these students. This support is mainly based within the mainstream classroom in order for students to gain equal access to our curriculum but to also build on their social skills and develop friendships.

It is essential that your child has a bilingual dictionary/dictionaries (at school and at home) if English is not their mother tongue. EAL teachers are always happy to discuss children's individual needs with parents by appointment.

Mother Tongue Language Maintenance

Research indicates that students benefit academically, socially and emotionally when they are encouraged to develop and maintain proficiency in their first language while they are learning English. Language skills and conceptual knowledge are readily transferable from one language to another, provided there are no learning exceptionalities. The first language provides a foundation for developing proficiency in additional languages, serves as a basis for emotional development, and provides a vital link with the student's family and cultural background. A strong foundation in the first language can also help students to:

- Readily reintegrate into their home country
- Develop mental flexibility
- Develop problem-solving skills
- Make connection between previous learning and new learning
- Communicate fully with a family members
- Experience a sense of cultural stability and continuity
- Understand cultural and family values
- Develop awareness of global issues
- Expand their career opportunities

Taken from the Ontario Provincial School Curriculum

We encourage all students to take part in meaningful interactions in their mother tongue. Our Cross-Cultural Coordinator, Marianne Freire, assists all members of our community with setting up mother tongue language classes after school. Please speak to her if you are interested in organizing language lessons.

Cross-cultural Celebrations

As a means of developing International Mindedness amongst our students we encourage all members of our community to share their personal histories as well as their cultural identity. We invite students, their families and friends to lead cross-cultural celebrations, whether it is reading stories to students in English or another language, sharing food or celebrating festivals. If you would like to be involved in visiting classes or presenting cross-cultural assemblies please speak to our Cross-Cultural Coordinator, Marianne Freire. We also hold an International Day once a year, in which parent participation is essential.

Learning Support

Special Educational Needs are addressed with the help of support teachers. The inclusion model is used at ISP so support staff work alongside class teachers in class with identified students. For those students needing extra practice in some of the basic skill areas they may spend some time with the support teacher outside the classroom on a temporary or occasional basis to enable them to meet particular goals. This practice is exceptional and will be regularly reviewed. A separate report for students receiving support is written to inform parents of their child's progress. Learning Support Staff are always happy to discuss children's individual needs with parents by appointment. External referrals may be made when necessary.

Academic Concerns

If you have any academic concerns regarding your child please speak to the teacher concerned.

Homework

Pre – Primary (Nursery – Kindergarten)

Parents are requested to read to their children in their mother tongue every night, play with them, talk to them about their day, share their library books and visit the city of Paris with them as often as possible.

Grades 1 – 5

Primary Students should read for at least 20 minutes every night, in their mother tongue and English. Parents are also encouraged to continue reading to their children and to discuss books being read.

Purpose of homework:

- To develop a home/school partnership
- To consolidate and reinforce skills and understanding
- To extend learning that has taken place in school

Recommended homework time (this may vary depending on your child and the time of the year):

- Grades 1 - 3 – Approximately 1 hour a week, plus reading every night and possible additional Unit of Inquiry work.
- Grades 4 – 5 – Approximately 2 hours a week, plus reading every night and possible additional Unit of Inquiry work.

Home/School Communication

Students in Pre-primary (Nursery – Kindergarten) will have a notebook provided by the school for Home/School communications.

From Grades 1-5 students, teachers and parents should use their agendas as a means of communication between home and school.

Please refer to these regularly to stay informed of your child's homework tasks, school trips and any other important communications from your child's teacher. Your child should also be encouraged to check their agenda on a nightly basis to ensure homework assignments are completed on time.

Teachers will also send out regular communications to inform you of the learning taking place in class. This will be in paper or email form.

ISP produces a weekly newsletter, The Contact, to inform the community of upcoming events. This is sent out via email every Friday, however the school also produces paper copies if you do not have access to internet or emails. These are available from the School Office.

Parent Teacher Conferences

Parent Teacher Conferences will be held three times a year. These serve as opportunities for parents/carers and teachers to share information on your child's progress. All parents are expected to attend all of the conferences.

Student Led Conferences

Student Led Conferences are held once a year and is an opportunity for students to share their learning with their parents/carers. Students will share their portfolios during this time and also show their parents/carers around their class/school. All parents/carers and students are expected to attend Student Led Conferences.

Report Cards

You will receive a report card twice a year to inform you of your child's progress in all subjects. These will be sent directly to your address. Please read these carefully and discuss them with your child. It is also important that you complete the Parent Comment Form, to give us your feedback following the report card. If you have any questions or concerns regarding your child's report card please do not hesitate to speak to the teacher concerned.

Parent Teacher Association

The International School of Paris Parent Teacher Association (PTA) is a registered non-profit organization.

Purposes of the PTA:

- Provide support to parents and faculty members
- Support school goals through volunteer service, fund-raising activities, and enhanced educational opportunities for students
- Provide a channel of communication between parents and the school; at the discretion of the PTA Executive Committee, provide a forum for discussion of important issues and where appropriate inform the School administration and Board of Trustees of the opinions of the members of the association

How can you be part of the PTA?

All parents of students enrolled at the International School of Paris are members of the PTA. At the beginning of each school year you will receive a PTA annual contribution form. Remember that the PTA can thrive only through the contribution of each and every one of you!

Check should be made payable to "The ISP Parents and Teachers Association".

How can you participate?

The PTA welcomes your participation. Parents are encouraged to contribute in any way they can. Our children benefit from our involvement.

Class Contact Numbers

A list of Class Contact Numbers for parents will be published and distributed by the PTA at the beginning of each academic year.

Lost and Found

Lost and found items can be found in the sick room in 96 Ranelagh. Please go through this on a regular basis if your child has lost belongings in school. At the end of each term any unclaimed items will be donated to charity. It is important to clearly label all belongings with your child's name. The school will take no responsibility for lost belongings.

Behavior Expectations

Please refer to the ISP Code of Conduct at the back of this handbook for information on expectations and consequences for breaches of these expectations.

School Nurse/Medication

ISP is very fortunate to have a full time qualified and registered nurse.

Parents should inform both the classroom teacher and the nurse of special health information. It is essential for us to know of any allergies, short or long term health problems or medical conditions. If your child needs specific medication during the day it is important to communicate the administration of medication with the school nurse, class teacher and administrative assistants, who are also First Aiders, in the nurse's absence.

The school will contact you in the case of illness or injury that may require further observation at home. For this reason it is vital that the school has up to date records of telephone numbers and addresses. Please inform the School Office immediately of any change in contact details.

Illness

If your child has any contagious illness, please notify the School Office as soon as possible. This includes measles, mumps, scarlet fever and chicken pox. Lice and ringworm are also to be reported.

Head Lice

At ISP we promote healthy lifestyles, which mean that we value the physical and emotional health of everyone in our school community.

When dealing with issues such as head lice we recognize the importance for everyone in our school community to work together. To this end if you detect your child has a case of head lice please inform the school so that we, in turn, can then remind families to check regularly and treat effectively. If this is followed school wide, heavy or recurrent lice conditions should not occur.

Parents/carers will be notified immediately if a case of head lice affecting their child is detected in school. Whilst children with head lice are not generally sent home from school, cases of recurrent/persistent head lice will be addressed on a case by case basis and may include a decision from the Principal to send a child home until treatment is effective.

Annex 1: ISP Code of Conduct

OUR APPROACH

Since the ISP Vision and Mission, along with the IB curricula, promise a healthy environment, the School takes a pro-active role by encouraging positive attitudes and behavior. The School believes in recognizing positive behaviors, which is supported through our integrated well-being system. These behaviors are those that:

- value and respect the rights of others, including the right to learn
- foster a happy, safe and secure environment
- promote and recognize appropriate behavior
- address inappropriate behavior
- recognize that each member of the community is unique
- treat others fairly
- expect members of the community to take responsibility for their actions
- promote compassion and tolerance
- develop skills for a peaceful resolution of conflict
- value and respect others and their differences
- follow this code in a consistent manner

ISP CODE OF CONDUCT DEFINITIONS

COMMUNITY: Students, staff and parents or carers of ISP.

PARENTS: Parents or carers or guardians of ISP students.

PRIVILEGES: Access to off-campus leave, to park time and break time, or free time off campus.

TIME AND SPACE: The definition of Time and Space determines what our “campus” is and what school time is.

THE INTEGRATED WELL-BEING SYSTEM

The Integrated Well-Being System aims to:

- develop transferable skills in compassionate thinking and self-management
- develop skills to foster the peaceful resolution of conflict
- promote the development of physical health, ethics and social behavior
- encourage lifelong learning
- provide an environment where students feel secure and welcome
- promote respect for the rights of everyone

The Integrated Well-Being System is established and maintained through five primary areas: the School staff, the PSE curriculum, the School's strategies and pedagogical methods, the charter of students' rights and responsibilities, and a transparent approach to discipline.

THE PSE (PERSONAL AND SOCIAL EDUCATION) CURRICULUM

The content of the PSE program addresses the following areas:

- Peaceful resolution of conflict, social interactions, relationships
- Subject choices for school and IB Diploma programmes, careers and university guidance
- Health and sex education, drugs and substance abuse
- School life and family life
- Self-management skills
- Citizenship, the global world and religions
- The environment

FACULTY, ADMINISTRATION AND STAFF

The job descriptions of ISP staff reflect the need to develop and care for the individual student in a wider meaning than just academic growth. The primary responsibility for the well-being of a student lies with the individuals who are directly with the student at any particular time during scheduled activities.

STRATEGIES AND PEDAGOGICAL METHODS

ISP aims at being a successful and effective school in which appropriate behavior is commonplace in the community. Appropriate behavior in a community is congruent with the safety and well-being of each of its members, and with an environment conducive to learning.

Appropriate behavior is promoted and supported through some of the following means:

- 'congratulations' and 'good news' postcards to parents
- personal contact after school with parents to praise good behavior
- personalized letters/emails to parents
- phone call home to parents commending behavior
- certificates which recognize positive contributions to the School Community
- celebration assemblies involving parents
- special privileges

- lunches provided to celebrate achievement
- commendations and positive remarks, both oral and written
- showing work to other children, staff, Head of School or parents
- having work displayed in a prominent place
- 'golden time' in class (theory from J. Mosley)

Therefore, ISP aims at establishing, respecting and maintaining discipline strategies that will contribute to develop such a safe learning environment.

RESPONSIBILITIES AND RIGHTS

All students and members of the community have responsibilities and rights. A code of conduct for staff members exists as part of the Staff Handbook.

Students have the responsibility to:	Students have the right to:
actively promote safe and clean practices whilst at school	learn and play in a safe and clean environment
participate in school activities to the best of their ability	learn and play in a supportive environment
respect the rights of others	be respected
care for school facilities in a respectful manner	access adequate and appropriate facilities
tolerate opinions of others	express their opinion
express themselves in a socially acceptable way	express themselves in an appropriate manner
allow others their privacy	privacy
respect the learning styles of peers	learning experiences which cater to individual requirements

Parents have the responsibility to:

show respect towards staff, students and the wider community
 model appropriate behavior, including language
 be available to discuss their child's progress

ensure their child is sent to school prepared to be involved in the formulation and support of school policy
 support programs developed by the school

Parents have the right to:

be respected by staff, students and the wider community
 be welcomed at our school

have their child's full potential realized within the limitations of available resources

meet with staff and discuss issues relating to school policy and procedure, their child's progress and reports

have their opinions valued

TIME AND SPACE

The expectations that are presented in this document are those that ISP has of students who are, or who should be, in school, or who are on a school trip and so in the care of school staff. It should be noted, however, that:

Any consequence of behavior occurring off campus which impacts on the student or upon others once he or she returns to school, will fall under this Code of Conduct. If a student is suspected of having committed any act while off campus, that is illegal or dangerous to the student concerned, or to others, while off campus, the school reserves the right to, and may be obliged to, inform the parents or an external agency.

Definition of school time

When students are expected to be on campus this will be referred to as 'school time'. School time begins when students arrive on campus and ends when they leave at the end of the scheduled activities in which they participate, including after school activities.

During normal school days for Primary School

Classes begin at 9:00am and end at 3:15pm for Nursery through Kindergarten and at 3:30pm for Grades 1 to 5. School time lasts from the moment that the student enters the school campus in the morning until the student is collected from school by a parent or other authorized person.

For students who use the school bus service, school time starts when they get on the bus in the morning and lasts until they are collected from the bus after school.

During normal school days for Grade 6 through 8

Classes begin at 8.45 am and end at 3.15pm. School time lasts from the moment that the student arrives on campus in the morning until 3.30pm, provided that the student has signed out and left the campus. If the student has not signed out, or has not left campus, or has returned to campus, school time will continue as indicated for the higher grades. No student should leave the school campus before 3.15pm without having written permission and signing out.

During normal school days for Grades 9 through 12.

Classes begin at 8.45 am and end at 4.30pm. School time lasts from the moment that the student arrives on campus in the morning, until 5.00pm, or until the end of that student's scheduled activities. All students are expected to be on campus for the whole of this period with the exception of lunchtimes, when grades 10 through 12 may leave if their parents have formally given permission

for them to do so. In addition to lunchtimes, grades 11 and 12 may go off campus during break times and study periods.

On a School Trip

ISP Field trip Code of Conduct and relevant Trip Permission Form will apply at all times. These include certain school rules such as "no alcohol," which apply at all times during field trips.

During school trips where students are taken off campus for all or part of a normal school day, or are taken away on a trip for one or more nights, they are under the direct supervision of school staff. School time continues for the whole of the period that the student is under the supervision of school staff.

If the assembly time for the students is before the normal start of the school day, or if the release time of the trip is after the normal end of school time, the time will be extended to include these.

Place

The 'school campus' is the area within which students must respect the Code of Conduct. The rationale for this definition of the school campus is to identify areas used frequently by the School. Therefore areas visible from them will be considered part of the school campus:

Secondary School

Here is the map that identifies the areas that constitute the Secondary School campus. They are marked in red.



Please note that the entire section of the park is colored in red and is therefore considered school campus while school is in session.

Primary School

The Primary School campus is 96 bis and 98 rue du Ranelagh as well as the path to, and the play area at, the Ranelagh park used by the School.

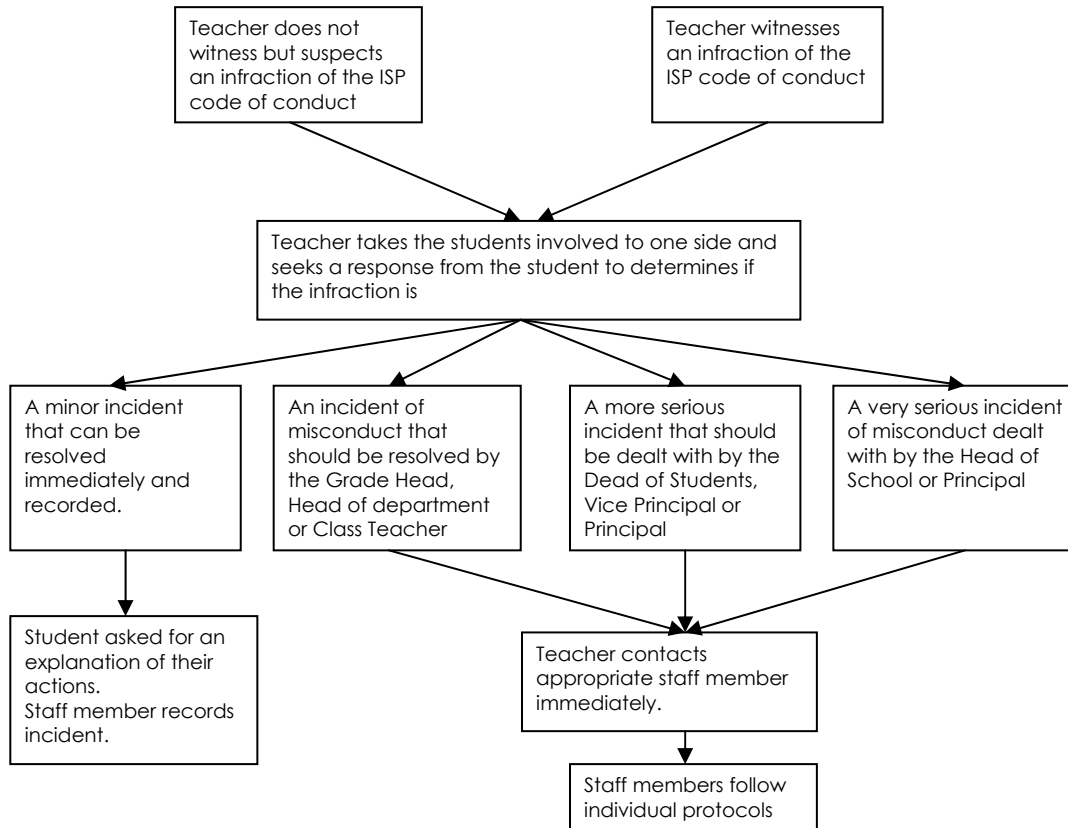
INFRACTIONS OF THE ISP CODE OF CONDUCT

The following behaviors constitute an infraction of this Code of Conduct and will have consequences:

- Chewing gum
- Using headphones, personal electronic devices or cell phones in class
- Wearing inappropriate clothing (too revealing or with inappropriate images or text)
- Bringing any weapon, potential weapon or look-alike weapon to school
- Tobacco smoking during the school day, or at a school event
- Alcohol consumption or being under the influence of alcohol during the school day, or at a school event
- Illegal drug use during the school day: Being under the influence of, or in possession of or purchasing during the school day
- Distribution of illegal drugs during the school day, or at a school event
- Violence during the school day
- Bullying during the school day or being a passive bystander/observer who knowingly chooses not to protect a victim or seek help for a victim of any form of bullying
- Sexual harassment of any kind
- Disrespect for people and property (including any use of digital technologies) that could in any way cause distress or harm to an individual or to the School's reputation or ethos
- Failure to comply with teacher instructions in class
- Unjustified absences from school in general and from certain classes more specifically
- Cheating in examinations
- Conduct manifestly unbecoming of an ISP student, given the School's philosophy and vision

CONSEQUENCES FOR INFRACTIONS OF THE ISP CODE OF CONDUCT

The School recognizes that there will be times when some students and community members will not meet the Code of Conduct expectations that we have laid out here. In these cases there will be consequences that are related to what they have done or what they have failed to do. The following shape defines the consequences for infractions of the ISP code of conduct:



Conduct manifestly unbecoming of an ISP student, taking into account its vision, will be dealt with by a Discipline Committee comprising the Head of School, the Principal, the Dean or Vice Principal, and either the Grade Head or the Class Teacher, who will together determine appropriate consequences taking into consideration the severity of the action.

GENERAL OVERVIEW OF CONSEQUENCE LEVELS

The table below is a general overview of the levels of consequences applicable for infractions of the ISP Code of Conduct and indicate the maximum consequence for each incident.

New students, who have been given a "second chance" where their behavior in previous schools was questionable, shall serve a period of probation.

If a student is found to be untruthful during an investigation, the level of misconduct will be raised one level.

In exceptional circumstances, parents may be asked to take a student home. An example of such circumstances would be to defuse a serious violent situation or to allow the student to recover from effects of something he or she may have taken.

If a disciplinary procedure is serious enough under the French Law to be reported to the authorities, this will be done with the prior approval of the Head of School. The School shall follow the guidelines issued by the Ministry of Education for such incidents.

If a student is involved in two or more disciplinary procedures at Level 3 or higher, the School reserves the right to refuse a student's re-registration.

For any offence below Level 5 the student may appeal the level determined and/or the consequences. Such appeal shall be heard by the person responsible one level higher. In the case of Level 5 offences, the Board of Trustees must be informed. The only purpose of an appeal to the Board of Trustees is in the case of procedural defects.

Where misconduct under any of the protocols is considered at Level 5 and the student is not sent home from school, the Level 4 consequences for that protocol will apply.

Level	Explanation	Consequences:
0	Very minor incident that is not serious enough to inform someone else.	Dealt with orally by staff member
1	Minor incident of misconduct that can be resolved immediately by relevant member of staff and that is serious enough to be recorded. This includes repeated Level 0 behaviors	A record on e-portal will be made and will remain for one year. Student informed of level of event and recording of it.
2	Incident of misconduct resolved by Grade Head (G6-12), Head of Department (G6-12) or Class Teacher (N-G5)	Student and parents are officially informed of the event, level decided and consequences. Student will lose certain privileges and complete a Level 2 reflection sheet.
3	Slightly more serious incident of misconduct dealt with by Dean of Students, Vice Principal, or Principal as is relevant.	A record will remain on e-portal for one year. Student and parents are officially informed of the event, level decided and consequences. Student will lose privileges and complete a Level 3 reflection sheet. Student will do community service.
4	Serious incident of misconduct dealt with by the School Principal. The student's parents will be required to attend a meeting with the School Principal and other relevant staffs.	A record will remain on e-portal for one year. Student and parents or are officially informed of the event, level decided and consequences. Student will lose certain privileges and complete a Level 4 reflection sheet. Student will do community service. Student to serve in-school suspension.
5	Very serious incident of misconduct dealt with by the Head of School the School Principal, Dean of Students, the student's parents and the Grade Head.	A record will remain on e-portal for one year. Parents officially informed and record on e-portal kept for one year. Student's re-registration may be denied or student may be excluded permanently.

INTRODUCTION TO SCHOOL PROTOCOLS

The International School of Paris believes that education encompasses the whole child and his or her welfare. Therefore, ISP believes that if necessary, the School will work together with the student and parents in order to help the child make better life choices. We thus trust that every parent will collaborate in this endeavour and with our suggested actions. These protocols assume full collaboration from all parties. In the case of non-collaboration, the School reserves the right to not re-register the student for the following school year.

The following protocols explain the consequences. These are:

- Substance abuse
- Illegal substance abuse
- Violence during the school day
- Bullying during the school day - a protocol for (a) a student who has bullied and (b) another for passive bystanders and observers of bullying
- People and property protocol

For an overview of the levels, please refer to the table on the previous page.

Tobacco smoking during the School Day

Grades	Primary	6-9	10-12
First incident of being found in possession of cigarettes or other smoking paraphernalia	Student to meet with School Nurse. Despite being a level one incident, parents officially informed.	Warning by Grade Head. Recorded on e-portal for one year Despite being a level one incident, parents informed. Loss of privileges for one day	Warning by Grade Head. Recorded on e-portal for one year Despite being a level one incident, parents informed. Loss of privileges for one day
Level one First incident of smoking tobacco or second incident of possession of smoking paraphernalia	Reflection sheet given by Principal or Vice Principal. Student to meet with School Nurse. Loss of privileges (Park 1 day). Parents officially informed in writing, and possible meeting with them.	Same as above plus: Parents informed by letter about incident.	Same as above plus: Parents informed by letter about incident.
Level two Second incident of smoking tobacco	Reflection sheet given by Principal or Vice Principal. Loss of privileges (Park 2 days). Parents officially informed in writing, and meeting requested with them.	Same as above plus: Reflection sheet given by Dean of Students and managed by Grade Head. Meeting with student, Grade Head and Dean of Students. Loss of privileges (2 days). Counseling sessions required for student.	Same as above plus: Reflection sheet given by Dean of Students and managed by Grade Head. Meeting with student, Grade Head and Dean of Students. Loss of privileges (2 days). Counseling sessions required for student.
Level three	Student is given community service. Counseling sessions required for student.	Same as above plus: Incident will start counting towards refusing to re-register the student. Counseling sessions required for student.	Reflection sheet given by Dean of Students. Meeting with student, parents, Grade Head and Dean of Students. Letter to parents. Loss of privileges (2 days). Counseling sessions required for student.
Third incident of smoking tobacco	Reflection sheet given by Vice Principal. Meeting with student, parents, homeroom teacher and Vice Principal. Letter to parents. Loss of privileges (Park 3 days). Student given Community Service activity. Counseling sessions required for student.	Same as above plus: First official warning by Principal and 2-day in-school suspension. Some time will be partly spent reflecting and discussing student actions with the Dean and the Counselor Outside counseling required for student	Reflection sheet given by Dean of Students. Meeting with student, parents, Grade Head and Dean of Students. Letter to parents. Loss of privileges (2 days). Counseling sessions required for student.
Level four	Letter to parents. Loss of privileges (Park 3 days). Student given Community Service activity. Counseling sessions required for student.	Same as above plus: First official warning by Principal and 2-day in-school suspension. Some time will be partly spent reflecting and discussing student actions with the Dean and the Counselor Outside counseling required for student	Reflection sheet given by Dean of Students. Meeting with student, parents, Grade Head and Dean of Students. Letter to parents. Loss of privileges (2 days). Counseling sessions required for student.
Further incidents of smoking tobacco	Reflection sheet given by Vice Principal. Meeting with student, parents, homeroom teacher and Vice Principal. Letter to parents or carers. Loss of privileges (Park 5 days). Student undertakes Community Service activity. Outside counseling required for student.	Same as above plus: First official warning by Principal and 2-day in-school suspension. Some time will be partly spent reflecting and discussing student actions with the Dean and the Counselor Outside counseling required for student	Same as above plus: First official warning by Principal and 2-day in-school suspension. Some time will be partly spent reflecting and discussing student actions with the Dean and the Counselor Outside counseling required for student
Level five	Letter to parents or carers. Loss of privileges (Park 5 days). Student undertakes Community Service activity. Outside counseling required for student.	Same as above plus: First official warning by Principal and 2-day in-school suspension. Some time will be partly spent reflecting and discussing student actions with the Dean and the Counselor Outside counseling required for student	Same as above plus: First official warning by Principal and 2-day in-school suspension. Some time will be partly spent reflecting and discussing student actions with the Dean and the Counselor Outside counseling required for student

Alcohol consumption and being under the influence during the school day, or at a school event

	<p>Whole School: In the case of suspicion, the teacher will ask the Grade Head or Vice Principal to investigate by interviewing the student. They may or may not refer on to the Dean or Principal to interview the student. If confirmed the following protocol is put in place.</p>
All incidents	<p>If at school, student sent home with parents on health and safety grounds. In cases of emergency the SAMU will be called.</p> <p>If on a field trip, student sent home at parents' expense or parents may be asked to collect student from activity.</p>
First incident Level three	<p>On return to school either from field trip or if sent home because of being under the influence of alcohol:</p> <ul style="list-style-type: none"> ▪ Student completes a reflection about the incident under the supervision of Vice Principal or Dean of Students. ▪ Meeting with student, parents, class teacher or Grade Head and Vice Principal or Dean of Students. ▪ Letter to parents. ▪ Loss of privileges for one week. ▪ Student will do community service. ▪ Counseling sessions required.
Second incident Level four	<p>On return to school either from field trip or if sent home because of being under the influence of alcohol:</p> <ul style="list-style-type: none"> ▪ Student informed of his or her exclusion from the next overnight field trip if they were caught drinking on a field trip. ▪ In the case where such exclusion prevents the student from completing essential academic requirements student will be asked to complete an individual behavioral contract. ▪ Official warning by Principal and student informed of consequences. ▪ Parents informed and asked to meet with the Principal. ▪ Sanction: 2-day in-school suspension. ▪ Parents will be required to arrange outside counseling for the student at their expense.
Third incident Level five	<p>On return to school either from field trip or if sent home because of being under the influence of alcohol:</p> <ul style="list-style-type: none"> ▪ Meeting with student, parents, class teacher, grade Head and Head of School ▪ Meeting officially recorded ▪ Letter to parents ▪ Head of School will inform the Board in cases of potential immediate exclusion or refusal of re-registration

Illegal drug use during the school day:

Being under the influence of illegal drugs, misusing prescription drugs or in possession of or purchasing of these during the school day, or at a school event

**Please note that the School has a right to search students' affairs at all times during the school day to safeguard the well-being of our students*

	Whole School: In the case of suspicion, the teacher will ask the Grade Head or Vice Principal to investigate by interviewing the student. They may or may not refer on to the Dean or Principal to interview the student. If confirmed the following protocol is put in place.
All incidents	If at school, student sent home with parents on health and safety grounds. In cases of emergency the SAMU will be called. If on a field trip, student sent home. Parents may be asked to collect student from activity.
First incident Level four	On return to school either from field trip or if sent home because of being under the influence of illegal drugs: <ul style="list-style-type: none"> ▪ Meeting with student, parents, class teacher or grade head and Principal. ▪ Student completes reflection about the incident under the supervision of Vice Principal or Dean of Students. ▪ Letter to parents. ▪ Loss of privileges for 2 weeks. ▪ Student will do community service. ▪ School requires appropriate outside counseling. ▪ The police must be informed if a student is in possession of illegal drugs. ▪ 2-day in-school exclusion.
Second incident Level five	On return to school either from field trip or when student has been under the influence of illegal drugs : <ul style="list-style-type: none"> ▪ Meeting with student, parents, class teacher, grade Head and Head of School. ▪ Meeting officially recorded. ▪ Letter to parents. ▪ Head of School will consult the Board in cases of potential immediate exclusion or refusal of re-registration. ▪ The police must be informed if a student is in possession of illegal drugs. ▪ School requires appropriate outside counseling.

Distribution of illegal drugs or prescription drugs for misuse during the school day, or at a school event

**Please note that the School has a right to search students and their belongings at all times during the school day to safeguard the well-being of our students*

	Whole School
Level Five	<ul style="list-style-type: none"> ▪ The police must be informed if a student is in possession of illegal drugs. ▪ Meeting with student, parents, class teacher, grade Head and Head of School. ▪ Meeting officially recorded. ▪ Letter to parents. ▪ Head of School will consult the Board about potential immediate exclusion or refusal of re-registration.

Violence during the school day or at a school event

**Please note that the School has a right to search students and their belongings at all times during the school day*

	Primary	Secondary
Demonstration of aggressiveness (such as shoving and pushing, grabbing, tugging on clothes) Level one	Dealt with by member of staff and recorded	Dealt with by member of staff and recorded
First act of violence (biting, hitting, kicking) Level two	Reflection sheet given by Vice Principal or Principal. Loss of privileges (Park 1 day). Parents officially informed.	Dealt with by member of staff, sent to Grade Head, if available, and, if not, to Dean of Students. Student sees School Counselor. After 'cooling down' period, student returns to class and incident recorded. Parents informed.
More serious act of violence (actual fighting) or repeated act of violence Level three	Reflection sheet given by Vice Principal or Principal. Meeting with student, parents, class teacher and Vice Principal or Principal. Letter to parents. Loss of privileges (Park 2 days). Student will do community service. Outside counseling required for student at expense.	Student may possibly be sent home with parents on health and safety grounds and to cool down. Official warning by Dean. Student allowed to return to school after meeting with Principal. Student completes reflection about incident under the supervision of Dean of Students. Outside counseling required for the student at parents expense.
Repeated acts of violence Level four	Reflection sheet given by Vice Principal or Principal. Meeting with student, parents, class teacher and Vice Principal or Principal. In-school suspension where student does School Service activities. Outside counseling for the student at parents' expense required. Head of School informed.	Student sent home with parents on health and safety grounds and to cool down. Two-day in school exclusion. Official warning by Principal. Student allowed to return to school after meeting with Principal. Outside counseling for the student at parents' expense required. Head of School informed.
Very serious act of violence (putting someone else's life at risk) or continued repeated acts of violence. Level five	Meeting with student, parents, class teacher and Head. Meeting officially recorded. Letter to parents. Head of School will consult the Board in cases of potential immediate exclusion or refusal of re-registration.	Student sent home with parents on health and safety grounds to cool down. Meeting with student, parents, homeroom teacher and Head of School. Meeting officially recorded. Letter to parents. Head of School will consult the Board in cases of potential immediate exclusion or refusal of re-registration.

Bullying during the school day, or at a school event

Student who has bullied:

Grades	Primary	6 to 8	9 and 10	11 and 12
First incident Level two	Reflection sheet given by Vice Principal or Principal. Student loses privileges (Park 1 day). Student does School Service Activity. Parents officially informed.	In the order listed: Sent to Grade Head and discussion. Possible conflict resolution with Grade Head and/or Counselor.	In the order listed: Sent to Grade Head and discussion. Possible conflict resolution with Grade Head and/or Counselor. Incident recorded.	In the order listed: Sent to Grade Head and discussion. Possible conflict resolution with Grade Head and/or Counselor. Incident recorded.
Second incident or first more serious incident. Level two	Reflection sheet given by Vice Principal or Principal. Student loses privileges (Park 1 day). Student does School Service Activity. Parents officially informed.	Oral warning by Grade Head. Parents informed by letter about incident and action taken. Reflection paper written during a 'reflection time' with Grade Head and/or Counselor. Educational assignment related to the content of the bullying event. House points taken off (for grade 6) if applicable. Community work to be defined. Anti-bullying discussion during assembly for the whole grade group. Incident recorded on e-portal for one year.	Oral warning by Grade Head. Parents informed by letter about incident and action taken. Reflection paper written during a 'reflection time' with Grade Head and/or Counselor. Loss of privilege. Educational assignment related to the content of the bullying event. Community work to be defined. Anti-bullying discussion during assembly for the whole grade group. Incident recorded on e-portal for one year.	Oral warning by Grade Head. Discussion with Grade Head. Parents informed by letter about incident and action taken. Loss of privileges for 2 days. Incident recorded on e-portal for one year.
Next incident Level three	Reflection sheet given by Vice Principal or Principal. Meeting with student, parents, class teacher and Vice Principal or Principal. Letter to parents. Loss of privileges (Park 2 days). Student does School Service. Outside counseling for the student at parents expense may be suggested.	Sent to Grade Head and Dean (Official warning). Discussion with both. Parents informed of event, and of action. Asked to come in to talk to Dean. Anti-bullying discussion during assembly for the whole grade group. Loss of privilege. Individual Counseling (3 sessions). Incident recorded on e-portal for one year.	Sent to Grade Head and Dean (official warning). Discussion with both. Parents informed of event, and of action. Asked to come in to talk to Dean. Anti-bullying discussion during assembly for the whole grade group. Loss of privilege. Individual Counseling (4 sessions). Incident recorded on e-portal for one year.	Sent to Grade Head and Dean (official warning). Discussion with both. Parents informed of event and of action. Asked to come in to talk to Dean. Loss of privileges for one week. Individual Counseling (4 sessions). Incident recorded on e-portal for one year.
Next incident	Reflection sheet given by Vice	First official warning by Principal and student	First official warning by Principal and student	First official warning by Principal and student

Level four	Principal or Principal. Meeting with student, parents, class teacher and Vice Principal or Principal. In-school suspension where student does School Service. Outside counseling for the student at parents expense may be required. Head of School informed.	informed of pending consequences. Parents informed and asked to come in and talk to the Principal. Informed about event and action. Sanction: 2-day in-school exclusion. Time will be partly spent reflecting and discussing student actions with the Dean and the Counselor, and doing community service. Individual Outside Counseling required. Incident recorded on e-portal for one year.	informed of pending consequences. Parents informed and asked to come in and talk to the Principal. Informed about event and action. Sanction: 2-day in-school exclusion. Time will be partly spent reflecting and discussing student actions with the Dean and the Counselor, and doing community service. Outside Counseling required. Incident recorded on e-portal for one year.	informed of pending consequences. Parents informed and asked to come in and talk to the Principal. Informed about event and action. Sanction: 2-day in-school exclusion. Time will be partly spent reflecting and discussing student actions with the Dean and the Counselor and doing community service. Individual Outside Counseling required. Possible referral for external counseling Incident recorded on e-portal for one year.
Next incident	Meeting with student, parents, class teacher and Head of School.	Meeting with student, parents, homeroom teacher and Head	Meeting with student, parents, homeroom teacher and Head	Meeting with student, parents, homeroom teacher and Head of School.
Level five	Meeting officially recorded. Letter to parents. Permanent exclusion or refusal of re-registration.	Meeting officially recorded. Letter to parents. Permanent exclusion or refusal of re-registration	Meeting officially recorded Letter to parents. Permanent exclusion or refusal of re-registration.	Meeting officially recorded. Letter to parents. Permanent exclusion or refusal of re-registration.

Passive bystander/observer (a student who knowingly chooses not to protect a victim or seek help for a victim of bullying):

Grades	Primary	6 to 8	9 and 10	11 and 12
First minor incident		Sent to Grade Head.	Sent to Grade Head.	Sent to Grade Head.
Level two				
Second minor incident, or first more serious incident	Reflection sheet given by Vice Principal or Principal Student loses privileges (Park 1 day) Student does School Service Activity. Parents officially informed.	Oral I warning by Grade Head. Parents informed by letter about incident and action taken. Reflection paper written during a 'reflection time' with Grade Head and/or Counselor. Educational assignment related to the content of the bullying event. Anti-bullying discussion during assembly for the whole grade group.	Oral warning by Grade Head. Parents informed by letter about incident and action taken. Reflection paper written during a 'reflection time' with Grade Head and/or Counselor. Educational assignment related to the content of the bullying event Anti-bullying discussion during assembly for the whole grade group.	Oral warning by Grade Head. Parents informed by letter about incident and action taken. Discussion with Grade Head.
Level two				

Next incident	Reflection sheet given by Vice Principal or Principal.	Reflection sheet given by Vice Principal.	Level 3 Reflection sheet given by Vice Principal.	Level 3 Reflection sheet given by Vice Principal.
Level three	Meeting with student, parents, class teacher and Vice Principal or Principal. Letter to parents. Loss of privileges (Park 2 days). Student undertakes School Service Activity.	Meeting with student, parents, homeroom teacher and Vice Principal. Letter to parents. Loss of privileges (Park 2 days). Student undertakes Community Service activity. * Individual Counseling (2 sessions).	Meeting with student, parents, homeroom teacher and Vice Principal. Letter to parents. Loss of privileges (Park 2 days). Student undertakes Community Service activity. * Individual Counseling (3 sessions).	Meeting with student, parents, homeroom teacher and Vice Principal. Letter to parents. Loss of privileges (Park 2 days). Student undertakes Community Service activity. * Individual Counseling (3 sessions).
Next incident OR first major incident	Reflection sheet given by Vice Principal or Principal. Meeting with student, parents, class teacher and Vice Principal or Principal.	*Official warning by Principal. *Parents informed and asked to come in. Informed about event. *Individual Counseling to continue / start (2 more sessions).	*Official warning by Principal. *Parents informed and asked to come in. Informed about event and action. *Individual Counseling to continue / start (3 more sessions).	*Official warning by Principal. *Parents informed and asked to come in. Informed about event and action. *Individual counseling to continue / start (3 more sessions)
Level four	In-school suspension where student does School Service activities.			
Next incident	Reflection sheet given by Vice Principal or Principal. Meeting with student, parents, class teacher and Vice Principal or Principal.	*Parents informed and asked to come in. Informed about event and action. *Sanction: 1-day in-school exclusion. Time will be partly spent reflecting and discussing one's own actions with the Dean and the Counselor, and doing community work. Counseling continues.	*Parents informed and asked to come in. Informed about event and action. *Sanction: 1-day in-school exclusion. Time will be partly spent reflecting and discussing one's own actions with the Dean and the Counselor, and doing community work. Counseling continues.	*Parents informed and asked to come in. Informed about event and action. *Sanction: 1-day in-school exclusion. Time will be partly spent reflecting and discussing one's own actions with the Dean and the Counselor, and doing community work. Counseling continues.
Level four	In-school suspension where student does School Service activities.			

Sexual harassment

Sexual harassment is taken very seriously and is punished by French law. This law will therefore determine consequences for such behavior. If after the usual investigation, the accusation is deemed to be founded, the case will be referred to the Police by the Head of School after consultation with the School Counselor. For further information please go to: www.eduscol.education.fr

People and property in school or at a school event

**Please note that the School has a right to search students and their belongings at all times during the school day and that any cost incurred from property destruction is the responsibility of the parents.*

Grade	Primary	6 to 8	9 and 10	11 and 12
		In the order listed:	In the order listed:	In the order listed:
Minor incident of disrespect towards people and/or property in or around the school: (e.g. lack of proper respect, minor vandalism, inappropriate dress, inappropriate parking of scooter) Level 1	Dealt with by member of staff. Appropriate sanction given E.g.: apologize, put on appropriate clothing kept at school, clean up or repair property.	Dealt with by member of staff and recorded. Appropriate sanction given E.g.: apologize, put on appropriate clothing kept at school, clean up or repair property.	Dealt with by member of staff. Appropriate sanction given E.g.: apologize, put on appropriate clothing kept at school, clean up or repair property.	Dealt with by member of staff. Appropriate sanction given E.g.: apologize, put on appropriate clothing kept at school, clean up or repair property.
Second incident or more serious incident of disrespect towards people and/or property : (e.g. graffiti, intentional damage of property, non compliance of school rules and instructions, careless driving, theft, bringing any weapon or lookalike weapon to school) Level 2 or 3 depending on grade level, intent and damage	Recorded on e-portal for one year. Reflection sheet given by Vice Principal or Principal. Student loses privileges (Park 1 day). Student does Community Service. Parents officially informed. Co- Approximately unselling sessions recommended.	Recorded on e-portal for one year. Dealt with by Grade Head (level 2) and Dean of Students. Parents informed in writing (level 3). Appropriate sanction given. Counseling sessions recommended.	Recorded on e-portal for one year. Dealt with by Grade Head (level 2) and Dean of Students. Parents informed in writing (level 3) Appropriate sanction given Counseling sessions recommended	Recorded on e-portal for one year Dealt with by Grade Head (level 2) and Dean of Students. Parents informed in writing (level 3). Appropriate sanction given. Counseling sessions recommended.
Next incident or major infraction of above Level 4	Recorded on e-portal for one year. Reflection sheet given by Vice Principal or Principal. Meeting with student, parents, class teacher and Vice Principal or Principal. In-school suspension for one day where student does Community Service. As and if necessary the police may be informed.	Recorded on e-portal for one year. Parents informed in writing. Meeting with student, parents, Grade Head, Dean and Principal Appropriate sanction given Outside counseling required for the student at parents expense. As and if necessary the police may be informed.	Recorded on e-portal for one year Parents informed in writing Meeting with student, parents, Grade Head, Dean and Principal Appropriate sanction given Outside counseling required for the student at parents' expense. As and if necessary the police may be informed	Recorded on e-portal for one year Parents informed in writing Meeting with student, parents, Grade Head, Dean and Principal Appropriate sanction given Outside counseling required for the student at parents expense. As and if necessary the police may be informed.

Next incident Level 5	Recorded on e-portal for one year. Meeting with student, parents, class teacher and Head of School. Meeting officially recorded. Letter to parents. Head of School will consult the Board in cases of potential immediate exclusion or refusal of re-registration. As and if necessary the police may be informed.	Recorded on e-portal for one year. Meeting with student, parents, Grade Head and Head of School. Meeting officially recorded. Letter to parents. Head of School will consult the Board in cases of potential immediate exclusion or refusal of re-registration. As and if necessary the police may be informed.	Recorded on e-portal for one year. Meeting with student, parents, Grade Head and Head of School. Meeting officially recorded. Letter to parents. Head of School will consult the Board in cases of potential immediate exclusion or refusal of re-registration. Police may be informed.	Recorded on e-portal for one year. Meeting with student, parents, Grade Head and Head of School. Meeting officially recorded. Letter to parents. Head of School will consult the Board in cases of potential immediate exclusion or refusal of re-registration. Police may be informed.
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ATTENDANCE AND PUNCTUALITY

Students should always show a willingness to learn and a desire to perform at the highest level they can. They should come to school, and to class, on time, fully equipped, with their homework done to the best of their ability, and in a frame of mind which allows them to work well.

Explained absences: These are parent-approved absences for illness or unavoidable legal or religious obligations. While we recognize the needs of a mobile international and multi-cultural community, we strongly urge that non-emergency absences, especially medical and other service appointments, be avoided during the school day. In all cases, parents who wish to have their children excused for reasons other than illness must inform the school beforehand. Any absence from school results in the student missing classes. Parents must understand, therefore, that excessive absence, even for the best reasons, can cause a student to fail a class.

Explained absences do count towards a student's total number of absences.

Unjustifiable absences: These are absences where a student skips school or class. Students who are found absent will be referred to the Grade Head who will work with the student and parents to prevent further occurrences. Parents will be notified by e-mail and by phone of these absences.

Authorized absences: These are absences authorized by the school, e.g. field trips (MUN, sports, languages), work experience, university interviews. These absences are not counted as part of a student's total number of absences.

Absences during the course of the day: If a student is absent for more than 1 hour of the school day for any reason other than the authorized absences explained above then this will be noted as a ½ day absence in the school records. Please note: in calculating punctuality, absences and tardiness provide a cumulative total.

Sanctions Against Excessive Absence or Lateness: Research shows a clear link between poor attendance and punctuality, and academic achievement. We therefore take both of these issues seriously, and hope that parents will support us in getting students to school regularly and on time.

- If a student is frequently late to school, his or her privileges will be removed, and other sanctions put into place.
- If a student is absent (excused by parents or not) from more than 12.5% of school days (20 days in Grades 6 to 11 & 15 days in Grade 12) then he or she will fail the year.
- In the event of a student being late for more than 25% of school days (40 days in Grades 6 to 11 & 30 days in Grade 12) he or she is also likely to fail the year.
- If a student is absent from more than 12.5% of an individual course then this will lead to a student receiving a 1 in the report card.
- If a student is late for more than 25% of an individual course then he or she will receive a 1 in the report card for that course.
- A student who fails the year may be asked to undertake work over the summer, repeat the year or may be required to leave the school.

Appeal:

If the number of days that a particular student has been late or absent is in excess of the maximum number allowed above, his or her parents may formally ask the school for special consideration to be given for the student concerned. Parents should be aware, however, that only absences for serious unavoidable reasons such as long-term illness, bereavement involving extended absence or absence for religious reasons that were requested formally in writing will normally be taken into account, and that other, less important, reasons, such as extended holidays, will not normally be taken into account. The School will not give special consideration to any student whose parents do not formally request it in writing.

Calendar of Vacations and Closures 2009-10

Monday, August 31st	Teachers return.
Thursday, September 3rd	Orientation for new Secondary School students.
Monday, September 7th	Classes start for all students, Grades 1-12.
Wednesday, September 9th	Classes start for Nursery – Kindergarten (Mornings only on 9 th , 10 th and 11 th).
October 23rd	Toussaint vacation starts after classes.
Monday, November 2nd	School re-opens for all teachers after Toussaint vacation. (Professional Development for the whole school, Nov. 2 nd and 3 rd).
Wednesday, November 4th	School re-opens for students after Toussaint vacation.
Wednesday, November 11th	Armistice Day, School closed.
Friday, December 18th	Winter vacation starts after classes.
Monday, January 4th	School re-opens after Winter vacation.
Friday, February 19th	'Ski Break' vacation starts after classes.
Monday, March 1st	School re-opens after 'Ski Break' vacation.
Monday, April 5th	Easter Monday, school closed.
Friday, April 16th	Spring vacation starts after classes.
Monday, May 3rd	School re-opens after Spring vacation.
Thursday and Friday, May 13/14th	Ascension, School closed.
Monday, May 24th	Pentecôte Monday, School closed.
Friday, June 25th	Summer vacation starts after School.