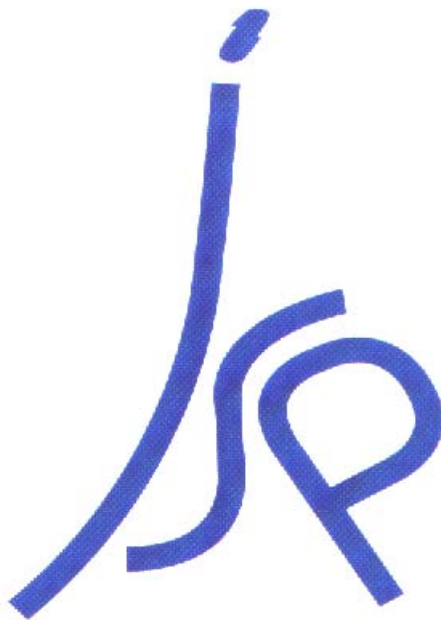


# International School of Paris Secondary School Handbook

2009-2010



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## **VISION, MISSION AND PHILOSOPHY**

### **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 ISP 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 and cultures 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 21<sup>st</sup> 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.

## **Curricular Objectives**

- *Develop transferable skills in critical and compassionate thinking, research, communication and self-management.*
- *Ensure that both the faculty and the curriculum take into account individual learning styles, needs and levels of ability of the diverse student body in both instruction and assessment.*
- *Provide for and promote the development of physical health, intellect, ethics and social behavior.*
- *Instill within students the idea of lifelong learning.*
- *Cultivate each student's appreciation of human ingenuity and expression through their involvement in creative and inventive activities.*
- *Promote respect for the rights of all people.*
- *Promote an understanding and appreciation of the local, national and global environments, with an emphasis on the host city and country.*
- *Promote the use and role of appropriate technology throughout the school.*
- *Ensure that the curriculum throughout the school is recognized by the IBO.*

## **Supporting Objectives**

- *Provide an environment where students feel secure and welcomed, and which facilitates their education.*
- *Provide effective support services for special educational needs, pastoral needs and non-native speakers of English (which is the language of instruction)*
- *Enable a student to enter other primary- or secondary-level educational institutions; prepare students for entry into institutions of tertiary level education and provide appropriate careers guidance.*
- *Maintain international diversity in the student body and staff, and ensuring that no single nationality accounts for more than 33% of the student body.*
- *Maintain a suitably qualified faculty.*
- *Provide opportunities for parental involvement in their children's education and in support of the school.*
- *Communicate effectively with all members of the School Community.*
- *Ensure that the whole school is accredited by recognizable international institutions.*
- *Ensure that school funds are managed effectively.*

## Part I

# GENERAL SECONDARY SCHOOL INFORMATION

## STUDENTS' PERSONAL INFORMATION

It is very important for the School to have complete and up-to-date information about all of the students and those who we may need to contact in case of emergency. Please make sure that the School is informed in the case of changes or additions to any of the following details:

- Home address or telephone number
- Parents' and other contact details, especially mobile phone number and email addresses
- Medical information including vaccinations, operations, allergies and anything else of relevance

## AWARDS

At the end of the academic year the following awards will be given in each grade:

**Award for Academic Excellence** - This goes to the student with the best all-round academic record in each grade.

**Spirit Award** – This is given to the student in each grade who has done most for the spirit of the school in terms of international understanding and in focusing the other students towards positive school activities.

**The Community Service Award** – This is given to the student in Grades 6 to 10 with the most-balanced Community Service program, which is supported by detailed records.

The following additional awards are given at 12<sup>th</sup> Grade High School Diploma Graduation:

**European Council of International Schools (ECIS) Award for International Understanding** is given *'to a student who is a good representative of his own country, with a positive attitude towards the life and culture of others, able to converse in at least two languages, a contributing force in the life of the school, with the ability to bring differing people together into a sense of community, thus furthering the cause of international understanding.'*

**Creative, Action and Service (CAS) Award** is given to the student with the most-balanced program of creativity, action and service activities supported by detailed records.

## **BEHAVIOR AROUND THE SCHOOL**

Students should behave in a kind and courteous manner at all times. They should be respectful of themselves, of others, and of private property. They should also be considerate of the feelings and beliefs of others. Public displays of affection should be avoided, and students should behave responsibly, not getting involved in any activity – such as play fighting - which is disruptive, or which could cause harm to themselves or others

All students must be dressed appropriately for school activities and for the specific learning environment in neat, clean and modest clothing which should neither be seen to be insulting to another member of the School Community nor offend normal standards of decency. Decisions on what constitutes 'insulting', 'offensive' or "indecent" clothing will rest with the Principals and the Head. Students should not come to school in possession of anything which may pose a danger to themselves or others. Specifically, knives and other weapons, or imitation weapons, are forbidden.

For more specific information on this topic, parents and students should consult the ISP Code of Conduct (Part II of this handbook).

## **COMMUNICATION**

The School communicates information on upcoming events and activities and general school news in a weekly newsletter sent via email. In addition to this, e-mails and letters may be sent regarding specific topics, and meetings may be held. For MYP students, the teachers and parents can also use the Student Agenda.

## **CONSULTATIONS AND APPOINTMENTS**

The Grade Heads are the first point of contact for parents of Secondary School students. They provide the bridge between the parents and the various subject teachers who see the children daily. Grade Heads are generally available to speak to parents but we recommend that parents contact them beforehand to make an appointment.

Most teachers in the Secondary School are available for consultation at various times during the school week, depending on their schedule. Again we do ask parents to arrange a meeting before coming into school to see teachers.

Formal Parent Teacher Conferences also take place twice a year for parents to receive feedback about their children's performance in school. The first will be in November for all grades, and the second in April for all grades except Grade 12.

Notices will be sent in advance to give parents ample time to prepare their schedules. There will be no school for Secondary School students on these days.

All ISP staff members have email addresses and parents can contact them directly about issues which concern their child. Email addresses can be obtained from the Faculty and Staff Directory pages on the school's website.

## **COMMUNITY SERVICE PROGRAMS**

The School is placing increasing emphasis on the need for students to become more actively involved in community service, whether that involves a group of friends, the School, the neighborhood, Paris, France, or elsewhere. We feel that this is a crucial element of a holistic education and is one that will give a student a broader, more balanced perspective on life.

## **EXTENDED CURRICULUM**

The Extended Curriculum Program (exact details will be available in the first Newsletter) is an important part of student life. Apart from a sports program that will rotate during the school year, there are a variety of activities, including School Play, drama, homework club, Student Council, Yearbook, literary magazine, community service, movie nights and all kinds of music classes and events. ISP also runs a successful Model United Nations program. If you would like any information about the Extended Curriculum program, please contact Ms. Foucher who coordinates all of these activities.

## **EXTRA HELP WITH SCHOOLWORK**

Students may be asked to stay after school for help with schoolwork. This is our way of ensuring the best academic progress possible for your child. The School also has a resource specialist team who will help individual students who are experiencing specific difficulties. Please ensure that your son/daughter knows to call home if he/she has been asked to remain in school for this extra help.

## **FIELD TRIP GUIDELINES**

Participants in school-organized trips are representatives of the School at all times. As such they are expected to abide by school rules, to follow appropriate standards of behavior and appearance, and to demonstrate concern for the well-being of others. Whole grade field trips are included in school fees; however, all other sports, language or MUN trips will need to be funded separately. Inappropriate behavior (such as drinking alcohol, dangerous behavior, etc.) will result in the student being sent back to Paris at the parents' expense and the student could be reprimanded by the School in other ways. Please see the relevant section of the *ISP Code of Conduct* for further details about this.

All trips are accompanied by adults (at least one of whom must be a member of faculty). Staff may establish special rules and conditions in line with general school policy. Such special rules or conditions are indicated in the trip information letter and may require written parental consent. Staff should establish reasonable curfews for students depending on their age. A full schedule of activities is planned and thus free time is limited. Whenever possible, late-night trip departures or returns will be avoided. Parents are asked to accompany their children to and from the meeting point.

## **FIRE DRILLS**

Fire drills and evacuation exercises are carried out regularly throughout the year. Parents visiting the school should be familiar with the fire procedures that are clearly posted around the school.

## **INFORMATION TECHNOLOGY**

All students and parents should have read and signed the Acceptable Use Policy for Information Technology at ISP.

## **LOCKERS**

A locker is provided for all students. Individual locks will need to be purchased by students. Students are responsible for their own belongings and should not leave these unattended around or outside the school. Any unattended belongings will be removed for safety reasons.

## **LOST AND FOUND**

A lost and found box is kept in 13 Beethoven. We ask that all your child's articles be clearly labeled with his/her name. At specific times during the school year, any uncollected items are sent to a charitable organization. Parents will be informed of this via the Newsletter.

## **LUNCH BREAK / DRINKS**

Students may bring a packed lunch each day in Grades 6 to 9 or sign up for our new hot lunch program. Students in Grades 10 to 12, with parental permission, have the option of leaving the school during the lunch break. Lunch areas in all buildings are available and equipped with microwaves. Please provide your child with plates, spoons, forks, etc. After eating lunch or snacks, students must ensure that the space that they have used is left tidy and can be used by those following them.

There are water fountains available for students in all buildings. Students should bring a plastic bottle to school with them in order to reduce the need for disposable cups.

PTA volunteers and other groups in the community regularly organize cultural hot lunches for purchase for students in the Secondary School.

## **MEDICAL INFORMATION**

If students become unwell while at school, they must go to the sickroom in Beethoven 6. The School Nurse, or a nominated member of staff in the case of her unavailability, will evaluate the student's medical condition and make a decision about whether the student should go home. The School will notify the student's parents before sending him or her home. Please note that only the School Nurse can administer medication to students.

## **OFF-CAMPUS PRIVILEGES**

Students in Grades 10 to 12 are allowed off campus only with written permission from parents. In Grade 10 this will be only be permitted at lunchtime. Students in Grades 11 & 12 may leave at lunchtime and also when they do not have a scheduled class. Students in Grades 6 to 9 do not have permission to go off campus. Please note that the school campus has been more clearly defined for this school year, as have the times at which the school rules apply. Please see the ISP Code of Conduct for more detailed information on this.

## **PARENT VOLUNTEERS**

We like to involve our parents in the daily life of the School. Our parent population is a rich sea of experience from which every student can benefit, and we welcome parents' input. These are just some of the ways in which you can participate:

- Give a presentation on your country;
- Demonstrate your special talent in music or crafts;
- Chaperone field trips and social events;
- Assist with the work of Special Needs, EAL, French and other languages;
- Share your career experience with students.

This is not an exhaustive list. If you have time to spare and an idea of how you might help, please contact Mr. Damian Kerr, the Dean of Students, by phone (01 42 24 09 54) or email ([dkerr@isparis.edu](mailto:dkerr@isparis.edu)).

## **PHYSICAL OR SEXUAL ABUSE**

If a teacher or any other member of staff is told, learns or suspects that a student has suffered, is suffering, or is in danger of suffering physical or sexual abuse by another student, an employee of the school, another family member or anyone else, he or she will inform the Dean of Students, the School Counselor, the relevant Principal, or the Head of School immediately.

Upon being informed of the above, the Dean of Students, School Counselor, Principal or Head of School will follow the guidelines and law in place at the time as set out by the French authorities. This may entail informing the authorities without informing the student's family beforehand.

## **ROAD SAFETY & THE USE OF MOTOR VEHICLES, BICYCLES & SCOOTERS/KICKBOARDS**

The privilege of student driving allows students convenient transportation to school. However, using these forms of transport is a serious responsibility for students and their families. Students may not use their own mode of transport during school activities. The School only has space to allow scooters to be folded and stored in 7 Chardin. All use of motor vehicles, bicycles and scooters must follow the French '*code de la route*'. All students should also be aware that, when crossing the roads during or between school activities, they must use the crossings provided.

## **STUDENT AGENDA**

All students in Grades 6 to 10 will be given a school agenda for recording their homework and upcoming activities and events. This agenda is also used as a form of communication between home and School and should be signed weekly by the parents. Although it can be kept by the students at the end of the year, the student agenda is the property of the School and should be treated like any other such item.

## **STUDENT COUNCIL**

Students in the Secondary School are represented by their peers in the Student Council. This body consists of one student from each grade group, and is elected by all of the students in the Secondary School. The Student Council is consulted on important decisions regarding students in the School, and is mandated to represent individuals or groups of students.

## **SUPPORT STRUCTURE FOR STUDENTS**

Each student in the Secondary School is a member of a Grade Group of between 16 and 24 students. Each group is monitored by the students' Grade Head who has day-to-day responsibility for the students in his or her group. Students who have a problem, either academic or personal, can bring it to the attention of their Grade Head, the Dean of Students, the School Counselor or the School Nurse, depending on the nature and seriousness of the problem. Students can also ask their Student Council representative to act on their behalf.

We recommend that if students or parents have a concern about any issue concerning a member of staff, they should first of all try to resolve the problem with the individual concerned. If the matter is not brought to a satisfactory conclusion then parents or students should bring it to the attention of the Grade Head concerned, who will attempt to work with all those involved to find a solution.

## **UNIVERSITY COUNSELING**

The School has several university counselors that specialize in different regions of the world. All applications should be given to the university counselors at least 10 school days before the deadline and references from teachers should be requested at least 15 school days before they are required. While it is currently popular to apply to an increasing number of universities, it is the student's responsibility to ensure that the research needed in making their university choices is undertaken before an application is sent. The School will help students with up to 8 applications per country. Please note that the School does not pay for express delivery of application documents.

## **USE OF ELECTRONIC DEVICES**

During school activities, students should not use mobile phones, portable music devices, electronic games or other non-educational electronic devices in or outside classrooms, or on stairs and in corridors. Students may use portable music devices and mobile phones only when stationary at lunchtime, break time, during a study period. When in the library or in any study rooms students may use their mp3 player or phone to listen to music *if they do not interfere with the learning or work of others*. At all other times, students should keep these in their lockers or in their bags. Headphones should not be visible when students are moving around the school. The School cannot be held responsible for the loss of or damage to valuable electronic equipment.

Part II  
**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.

<b>Students have the responsibility to:</b>	<b>Students have the right to:</b>
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

<b>Parents have the responsibility to:</b>	<b>Parents have the right to:</b>
show respect towards staff, students and the wider community	be respected by staff, students and the wider community
model appropriate behavior, including language	be welcomed at our school
be available to discuss their child's progress	have their child's full potential realized within the limitations of available resources
ensure their child is sent to school prepared to be involved in the formulation and support of school policy	meet with staff and discuss issues relating to school policy and procedure, their child's progress and reports
support programs developed by the school	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



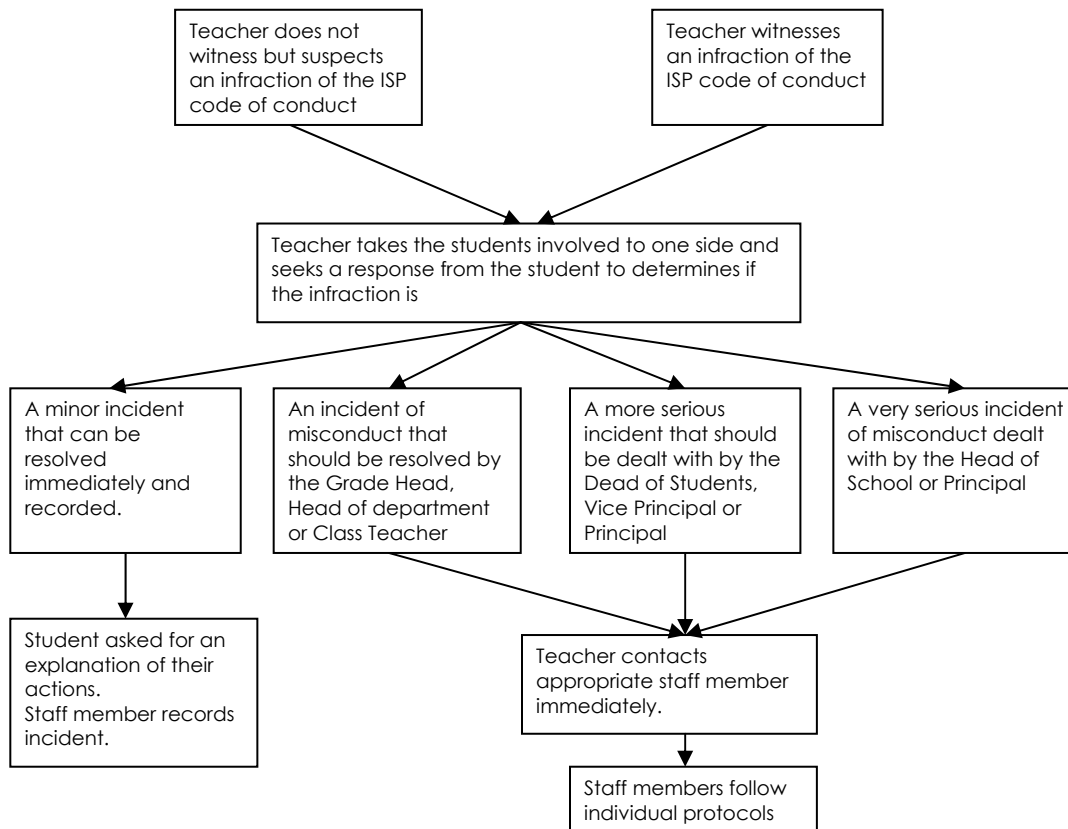
## INFRACTIONS OF THE ISP CODE OF CONDUCT

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.  A record will remain on e-portal for one year.
3	Slightly more serious incident of misconduct dealt with by Dean of Students, Vice Principal, or Principal as is relevant.	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.  A record will remain on e-portal for one year.
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.	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.  A record will remain on e-portal for one year.
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.	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 endeavor 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

<b>Grades</b>	<b>Primary</b>	<b>6-9</b>	<b>10-12</b>
First incident of being found in possession of cigarettes or other smoking paraphernalia  Level one	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
First incident of smoking tobacco or second incident of possession of smoking paraphernalia  Level two	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.
Second incident of smoking tobacco  Level three	Reflection sheet given by Principal or Vice Principal. Loss of privileges (Park 2 days). Parents officially informed in writing, and meeting requested with them. Student is given community service. 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.	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.
Third incident of smoking tobacco  Level four	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: 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.
Further incidents of smoking tobacco  Level five	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

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

	<p><b>Whole School:</b> 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"> <li>▪ Student completes a reflection about the incident under the supervision of Vice Principal or Dean of Students.</li> <li>▪ Meeting with student, parents, class teacher or Grade Head and Vice Principal or Dean of Students.</li> <li>▪ Letter to parents.</li> <li>▪ Loss of privileges for one week.</li> <li>▪ Student will do community service.</li> <li>▪ Counseling sessions required.</li> </ul>
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"> <li>▪ Student informed of his or her exclusion from the next overnight field trip if they were caught drinking on a field trip.</li> <li>▪ In the case where such exclusion prevents the student from completing essential academic requirements student will be asked to complete an individual behavioral contract.</li> <li>▪ Official warning by Principal and student informed of consequences.</li> <li>▪ Parents informed and asked to meet with the Principal.</li> <li>▪ Sanction: 2-day in-school suspension.</li> <li>▪ Parents will be required to arrange outside counseling for the student at their expense.</li> </ul>
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"> <li>▪ Meeting with student, parents, class teacher, grade Head and Head of School</li> <li>▪ Meeting officially recorded</li> <li>▪ Letter to parents</li> <li>▪ Head of School will inform the Board in cases of potential immediate exclusion or refusal of re-registration</li> </ul>

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*

	<b>Whole School:</b> 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"><li>▪ Meeting with student, parents, class teacher or grade head and Principal.</li><li>▪ Student completes reflection about the incident under the supervision of Vice Principal or Dean of Students.</li><li>▪ Letter to parents.</li><li>▪ Loss of privileges for 2 weeks.</li><li>▪ Student will do community service.</li><li>▪ School requires appropriate outside counseling.</li><li>▪ The police must be informed if a student is in possession of illegal drugs.</li><li>▪ 2-day in-school exclusion.</li></ul>
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"><li>▪ Meeting with student, parents, class teacher, grade Head and Head of School.</li><li>▪ Meeting officially recorded.</li><li>▪ Letter to parents.</li><li>▪ Head of School will consult the Board in cases of potential immediate exclusion or refusal of re-registration.</li><li>▪ The police must be informed if a student is in possession of illegal drugs.</li><li>▪ School requires appropriate outside counseling.</li></ul>

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"><li>▪ The police must be informed if a student is in possession of illegal drugs.</li><li>▪ Meeting with student, parents, class teacher, grade Head and Head of School.</li><li>▪ Meeting officially recorded.</li><li>▪ Letter to parents.</li><li>▪ Head of School will consult the Board about potential immediate exclusion or refusal of re-registration.</li></ul>

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*

	<b>Primary</b>	<b>Secondary</b>
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:*

<b>Grades</b>	<b>Primary</b>	<b>6 to 8</b>	<b>9 and 10</b>	<b>11 and 12</b>
		In the order listed:	In the order listed:	In the order listed:
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.	Sent to Grade Head and discussion. Possible conflict resolution with Grade Head and/or Counselor.	Sent to Grade Head and discussion. Possible conflict resolution with Grade Head and/or Counselor. Incident recorded.	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  Level	Reflection sheet given by Vice Principal or Principal.	First official warning by Principal and student informed of pending consequences.	First official warning by Principal and student informed of pending consequences.	First official warning by Principal and student informed of pending consequences.

four	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.	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.	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.	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  Level five	Meeting with student, parents, class teacher and Head of School. Meeting officially recorded. Letter to parents. Permanent exclusion or refusal of re-registration.	Meeting with student, parents, homeroom teacher and Head Meeting officially recorded. Letter to parents. Permanent exclusion or refusal of re-registration	Meeting with student, parents, homeroom teacher and Head Meeting officially recorded Letter to parents. Permanent exclusion or refusal of re-registration.	Meeting with student, parents, homeroom teacher and Head of School. 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):*

<b>Grades</b>	<b>Primary</b>	<b>6 to 8</b>	<b>9 and 10</b>	<b>11 and 12</b>
First minor incident Level two		Sent to Grade Head.	Sent to Grade Head.	Sent to Grade Head.
Second minor 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 1 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.
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.	Reflection sheet given by Vice Principal. Meeting with student, parents, homeroom teacher and Vice Principal. Letter to parents. Loss of privileges (Park 2	Level 3 Reflection sheet given by Vice Principal. Meeting with student, parents, homeroom teacher and Vice Principal. Letter to parents. Loss of privileges (Park 2	Level 3 Reflection sheet given by Vice Principal. Meeting with student, parents, homeroom teacher and Vice Principal. Letter to parents. Loss of privileges (Park 2

	Loss of privileges (Park 2 days). Student undertakes School Service Activity.	days). Student undertakes Community Service activity. * Individual Counseling (2 sessions).	days). Student undertakes Community Service activity. * Individual Counseling (3 sessions).	days). Student undertakes Community Service activity. * Individual Counseling (3 sessions).
Next incident OR first major incident  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.	*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)
Next incident  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.	*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.

### 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](http://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.*

<b>Grade</b>	<b>Primary</b>	<b>6 to 8</b>	<b>9 and 10</b>	<b>11 and 12</b>
		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. 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	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

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