

High School Student Handbook
2018-2019



International School of Paris
Educating *for* complexity

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The International Baccalaureate Learner Profile

The IB Learner Profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. (IB, 2013)

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve wellbeing for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

International School of Paris Vision and Mission

Our Vision: Educating *for* Complexity

Our Mission: As the leading International Baccalaureate World School in France, we prepare our students to engage with and succeed in a complex world.

Guiding Statements

Learning for Complexity

We are committed to the goals, values and standards of the IB Programmes.

We prepare our students to recognize and respond to the challenges and uncertainties of a complex world. As a school, we adapt and evolve to remain relevant and authentic in the context of a highly interconnected world.

Inquiry, Innovation and Learning

We recognize the importance of inspiring inquiry and innovation.

Each member of our school community is engaged as an active learner.

Learning is not a journey to a destination, it is a mindset. We encourage unlimited personal development in our students.

We seek to equip our students with values, strategies and skills to navigate a constantly evolving landscape of information, resources and ideas.

We encourage students to use creativity and imagination in their learning.

The school participates actively in understanding and contributing to the development of innovative and influential educational practices.

Research should be embedded in student learning and professional practice.

Global Citizenship

We investigate the changing landscape of identity.

We place a social value on learning and understand the relationship between rights and duties.

We seek to understand the interdependence of sustainable human living in social, economic, environmental and political structures.

Language Learning

We recognize that international education requires exceptional language learning through which students are able to communicate effectively, develop their cognitive abilities, discover their own identity and share that of others.

Learning to Be Well

Student wellbeing is critical.

We aim to develop in young people the resources, agility and imagination needed to live productively and sustainably.

By embracing change our students will see challenges and setbacks as exciting learning opportunities.

Experiential and Service Learning

Students should discover what you learn from doing.

We provide opportunities for our students to contribute, to collaborate and to learn that they can make a

difference.

Students have access to the unique learning that comes from a strong programme of service to others.

Embracing Diversity

Engaging with cultural difference is a powerful learning experience.

We recognize that performance cannot be measured solely by academic achievement. People have a multiplicity of talents and skills which should be encouraged and celebrated.

By exploring controversial topics our students will learn to be at ease with uncertainty.

1: General High School Information

Overview

The Secondary School at the International School of Paris is based on two campuses separated by a short walk in the 16th Arrondissement of Paris:

- Middle School Campus (Grades 6 – 9): 45 rue Cortambert
- High School Campus (Grades 10 – 12): 6 rue Beethoven

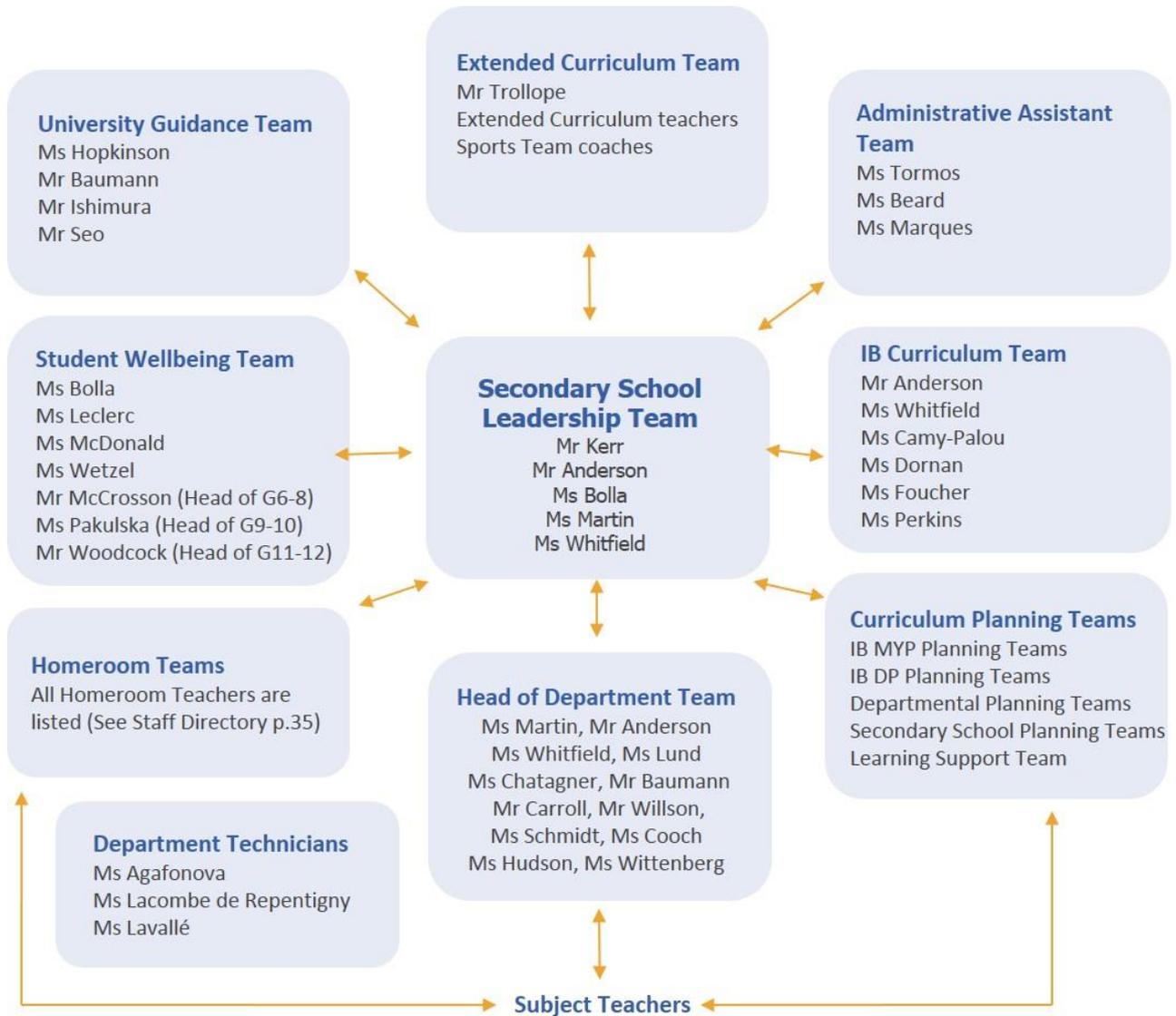
The large majority of secondary school teachers work across both campuses, as does the school's academic administration team. Staff lists and contact details for homeroom teachers, heads of department and the secondary school leadership teams can be found in the [Staff Directory](#).

Secondary School Organization 2018-19

The Secondary School at the International School of Paris is managed by specific teams, each of which takes responsibility for an area of the school's operations. The chart below provides some information about the relationships within, and the organization of, the Secondary School. The Secondary School team is responsible to the Head of School, Mr John Burns.

Secondary School Academic Organisation

ISP’s Secondary School is structured around specific teams, each with responsibility for different areas of the school’s operations. The chart below outlines these responsibilities, and identifies members of the principal teams.



See the Homeroom Teacher Directory [here](#).

The School Day

Timetable

Lessons are scheduled over five days, Monday to Friday. The school day consists of eight 45-minute periods, some of which are combined into 90 minute double lessons. Grade 10 students have one half-day of Physical and Health Education (PHE), and will generally be taken by bus to the sports facility that the school uses for PHE lessons.

Break times

Morning break is 10:20–10:35, and afternoon break is 14:45–15:00.

Lunch

Lunch break is 12:05 – 13:05 or 12:15–13:15, depending on the timetable on any particular day. Students should bring a packed lunch each day. The school is equipped with microwaves. Students should bring plates, spoons, forks, etc. if they bring a packed lunch. 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 is a corner shop which sells food on the corner of rue Beethoven and rue Chardin, but the school does not encourage students to buy their food there.

Start and End Times

The school day begins with homeroom time at 8:50 for all students. The normal school day lasts until 16:30 each day. Students in Grades 11 and 12 may leave the school campus if they do not have a scheduled lesson. The school doors open at 8:15 and close at 17:30. Students may stay on campus for any Extended Curriculum Activity (ECA) but should not remain in school buildings after 17:30 without permission from a staff member.

Moving Between Campuses

In order to optimise the use of resources, some students may have lessons on the Middle School Campus, 45 rue Cortambert, 75016, and are expected to move quickly and efficiently between campuses when this is the case. Students should also ensure that they are mindful of traffic, and that they behave in a way that ensures that the good reputation of the school is maintained. At times, students may also be able to work independently off campus, and should do so in a similarly appropriate way.

School Calendar

ISP's calendar of vacations and closures for the 2018-2019 school year can be viewed [here](#).

Health & Safety

The school emphasises the importance of safety in all aspects of our operations and interactions. The wellbeing of our community, and particularly our students, is critical.

Child Protection Policy

ISP is committed to maintaining the highest standards in the area of child protection and has a very clear [Child Protection Policy](#) addressing the school's and individuals' responsibilities to protecting the children in our care. If any member of the community has any questions or concerns about child protection or our policy regarding it, they should contact Ms Raj Bolla (rbolla@isparis.edu), the Vice Principal for Student Wellbeing (the Designated Safeguarding Lead) or the Principal.

Bullying

ISP has a very clear stance on bullying. We state explicitly that bullying is not tolerated in any form, or at any level.

Emergency Procedures

Fire drills, and evacuation/lockdown exercises (all usually unannounced) are carried out regularly throughout the year. Students and visitors should ensure that they are familiar with the different procedures that are posted around the school campuses. In the event of an emergency, students and visitors should always follow the instructions given by the security guards and members of staff.

Medical Care

If a student becomes unwell while at school, he/she must go to the sickroom on campus. The School Nurse, or a nominated member of staff in the case of her unavailability, will evaluate the student's medical condition. No student should leave school because of illness without speaking to the nurse or her replacement, and students should also consult the nurse before contacting their parents to request to leave school. The school will notify the student's parents if a decision is made to send a child home. Please note that if a student has a minor complaint, the School Nurse—and only the School Nurse—may administer medication. In the case of a more serious concern, the school will contact the parents and/or the SAMU (emergency medical service). In the case of an emergency, the school will contact the SAMU and will make medical decisions based on the doctor's recommendations, including surgical intervention. Parents will be systematically informed if the school contacts the SAMU about their child's health, but it may not always be possible to do this before we do so.

The school provides medical insurance for all students while they are in our care, although depending on circumstance this insurance may not cover all medical costs.

Security

We do all we can to offer a secure and safe environment. The school provides lockers for all students, and we strongly advise students to store their belongings in their lockers with a secure combination or key lock. We have security cameras in all our buildings, and a secure pass system on all external doors. However, students who bring computers, tablets or smartphones to school do so entirely at their own risk. The school

cannot be responsible for any cost arising from the loss or theft of personal items on the campus. For safety reasons, any unattended belongings may be removed.

Students are asked not to bring unnecessary valuables into school, but if they do, these should not be left in schoolbags or in changing rooms, for example, during PHE. Rather, they should be locked in their lockers before the lesson begins. Occasionally, a student may wish to bring a valuable item into school as part of a project or other piece of school-related work, and in these circumstances this may be given to the school office for safekeeping.

All students' belongings should be labelled with their name. A lost and found box is kept on each campus, and we also ask students and others who find valuable items to hand these in to reception. If a student loses an item, they should first of all check in the lost and found box, and then speak to the receptionists to see if it has been handed in.

At specific times during the school year, any uncollected items are sent to a charitable organization. Parents will be informed of this via email.

E-Safety

All students and members of the community should take steps to ensure that they understand all of the risks posed by digital technologies, and have clear strategies in place to minimise the impact of these risks. E-safety is incorporated into the Personal and Social Education curriculum, and workshops are held during the year for parents and students.

Dangerous Items

Students should not come to school in possession of anything which may pose a danger to themselves or others. Specifically, knives and other weapons, as well as imitation weapons are forbidden.

Student Badges

All students should come to school each day with their school badge so that they can be easily identified, if necessary. All visitors invited to the campus by students are required to report to the relevant reception, where they will be asked to sign in. They will then receive a Visitor's Badge, to be displayed at all times.

Road Safety, Motor Vehicles, Bicycles, Scooters and Kick Scooters

All students should use the marked road crossings provided when crossing the roads during or between school activities.

Students may choose to drive to school; however, students may not use their own mode of transport during school activities. All use of motor vehicles, bicycles and kick scooters must follow the French code de la route.

Parental Absence

Please notify the school if you are planning to take a trip out of town for more than a day. The school office will require details of appointed guardians and emergency telephone numbers.

Permission Forms

During the year, the school will have the need to send out parental permission forms for a variety of activities. In addition, permission forms may be sent out to allow students to be off campus, or at home, during examination times. These forms must be signed by a parent or legal guardian before any student will be allowed to participate in any designated activity. For students who are 18 years old (or older) these

permission forms may be signed by the student themselves, except where financial matters are concerned, in which case these forms must be counter-signed by a parent or legal guardian.

Guidelines for Physical and Health Education (PHE)

PHE Kit

The school requires all students to have an ISP PHE kit and to be appropriately dressed for PHE activities. Parents can [purchase PHE kits](#) before school starts in September. All enquiries should be directed to the provider, 2CParis, at: 2cparisuniform@gmail.com.

In France a swimming hat and tight lycra-based swimming costume/trunks are obligatory. This is non-negotiable and unfortunately if students do not bring these two things they will be unable to swim. Students may wear silicone, waterproof, swimming hats.

Transit To and From Sports Facilities

Grades 10 will often travel off-site for PHE lessons. The majority of PHE will be at La Cour Roland (Jouy-en-Josas) and will be on one designated half-day each week. In addition, we have use of other PHE facilities in Paris—such as different stadia, basketball courts, and a swimming pool—and these will be utilized at different times of the year.

We trust that students will behave responsibly when representing ISP, respecting other members of the public and listening carefully to staff, especially when travelling on buses and crossing roads.

PHE Safety

All PHE teachers have first aid training. When off-site they always have a first aid bag with basic supplies, such as ice packs and plasters, and a mobile phone so that they can contact school if there are any injuries. To support PHE safety, students:

- must be appropriately dressed for the activity—those who fail to bring the correct kit and equipment will not be allowed to participate;
- must bring their own safety equipment when advised to do so: for example, mouth guards or shin pads. Students and parents will be informed in advance of any additional equipment required;
- must follow the safety rules at the swimming pool: no running around the pool, no pushing others, not standing on the lines, nor standing up on the floating mats;
- must have suitable sports shoes—not fashion trainers which lack support and cushioning;
- are not allowed to play with equipment before or after sessions without teacher permission and supervision;
- may not wear jewellery, including earrings;
- should tie up hair that is longer than shoulder length.

Sport Extended Curriculum Activities

The school offers a number of sports as Extended Curriculum Activities (ECAs), and students can sign up for these in September, and January. All students are welcome to join age-appropriate sports ECAs regardless of ability. We wish to encourage participation so that we can have as many students representing ISP as possible.

Commitment will be expected if a student signs up because it is very expensive to source facilities, buses and the specialist coaches. If, for a valid reason, a student cannot take part in an ECA session, they must let their coach know as far in advance as possible and should not simply send a message with another student.

If a sports event is cancelled, students will be notified from an official source—the sports and extended curriculum director, the head of PHE, or through our communications office.

The ISP Panthers

The school has a number of competitive sports teams, known as the ISP Panthers. Trials for these teams are announced at the beginning of each sports season, and students should check school notice boards and email notices if they wish to be considered for selection.

Field Trip Guidelines

The school organizes a number of field trips and those that occur outside of normal school time will require prior parental consent. During the school day, a teacher may take their class off campus for curricular activities, and these are considered to be regular class time. Please see part 3 of this handbook for more details about parental consent for field trips.

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 behaviour and appearance and to demonstrate concern for the wellbeing of others. Whole Grade field trips and curricular activities are included in school fees; however, some events, such as MUN trips, are funded separately. Inappropriate behaviour (such as drinking alcohol, dangerous behaviour, 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. (For further details, please see Part 2: Student Wellbeing).

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 will be indicated in the trip information letter and may require written parental consent. Staff will establish reasonable curfews for students depending on their age. A full schedule of activities will be planned for all trips and thus students' free time will be 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.

Community

ISP is proud of the sense of community that is fostered in the school, and of the positive and healthy relationships that develop within and across the different constituent groups. Respect for oneself and for others is a key component of our community, and we make every effort to ensure that everyone's voice is heard and listened to.

Meeting Our Team

In most cases, the homeroom teacher would be the first point of contact for parents with inquiries about their child's academic progress. The homeroom teacher will best know the students and will have a detailed knowledge of their daily routine. For example, the homeroom teacher will be able to request information from teachers/administrators about the curriculum or gather information about a student's progress or address social concerns. The homeroom teacher will also be able to assist parents in setting up a meeting with a subject teacher should they need to meet with one of a child's teachers. Should parents need to speak with a homeroom teacher, they should call the school to schedule an appointment, or send an email to the teacher concerned.

- The Secondary School has three Heads of Grades, one per grade group (Grades 6-8, Grades 9-10, and Grades 11-12). The Head of Grade is responsible for overseeing and supporting the work of the Homeroom Teachers, communicating with parents as necessary, and sharing relevant student wellbeing information with staff. A student's Head of Grade will often manage more time-consuming or challenging student wellbeing issues.

- The Vice Principal Student Wellbeing, Ms Rajvinder Bolla, has overall responsibility for student wellbeing, and the work of the Heads of Grades and Homeroom Teachers. Please also see later in this handbook, Part 2: Student Wellbeing.
- The IB MYP Coordinator, Ms Lucy Whitfield, is responsible for Grade 6-10 curriculum matters.
- The IB DP Coordinator, Mr Philip Anderson, is responsible for Grade 11-12 curriculum matters.
- The Vice Principal Organization for Learning, Ms Margo Martin, has responsibility for student timetables, school meetings, and examinations.
- The Secondary School Principal, Mr Damian Kerr, has responsibility for the work of the Secondary School, Grades 6-12.
- The Head of School, Mr John Burns, has overall responsibility for operation of the International School of Paris, from Nursery to Grade 12

All ISP staff members have e-mail addresses and parents can contact them directly about issues which concern their child. The [Faculty and Staff Directory](#) can be accessed through the Staff Directory page found in the Parent Portal section of the ISP website.

Student Council

Students in the Secondary School are represented by their peers in the Student Council. This body consists of one student from each homeroom, and a president who 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.

Parent Teacher Association

The school works closely with the PTA in order to understand the needs and perspective of the parent body. Five yearly meeting stake place between the Secondary School Leadership Team and the PTA Grade Representatives. These consultative meetings are held in a spirit of openness, allowing both constituencies to understand the other's reasoning and perspectives on different school matters.

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 social events; assist with the work of Special Needs, English as an Additional Language (EAL), French and other languages; share your career experience with students; offer a placement for our Work Experience programme; host students from visiting schools. This is not an exhaustive list. If you have time to spare and an idea of how you might help, please contact the school.

Alumni and Guest Visits to School

Former students or friends of currently enrolled students may make one-day visits with permission of the Secondary School principal, or the vice principal for student wellbeing. Requests must be made at least five days in advance, and all guests must identify a currently enrolled student who will be responsible for him or her during the time spent in school. The accompanying student is also responsible for ensuring that teachers are informed ahead of time to ensure that they visit causes no disruption to lessons. Visiting students will need to wear their guest badges at all times. Prior to the visit, parents must complete and return an insurance waiver which can be found on our website: www.isparis.edu/visit. Please note that at

certain times in the school year, for safety, organizational or security reasons, we are not able to accommodate student guests.

Community Service Programs

The school requires all students to be actively involved in community service, whether that involves a group of friends, the school, the neighbourhood, 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 Activities (ECAs)

The extended curriculum program 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 the 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 activities program, please contact Steven Trollope strollope@isparis.edu who, as Sports and Extended Curriculum Director, coordinates all of these activities. Please note that if an activity takes place off campus and finishes outside of normal school hours, and we have ensured that prior notice is given to parents, students will be allowed to make their own way home from the off-campus site. A teacher will always be available to accompany students back to school if they wish.

Library

The Secondary School Libraries have almost 15,000 titles, with books in English, French and World Languages. The collection comprises fiction and non-fiction material, together with research materials, video, and music, and access to computers for the students to use.

Off-Campus Privileges

Students in Grades 10-12 are allowed off campus during periods when they do not have class. At times in the week, students in these grades may have to go to the Cortambert campus for lessons in design or science. If this is the case, the students are expected to make the journey in as efficient a way as possible, taking care to balance any risks with the need to be in class on time.

Dress Code

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 Principal and the Head of School. As a guideline,

- Shorts and skirts should be of modest length;
- Avoid items of clothing with potentially offensive slogans or drawings, or with references to alcohol, drugs, violence or sex;
- Hairstyles must be safe, especially for work in the art room, design technology room, PHE classes and in the science laboratories;
- Piercing of body or face can present health and safety hazards, especially in the art room, design technology room, in the science laboratories, and during PHE. Teachers may ask students to remove piercings if, in their opinion, health and safety may otherwise be compromised;
- Clothing should adequately cover undergarments;
- For reasons of health and safety, open-toed shoes are not allowed in science laboratories or in the design technology room.

Students may be sent home if they are dressed inappropriately for school.

Attendance and Punctuality

Regular attendance is a pre-requisite for success in school; conversely, those who are not in class will miss important learning opportunities. Poor attendance can lead to under-achievement, and this is especially true in the senior years as courses become more demanding. It is important, therefore, that we work together with families to ensure that every child is in school, and is challenged to meet their full potential.

How ISP Manages Absences and Lateness

All absences are recorded, regardless of why a student may not be in class. Absences should not be more than 10% of class time. If a student fails to meet the attendance requirement for promotion or graduation, the school may ask that this time be made up to ensure a minimum class attendance of 90%. Failure to meet this requirement may mean a student has to repeat the Grade or be denied an ISP High School Diploma.

Absences are categorized in two ways. An excused absence might include illness verified by a doctor's note, family bereavement, work experience, or an interview/examination for university or new school. The school may choose to allow excused absences up to a maximum of 10% of class time. All other absences are considered to be unexcused.

If parents/guardians know that their child is going to be absent from school for any reason, they are asked to give the school advance notice by sending an email to the school reception (reception@isparis.edu) copied to the relevant Homeroom Teacher. If the absence is unanticipated and it is not possible for the parents to send an email, we ask that parents and guardians call the reception in the morning to inform the school, and that this call is followed up as soon as possible with an email to the Homeroom Teacher and reception.

Frequent lateness, because of its detrimental effect on learning, is a serious matter. Therefore all lateness will be recorded on a student's record of attendance, and the school will follow up with individual students and families to promote punctuality. This could involve the school revoking some student privileges. Persistent absenteeism or tardiness will result, firstly, in a letter to parents. Following such a letter, should a student fail to improve his/her record of attendance, both parents and student will be asked to attend a conference with the school.

In very serious cases of absenteeism, and in line with French national educational guidelines, the school will involve local authorities to ensure that the student's education is not compromised.

Partnership with Our Families

We understand that our community is a highly mobile one, and that many of us are living and working far from home, and away from our extended families. Nevertheless, we do request that family travel plans respect the school calendar. It is also supportive of the school if parents schedule doctor, dentist and other appointments after school hours or during vacations where possible. Should a student arrive late or need to leave early, parents must notify the school in advance.

If you have any concerns about your child not meeting the 90% attendance requirement, please contact the relevant Head of Grade. We can usually resolve most attendance issues through collaborative dialogue. Finally, please note that long-term absence due to illness is always given special consideration.

Partnership with Students

Our students have certain responsibilities and, through the Student Council, we maintain an open dialogue with them regarding attendance policies. All students are expected to be at school on time. After an absence, students are responsible for completing all missing work. If a student needs to leave school early, he/she should have permission from one of the following: the school nurse, the homeroom teacher, head of grades, member of the Secondary School leadership team.

Recording Attendance

Homeroom teachers and heads of grades monitor attendance data and will contact students and parents should attendance or tardiness be seen as a problem.

Communication

Good communication between home and school is essential. The following information will assist you in identifying where information may be found and with whom you may wish to speak.

School Information Systems

Good communication between home and school is essential. The following information will assist you in identifying where information may be found and with whom you may wish to speak.

The school strives to model sustainable development and this means taking active steps to reduce our carbon footprint. Therefore, we have paperless communication whenever possible, and this can be summarized as follows:

- **ManageBac:** ManageBac is the school's curriculum management system and a vital communication tool for all members of our community. Secondary School students, teachers and parents all have individual ManageBac accounts. Parents are also given access to student reports via ManageBac.
- **Google email:** The school provides every student with a personal Google mail account, recognizable by the @isparis.net address. This account is an essential communication route between students and teachers, especially as it integrates with a range of Google applications that are in frequent use in the classroom.
- **Emails from "ISP NEWS":** The school will email parents with news about specific events, special announcements, field trips, permission form requests, or changes to our normal routine. In addition, all notices about electronic communication, including login details for the *ISP Parent Portal*, are sent by email, so it is very important that your email address is valid and that you check your email account regularly for school news.
 The sender for most ISP-related regular mass emails will appear as "ISP News" or "IT Support" and are sent from the email addresses *communications@isparis.edu* or *no-reply@myCHQ.net*.
**Please note that unsubscribing from ISP News mailings means that you will no longer receive important home-school communications about your child(ren).*
- **Weekly newsletter:** The ISP newsletter is sent on Sunday evenings at 18:00 with a summary of upcoming school events. By clicking on the calendar links, you can view details of any upcoming school event. We strongly recommend that you use this resource to keep-up with school events and activities.
- **ISP Events Calendar:** You can also easily connect the above-mentioned ISP event calendars to your mobile device. This feature will synchronize ISP's calendar with your device's calendar. You will be able to access all events and information about them directly in your calendar. Here are the links on which you need to click directly from the mobile device that you wish to connect to the calendar.
[Secondary School Calendar](#) / [Whole School Calendar](#) / [PTA Calendar](#)

- **ISP website:** The school website (<https://www.isparis.edu>) provides details of major events, recent news, and up-to-date curricular information.
- **ISP Parent Portal:** A password protected page on ISP's website. The Parent Portal contains information for parents that is not accessible to the general public (e.g. school calendar, school resources, etc.). Each parent will receive an email from ISP News communicating his/her login details to ISP's Parent Portal.

For further information about ISP's communications systems or to provide feedback or suggestions for improvement, you are welcome to contact our communications team at communications@isparis.edu.

Personal Information

It is very important for the school to have complete and up-to-date information about all of the students and those whom we may need to contact in case of emergency. Please send an email to reception@isparis.edu 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. For reasons of health and safety, parents should inform the school of any medication that their child is taking.

3-way Conferences

Parents are always welcome to arrange conferences at school and, likewise, the school may initiate a conference with parents at any time during the year. Mid-way through each academic semester, two days are set aside for 3-way (student, parent and teacher) conferences. Conference bookings are made online and parents will receive guidance in this process prior to each conference date.

University Counselling

The school has several university counsellors who specialize in different regions of the world. All applications should be given to the university counsellors at least ten 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 eight applications per country. Please note that the school does not pay for express delivery of application documents. For a detailed list of recent university acceptances, please visit ISP's [university counselling webpages](#).

School Cancellation

Should it be necessary to close school at short notice (for example, due to severe weather, national emergency or transport strike), the school will notify every parent by SMS, as well as by a follow up email. Should you have any concern, please check your SMS and email before calling the school office.

Curriculum Information

The International School of Paris prepares students to engage with and succeed in a complex world, offering all students a broad, balanced range of academic subjects supported by a strong personal and social education program, counselling services, and a learning support team. Academic rigor is promoted

throughout the school, and ISP's external examination results and university placement record demonstrate a commitment to providing a successful, progressive learning environment.

Grades 6-10 follow the IB Middle Years Programme (IB MYP). Grades 11 and 12 follow the IB Diploma Programme (IB DP), an internationally-recognized pre-university course. Details of these programs can be found in the relevant curriculum handbooks, available [online](#) and sent to parents over the summer via the back-to-school information pack.

Assessment

The International School of Paris recognizes that teaching and learning, and the assessment of that learning, are fundamentally interdependent.

Students:

- have differing learning styles;
- have different cultural experiences, expectations and needs;
- perform differently according to the context of learning;
- see self-assessment and peer assessment as a natural part of the learning process;
- need to know their achievements and areas for improvement in the learning process;
- should receive feedback that is positive and constructive.

Throughout the curriculum and instructional process, we are guided by the following principles:

Assessment is:

- designed by teachers to incorporate a variety of methods and to be relevant and motivating to students;
- geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world;
- criterion-referenced using the guidelines set down by the IBO and is made clear to students by teachers before coursework begins.

Further information can be found in the Secondary School Assessment Policy.

Homework

Homework is a necessary adjunct to classroom teaching, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

Deadlines for all summative assessments are published through ManageBac. In line with our policy of fostering independent learning and striving to develop the dispositions of the IB Learner Profile, we promote a collaborative approach to the setting of homework, and students are responsible for communicating with their teachers to ensure that deadlines are manageable. Students are also responsible for organizing their time appropriately to manage long-term projects.

Teachers expect homework to be done properly and punctually. Failure to do homework is treated seriously, and when completing homework is perceived to be problematic, the teacher will notify the student's Homeroom Teacher and the relevant Heads of Department and Grade, who may require the student to forfeit his/her break period to complete the outstanding work. Parents will be notified should a student fail to submit schoolwork.

Grading & Academic Reports

The school uses subject-specific IB criteria to indicate levels of achievement.

Students in Grades 10 - 12 receive semester grades in all subjects based on their achievement over the semester in each subject.

Final semester levels are reported as follows:

7	A consistent and thorough understanding of the required knowledge and skills and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	A consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
1	Minimal achievement in terms of the objectives.

Full, written, academic reports are issued for Grades 10 and 11 after the end of each semester (January and June). Grade 12 students receive their reports in December and April.

Please note that all reports are issued electronically, on ManageBac. Paper copies can be supplied on request.

Graduation and Grade Promotion

Grade 12 Graduation

ISP aims for all students to obtain the IB Diploma. In addition, the school offers a high school diploma to graduating Grade 12 students.

Students may graduate with a high school honours diploma or a high school diploma. The graduation ceremony is a school function and is organized through the Graduation Committee, a group that includes Grade 12 PTA grade representatives and two Grade 12 students. The school will keep parents and students informed as is appropriate.

The school does not organize a “prom dance”, nor will it be involved in or responsible for any student-organized graduation party.

To gain a high school honours diploma a student will have:

- Participated in six courses, each from a different subject group, during Grades 11 and 12 (other than TOK);
- Gained an average score of at least 21 points across all six courses over the two years;
- Scored at least a 2/7 in each course in Grade 12;
- Participated to a satisfactory standard in the Service component of CAS (equivalent hours to those required for IB Diploma candidates). Creativity and Activity are optional;
- Achieved a minimum 90% attendance over the two years.

To gain a high school diploma a student will have:

- Participated in six courses during Grades 11 and 12 (other than TOK);
- Gained an average score of at least 18 points across all six courses over the two years;
- Participated to a satisfactory standard in the Service component of CAS (equivalent hours to those required for IB Diploma candidates). Creativity and Activity are optional;
- Achieved a minimum 90% attendance over the two years.

Students who fail to meet these criteria will not be eligible for the award of the high school diploma. In such cases, it may be possible for students to undertake additional studies, to be completed before the end of the school year, to meet the required standards for this award. Parents and students concerned will be involved in a consultation process prior to any decision.

Promotion from Grade 11 to Grade 12

To be promoted from Grade 11 to Grade 12 at the end of the first year of the IB Programme, a student must meet the requirements of the ISP High School Diploma; this includes meeting the required attendance in each course.

Promotion from Grade 10 to Grade 11

To be promoted from Grade 10 to the IB Diploma Programme, a student’s second semester final report should demonstrate:

- A total points score of at least 36/63 points overall from the six core subject groups, two other subjects, and the Personal Project combined;
- At least a 2/7 in each subject area;
- At least a 3/7 on the Personal Project;
- Have met ISP's expectations for Service as Action;
- Minimum 90% attendance.

In addition, to meet the entry requirements for chosen courses of study in Grade 11, a student should have

- A Grade 10 first semester score of 5 or above for each Higher Level subject;
- A Grade 10 first semester score of 4 or above for each Standard Level subject.

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-around 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.

Service as Action Award: This is given to the student in Grades 6-10 with the most-balanced Service as Action program, which is supported by detailed records.

The following additional awards are given at Grade 12 Graduation:

European Council of International Schools (ECIS) Award for International Understanding: This 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.”

Creativity, Activity, Service (CAS) Award: This is given to the student with the most-balanced program of creativity, activity and service activities supported by detailed records.

The Spencer Hanson Memorial Award: This is given to the graduating student who has shown endeavour, engagement and achievement in the creative arts.

Support Structures for Students

Each student in the Secondary School is a member of a homeroom of between 16 and 24 students. Each homeroom is monitored by the students’ Homeroom Teacher 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 Homeroom Teacher, or their Head of Grade, or another member of the Wellbeing Team, or the relevant curriculum coordinator 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 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 Homeroom Teacher, who will attempt to work with all those involved to find a solution.

Materials and Supplies

Textbooks

The school will provide access to textbooks for the academic year, either physically or electronically. Students are then responsible for looking after materials provided by the school, and if books are lost or damaged, students will be charged for their replacement.

Other Equipment

Students should bring to school

- Notebooks, or ring-binder files and loose-leaf paper. We recommend notebooks for younger students and files for older students.
- Pens (blue and black)
- Pencils (graphite and colour)
- An eraser
- A pencil sharpener
- A set of basic mathematical instruments (ruler, protractor, compass, etc.)

Correction Fluid

The use of correction fluid is not allowed in public examinations and therefore its use is discouraged in school.

Calculators

Students in Grades 10-12 require a graphic display calculator (GDC). Parents should note that the IB Diploma Programme prohibits the use of certain calculators. Therefore, we advise parents to purchase the appropriate make and model of calculator directly from the school. Students will receive more information about purchasing a calculator from their mathematics teacher.

Payment for School Trips

The majority of field trips or other excursions are paid for by the school. This is guided by the general principle that trips which are essential to the curriculum—a learning experience that the school believes everyone should have access to—should be treated as regular lessons, just in a different location. At ISP, almost all our field trips incur no extra cost to families, except for spending money that students bring along.

Some trips we consider to be additional to the curriculum—an enrichment activity—and we ask parents to meet the cost. In this category would be our Model United Nations trips, our Sustainable Development Project, our ski trip, sports trips, our Mathematics Competition Trips, and our trip to Spain. These trips are optional, and do not form a part of taught curriculum—there are no grades or reports dependent on being on the trip. We may also include some sports trips. For example, the school supports all local ISP Panthers' tournaments—games held in the Paris area—but we do not support travel and accommodation costs beyond this. Finally, there may be other trips that we add through the school year and if any of these are considered to be enrichment, we will ask parents to meet the cost.

The cost of school trips will always comprise accommodation and travel, any conference/workshop/activity fees that apply, plus staff supervision. The final cost quoted to parents will also depend on the number of students travelling, as there are often discounts on large group bookings, and cost is more widely dispersed across a larger group. As a guide, our most expensive Model United Nations trip (a week in The Hague) will cost between 1,200 and 1,500 Euros, and the Sustainable Development Project (three weeks abroad, previous locations including Namibia, Ghana and Costa Rica) costs approximately 3,000 Euros.

The distinction between curricular trips and enrichment trips is not an absolute divide—it is a judgment made by the school, and the school reserves the right to make these decisions in the best interests of the whole community.

2: Student Wellbeing

The ISP student wellbeing team is dedicated to supporting each student by promoting positive attitudes, choices, and behaviours. The wellbeing program supports both the school's mission and objectives and the IB Learner Profile, and 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 behaviour;
- Encourage lifelong learning;
- Provide an environment where students feel secure and welcome;
- Promote respect for the rights of everyone.

Our team encourages everyone in our school community to promote and maintain appropriate conduct, and this is characterized as behaviour which:

- Values and respects the rights of others, including the right to learn;
- Fosters a happy, safe and secure environment;
- Recognizes that each member of the community is unique;
- Treats others fairly;
- Expects members of the community to take responsibility for their actions;
- Promotes compassion and tolerance;
- Develops skills for a peaceful resolution of conflict;
- Values and respects others and their differences;
- Addresses inappropriate behaviour;
- Upholds the school's mission, objectives and ethos.

Support for All

The International School of Paris believes that education encompasses the whole child and his or her wellbeing. Teachers care for the individual student in a wider meaning than just academic growth: the primary responsibility for wellbeing lies with the individuals who are directly with the student at any particular time during scheduled activities.

The wellbeing team will address a range of concerns; this means providing support for students who are unable to benefit fully from the Secondary School's programs and so are not fulfilling their potential. The team will also work with students who need support managing their behaviour or whose approach to learning may be detrimental to others. Parents will be informed of, and/or engaged with, all interventions of a significant nature. ISP promotes a collaborative working process and at any time parents may request a meeting with the wellbeing team to discuss their child's progress.

Student wellbeing is established and maintained through the agency of the wellbeing team, and this structure is set out as follows:

The Secondary School Student Wellbeing Team Structure



Vice Principal (Student Wellbeing)

The vice principal for student wellbeing coordinates the wellbeing team and will ensure that the needs of both the individual and the community are balanced to support a positive, harmonious learning environment. The VP and the wellbeing team have the choice of pursuing any combination of advisory, mentoring, counselling (including the therapeutic), or community building strategies to support individual student needs and the best interests of the learning community. A student's failure to maintain ISP's expectations for appropriate conduct may also lead to the employment of structured sanctions.

Heads of Grade and the Homeroom Team

The homeroom team provides a regular daily contact time for each class with one teacher dedicated to their wellbeing. Each student will have a homeroom teacher, a teacher who can provide a range of general

support strategies for everyday concerns (academic or personal/social) as well as being able to mediate issues between the student/parents and the school (for example, helping to schedule 3-way conferences). The homeroom teacher should be a parent's first point of contact with the school should they have any concerns or questions.

The school has three heads of grade, for Grade 6-8, 9-10, and 11-12. The head of grade is responsible for overseeing and supporting the work of the homeroom teachers, communicating with parents as necessary, and sharing relevant student wellbeing information with staff. A student's head of grade will often manage more time-consuming or challenging student wellbeing issues.

Personal and Social Education Program

The Secondary School has a curricular PSE (personal and social education) program. The content of the PSE program addresses the following areas:

- Peaceful resolution of conflict, social interactions, relationships;
- Subject choices for school programs, careers and university guidance;
- Health and sex education, drugs and substance abuse;
- School life and family life;
- Self-awareness;
- Self-management skills;
- Citizenship, the global world and religions.

The program is a dynamic one, allowing us to address issues which arise throughout the year, either to support individual students who may not meet our community's expectations, or to support groups of students when difficult situations arise. Exceptionally we may also refer students to our mentoring team which can provide one-to-one support for students who may have difficulty integrating into our learning community. In such cases a learning mentor will address specific areas of concern and, as is necessary, this process will involve teachers, parents and administrators. This process could include the development of an Individual Learning Plan, a negotiated structured learning map to address identified needs and/or concerns. The team aims to promote healthy, positive life choices and thus integrate students into our community through shared understanding, dialogue and cooperation. Where necessary, engagement with our mentoring team may be a requirement of enrolment or a required response following a student's failure to maintain ISP's expectations for appropriate conduct.

Counselling Services

The school has a full-time counsellor, dedicated to dealing with emotional, behavioural, social and psychological issues. Any student may approach the counsellor for support. Similarly, parents may request this service for their children. The school may also initiate a counselling program as a response to legitimate and/or shared concerns. Where necessary, engagement with our counsellor (or recommended proxy) may be a requirement of enrolment or a required response following a student's failure to maintain ISP's expectations for appropriate conduct.

The Secondary School Nurse

The Secondary School nurse is not only available to meet students' immediate medical needs but also to advise the Wellbeing Team on health-related issues. The nurse also liaises with external organizations and ensures that ISP meets all our medical obligations with regard to French law.

Concerning Confidentiality

Any counselling or mentoring program initiated by the school or parents will have agreed-upon and clearly understood boundaries of confidentiality. Any information divulged through the counselling or mentoring programs and required to be addressed by the Wellbeing Team will be treated as confidential within the Team, except when a failure to disclose information would be detrimental to that student’s wellbeing or education; or would mean that ISP would be in breach of the law; or that ISP would not meet its responsibility acting in loco parentis.

Responsibilities and Rights

All students and members of the community have rights and responsibilities, as follows:

Students have a right to:

- Learn and play in a safe and clean environment
- Learn and play in a supportive environment
- Be respected
- Access adequate and appropriate facilities
- Express their opinion
- Express themselves in an appropriate manner
- Privacy
- Learning experiences that cater to individual requirements

Students have a responsibility to:

- Actively promote safe and clean practices whilst at school
- Participate in school activities to the best of their ability
- Respect the rights of others
- Care for school facilities in a respectful manner
- Tolerate opinions of others
- Express themselves in a socially acceptable way
- Allow others their privacy
- Respect the learning styles of peers

Parents have a 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 High School policy and procedure, their child’s progress and reports
- Have their opinions valued

Parents have a 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 Secondary School policy
- Support programs developed by the Secondary School
- Express themselves in a socially acceptable way
- Allow others their privacy

Support Structures

To support students who may have difficulty managing their learning or whose behaviour or attitude may not meet our expectations, the Secondary School can respond in the following ways:

- **Advisory:** Every time the school intervenes to maintain student well-being, we work as advisors. This means verbal advice (teacher-to-student, wellbeing team-to-student, or parent/student/school meetings), and/or email or formal letters to parents. All interventions will begin with an advisory process, and all written advice is recorded.
- **Mentoring:** A student may be assigned a learning mentor to follow an individualised PSE program. The goal would be to foster positive behaviours and attitudes that would better support both individual learning and community needs. All mentoring goals are negotiated and recorded. The school may liaise with external agencies to support its work.
- **Counselling:** A student may be asked or required to follow a counselling program to address behavioural concerns or attitudes that cannot be managed through our mentoring programs. The goal would be to foster appropriate behaviour and/or attitudes in the community. This service may be in-school or external.
- **Community Building:** A student may be asked or required to undertake work to develop a better understanding of the values expressed through the school's mission. This may take the form of individual or in-group reflection, service to the school's student body, or outreach programs to the wider community.

Sanctions: To promote individual wellbeing and to address legitimate concerns about inappropriate behaviour or attitudes, a student would need to spend time with members of the wellbeing team. This will necessitate that an individual will be absent from the daily routine of the learning community; this sanction—missing learning or recreational time—is necessary to accommodate advisory, mentoring, or counselling meetings. A lack of access to the school community may be as short or as long as each situation demands and may be negotiable between school, student, and parents.

As a last resort, a student who fails to work constructively with our wellbeing team and/or fails to address behaviour or attitudes that are incompatible with the school's published expectations of behaviour (above), may not be re-admitted to the learning community.

Tracking Student Wellbeing

So that students, parents, and teachers can understand and track the work being carried out by the wellbeing team, every student event that requires a staff intervention is allocated a descriptor, from Level 1 (minor) to Level 5 (most serious). Each intervention at Level 2 or above is recorded for a minimum of one school year and at each level there are different responses, as indicated below:

Level 1	<ul style="list-style-type: none"> • Minor concern • Intervention: Advisory meeting with teacher or member of wellbeing team
Level 2	<ul style="list-style-type: none"> • Moderate concern or repeated level 1 • Intervention: Advisory meeting with teacher and member of wellbeing team; parents informed; reflection required; mentoring considered; structured loss of recreational time
Level 3	<ul style="list-style-type: none"> • Serious concern or repeated level 1 or 2 • Intervention: Advisory meeting with members of wellbeing team; parents informed and engaged; reflection required; mentoring and/or counseling may be required; formative, structured loss of access to learning time
Level 4	<ul style="list-style-type: none"> • Very serious concern or repeated level 1, 2, or 3 • Intervention: Advisory meeting with wellbeing team and principal; parents informed and engaged; reflection required; mentoring and/or counseling required; formative, structured loss of access to learning time; re-registration may not be offered
Level 5	<ul style="list-style-type: none"> • Most serious concern or repeated level 1, 2, 3 or 4 • Intervention: Advisory meeting with wellbeing team, principal and head of school; parents informed and engaged; re-registration may not be offered; student may be immediately and/or permanently withdrawn from learning community

Seeking Support

Should a student approach the school seeking support for the consequences of risky behaviours and/or choices, the school's primary responsibility is for the wellbeing of the student. The school will identify as quickly as possible the parameters of the support they can meaningfully offer and communicate these with the parents or carers of the student and those colleagues who are directly involved in the wellbeing of the student. Assurances can be sought to safeguard this support as a wellbeing process and not a disciplinary issue.

Health and Safety

If a student's wellbeing is at immediate risk, the High School will notify parents and call the SAMU (the French emergency medical services). Should the wellbeing team consider a student to be unfit to attend school or a High School event (such as field trip), then parents may be asked to take a student home. Please note that the Secondary School has a right to search students and their belongings at any time during the school day to safeguard the wellbeing of the community.

Field Trips

Should a student's behaviour on field trip place them or others at risk, then either the parents will be asked to collect that student from the activity or he/she will be sent home at the parents' cost.

French Law

If a concern is serious enough under the French Law to be reported to the authorities, the wellbeing team will manage this with the prior approval of the Head of School and, where appropriate, with due notification to parents. In this respect the High School will act vigorously to protect all individuals in the community from drugs, violence, weapons, sexual harassment, or theft.

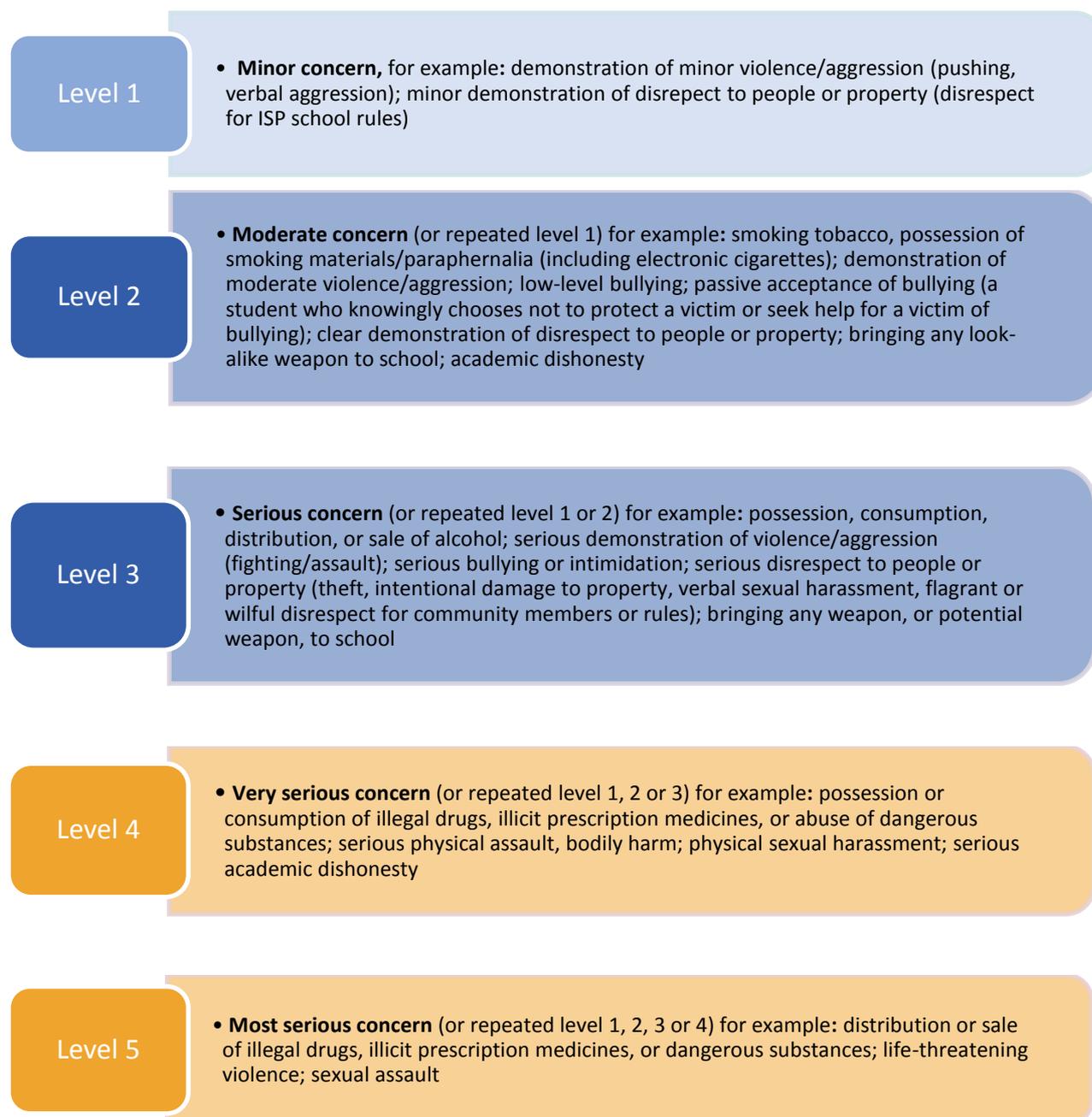
Appeal

For any concern, the student may appeal the level determined and/or the consequences. In the case of level 5 concerns, 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. Our work presumes full collaboration from all parties; in the case of non-collaboration, the High School does reserve the right not to re-register the student for the following school year.

Specific Responses

The Secondary School has a map of interventions (below) so that both teachers and students have shared expectations for appropriate student behaviour. **These interventions are not exhaustive but cover the most serious issues that the Secondary School may have to address such as drug abuse, substance abuse, violence at school, concerns about alcohol and tobacco, bullying and personal safety.** Please note that repeated failures to manage behaviour will automatically raise the level of concern.

Intervention Map:



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 Secondary School trip and so in the care of school staff. It should be noted, however, that any consequence of behaviour occurring off campus which impacts on the student or upon others once he or she returns to school, will become a concern for the High School. If, while off campus, a student engages in illegal or dangerous behaviour, the High School reserves the right to, and may be obliged to, inform the parents or an external agency.

Definition of High School Time and Place, Including Trips

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 High School days, school time lasts from the moment that the student arrives on campus in the morning until they leave. No student should leave the High School campus before the end of the day without having prior written permission from a parent/guardian and permission from the school. Any time that students in Grades 10 – 12 spend travelling between campuses is also school time.

On a High School Trip

A High School-sponsored trip off campus is considered school time. During High 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. During any out-of-school event, such as an ISP field trip, all specific event procedures, High School rules and expectations of good conduct, and relevant undertakings accepted on the event-specific permission form, will apply at all times.

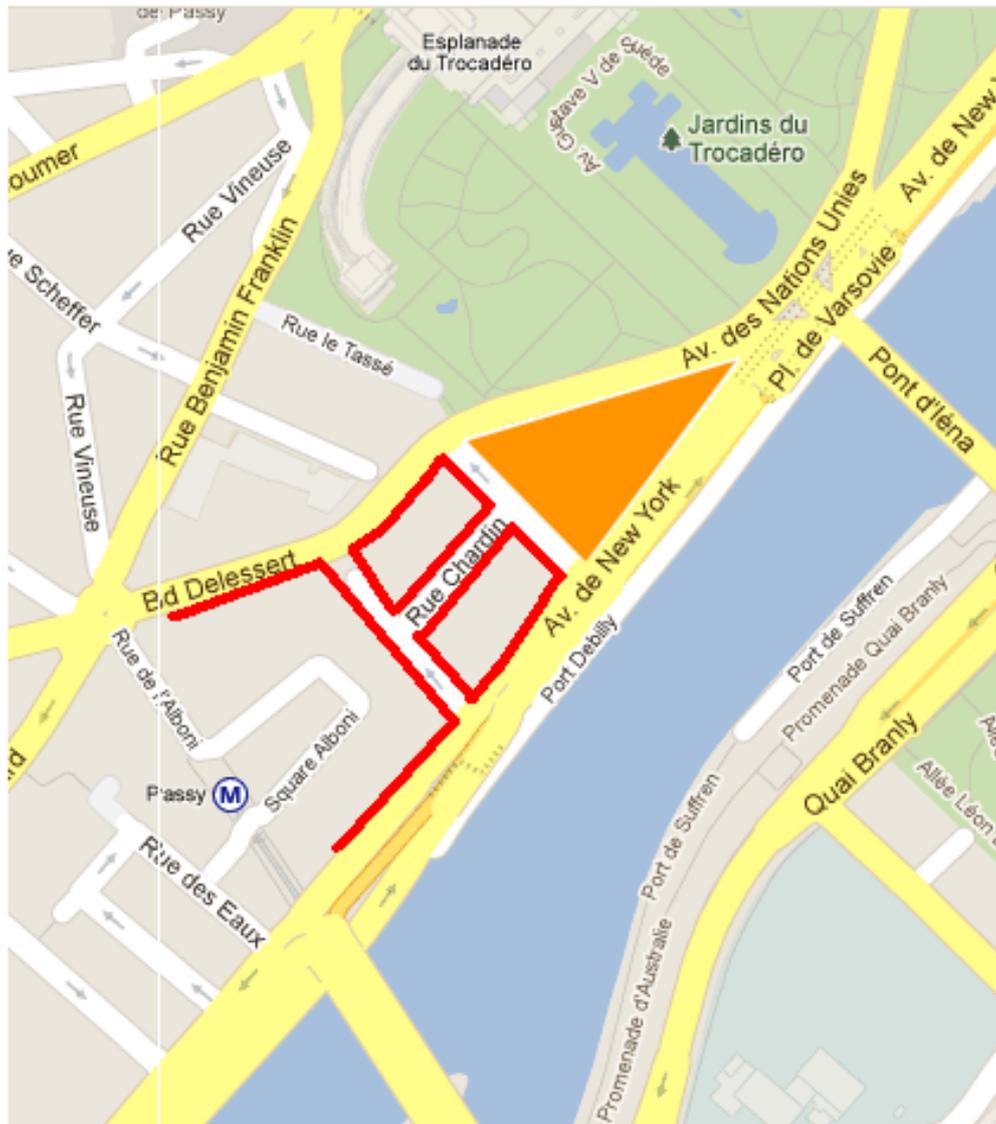
Assembly and release times for High School trips may be outside normal school hours; in this case “school time” is automatically extended to include these unusual hours.

Place

The High School campus is the area within which students must maintain appropriate behaviour. The rationale for this definition of the campus is to identify areas used frequently by the High School. Therefore areas visible from them will be considered part of the school campus.

ISP High School Campus

Below is the map that identifies the areas that constitute the High School campus, and these areas are marked in red.



3. Parental Agreement, Consent and the Electronic Signature

The school requires families to acknowledge that they have read, understood, and agreed to abide by the information in the Secondary School Handbook. We also require prior parental consent for some activities during the school day (such as short, local field trips), or to safe-guard student wellbeing, such as administering medical attention.

This section of the handbook summarizes the details of necessary parental agreements with the school and prior parental consent for certain activities. You should read the following information carefully.

The school will ask that you send an electronic acknowledgment that you have read, understood, and agree to abide by all the regulations and procedures in the Secondary School Handbook. In particular, and with reference to information supplied in the Secondary School Handbook, this acknowledgement means that you, the parent,

- a) Agree to allow your child(ren) off-campus privileges where appropriate (Grades 10-12).
- b) Agree that, under the supervision of their class teacher and/or other school-nominated chaperones, your child(ren) may be taken off-campus for field trips during normal school time. The school will provide prior notification of field trips that are longer than a class period (one hour). The school will seek prior, written, consent for any trips that do not occur during school time, such as overnight trips.
- c) Have read, understood and agreed to the [medical procedure](#) outlined above (p.16); have provided the school with a full and accurate disclosure of your child(ren)'s medical history; and give permission for
 - i. The School nurse to administer medication as appropriate to support your child's wellbeing.
 - ii. The school to make any medical decision (including surgical intervention recommended by a doctor) in matters of emergency. The school will contact you immediately should your child require urgent medical attention.

In addition,

- iii. You agree to reimburse the school for any medical expenses incurred by your child which are not covered by the school's insurance.
- d) Have read the Acceptable Use Policy for Information Technology at ISP, and agree to abide by its provisions.

Glossary of Terms Used at ISP

IB – International Baccalaureate®: The International Baccalaureate® (IB) offers high quality programs of international education to a worldwide community of schools: www.ibo.org

IB DP – Diploma Programme (Grades 11-12 at ISP)

IB MYP – Middle Years Programme (Grades 6-10 at ISP)

High School Terms

3WC - 3-way conferences, Secondary School parent-teacher conferences

EAL - English as an Additional Language

ECA - Extended Curriculum Activity

IT - Information technology

LS - Learning support

MT - Mother tongue

PTA - Parent Teacher Association

ST - Self-taught

SDP - Sustainable Development Project

WBT - Wellbeing team

Diploma Programme Terms

EE - Extended Essay

ToK - Theory of Knowledge

CAS - Creativity, Activity and Service

HL - Higher level

SL - Standard level

ESS - Environmental systems and societies

Middle Years Programme Terms

ATL - Approaches to Learning

PP - Personal Project

SA - Service as Action

PHE - Physical and health education

PSE - Personal and social education

High School Staff Directory

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Homeroom Teams		
Grade 10:	Ms M Foucher – mfoucher@isparis.edu Ms S Mellor – smellor@isparis.edu	Ms P Urquizo – purquizo@isparis.edu
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Teaching Staff	Subject
Ms S Abdulaziz Choulette	Malay
Dr A Adedapo	Chemistry, Science
Ms O Agafonova	Science, Design and Arts Technician
Mr P Anderson	IB Diploma Programme Coordinator, Music
Mr N Baumann	Head of World Languages, European University Guidance Counselor, English, ToK
Ms E Bellina	French
Ms R Bolla	Vice Principal Student Wellbeing, Drama, Theatre Arts, PSE
Ms E Camy-Palou	IB MYP Service as Action Coordinator, French, Spanish, PSE
Mr D Carroll	Head of Individuals & Societies, Geography, Junior MUN Supervisor
Mr B Cartwright	Chemistry, Science, Theory of Knowledge
Mr A Chalk	Geography, Individuals & Societies, ESS
Ms M Chatagner	Head of French, French
Mr J Chedburn	Visual Art, Film, Design
Ms Y Chen-Guyard	Chinese
Ms L Climmer	EAL Coordinator, EAL
Ms E Cooch	Head of Arts, Visual Art
Ms J Cuneo	Music
Ms J Cutelli	EAL
Mr R De Andrade	Physical and Health Education
Ms M Devos	French
Ms M Di Gesto	Japanese
Mr P Diamond	History, Individuals & Societies, French, Theory of Knowledge
Ms E Dornan	Librarian, Extended Essay & Personal Project Coordinator
Ms R Erskine	Mathematics
Ms A Faure	French
Ms M Foucher	CAS Coordinator, French, Spanish
Ms M Grong	Mathematics
Ms W Hamilton	Mathematics
Ms L Harding	English, Film
Mr R Hine	Strategic Planning Director, Chemistry
Ms D Hopkinson	Anglophone University Guidance Counselor

Ms L Hudson	Head of Physical and Health Education
Mr K Ishimura	Japanese University Guidance Counselor, Japanese
Mr D Kerr	Secondary School Principal, Mathematics, Theory of Knowledge
Ms J Kim	Digital Learning Leader, English
Ms M Lavallé	Science Technician, Sustainable Development Project Coordinator
Ms M Lechantre	French
Ms R Leclerc	School Counselor
Ms A Lemaitre	French, Cultures et Sociétés
Ms C Lund	Head of English, Theory of Knowledge
Ms M Martin	Vice Principal Organisation for Learning, Individuals & Societies
Dr M Martini	Biology, Science
Mr D Maxwell	Design
Mr B McCrosson	Head of Grades 6-8, Visual Art, PSE
Ms K McDonald	PSE Coordinator, PSE, English
Ms G McHoes	History, Individuals and Societies
Ms O McLeod	Mathematics
Mr D McMillan	Physics, Science, PSE
Ms S Mellor	Geography, Individuals & Societies
Mr J Morrist	English, Economics
Ms J Pakulska	Head of Grades 9-10, English, PSE
Ms J Perkins	Theory of Knowledge Coordinator, English
Mr D Ruben	Class assistant
Mr T Ryan	Learning Support
Ms O Schmidt	Head of Mathematics
Ms S Semana	Mathematics
Ms R Self	Learning Support Coordinator
Mr J Seo	Korean University Guidance Counselor, Korean
Ms B Severy	French, Cultures & Sociétés
Ms R Sharma	Hindi
Ms S Shreeve	Theatre Arts
Mr C Silva	Physical and Health Education, PSE
Ms C Smith	English
Mr L Solano	Spanish
Ms P Urquizo	Spanish
Ms A Vennin	French
Ms R Whelan	Design
Ms L Whitfield	IB Middle Years Programme Coordinator, Biology
Mr P Willson	Head of Science, Physics, Science, PSE
Ms L Wittenberg	Head of Design, Design
Mr G Woodcock	Head of Grades 11-12, Economics
Mr A Zuloaga Gonzalez	Biology, Science, Mathematics

Administrative Staff	
Ms H Tormos	School transcripts, reports, graduation, school calendar
Ms S Beard	Receptionist, leadership support
Ms A Maciejczyk	IT Support Technician
Ms S Marques	Student attendance, field trips, school meetings
Mr S Trollope	Sports and Extended Curriculum Activities Director

Staff and faculty contact information can be found on the [ISP Faculty & Staff Directory](#).