Student Manual
High School
2024-2025

RISE

COLLÈGE DU LÉMAN
International School · Geneva

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WHAT WILL YOU MAKE OF YOUR TIME AT CDL DURING THIS SCHOOL YEAR?

Dear Student,

This Student Manual is a reminder of some important details which need to be referred to from time to time when making decisions, sometimes for the short-term and sometimes for your longer-term plans.

We encourage you to use this manual to keep yourself informed, set your objectives for the year, and stay on track to achieve them … or even surpass them! We hope that, by working hard and fully engaging with the opportunities the school has to offer, you will feel full satisfaction with your own outcomes, be they academic, personal, or social. Continue to make your mark in the most positive way possible and we hope that you will assist in maintaining that standard, both inside and outside the classroom, which makes us proud to be members of this vibrant CDL community!

Finally, do remember that you are not in this alone – the high school teachers and staff are here to offer additional guidance and advice to help you along your personal journey to success!

James Bearblock Executive
Principal High School

OUR VISION, MISSION, and VALUES

Our 'RISE' values are embodied in the sculpture at the heart of the school. These are the fundamental values we adhere to as a school community. The following statements will help you to live up to these values.

How to RISE

Six essential ways to live by our guiding principles:

1. Respect all members of the CDL community – in class and out of class. Respect their opinions, values and cultures, and their belongings.

2. Be ambitious. With effort, excellence is within your reach.

3. Communicate politely with everyone and in all situations. Kindly greet visitors and others you meet on campus.

4. Enjoy learning. Be prepared to learn when class begins and work together to achieve greatness.

5. Take responsibility for yourself and be a role model for others. Be honest in your work and your interactions with others.

6. Celebrate the international spirit of our community. Show pride in your school and get involved.

CDL STUDENT LEARNER PROFILE

To ensure the best possible match between student applicants and the academic expectations of the school, it is important to understand that students coming to study at CDL will be:

Principled
- Acting with integrity and honesty, with a strong sense of fairness and justice.

Open minded
- Understanding and appreciative of their own cultures, religions and personal histories but also willing to openly welcome the perspectives, core values, languages and traditions of other individuals, the school community and wider society.
- Curious about the world around them and willing to learn from their teachers, their peers and their own research, experience and thinking.
- Able to recognise their own strengths and weaknesses.

Inquisitive
- Striving towards excellence in each of the disciplines, working either independently or actively within a team to find original and creative solutions to problems.
- Able to reflect and analyse information to make reasoned judgements and draw logical conclusions.
- Willing to critically evaluate their own work, assimilating what they learn in different classes and applying this to novel situations.

Involved
- Having a personal commitment to service and acting to make a positive difference in the lives of others and to the environment.
- Showing empathy, compassion and respect towards the needs and feelings of others.
- Interested in student life both inside and outside the classroom and the 'whole-child' approach to education.
- Understanding the importance of intellectual, physical, and emotional balance to achieve personal wellbeing and a healthy and active lifestyle for themselves and others (particularly in the boarding school).

Responsible
- Willing to take increasing ownership of both the academic and behavioural development process, learning to become more accountable for decisions and the consequences that accompany them.
- Please note that, for courses leading to external examinations, written and oral proficiency in the language of the examinations will be an additional consideration.

ACADEMIC ASSESSMENT

The Grading System

Grades are awarded for work according to the following scales: Grading Scales and Equivalence: IGCSE/HSDP/IBDP/IBCP*

IGCSE/HSDP (%)	GPA
A+ 95-100	4.33
A 90-94	4.00
A- 85-89	3.67
B+ 80-84	3.33
B 75-79	3.00
B- 70-74	2.67
C+ 65-69	2.33
C 60-64	2.00
C- 55-59	1.50
D 50-54	1.00
D- 45-49	0.50
F 25-44	0.00
U 0-24	0.00

IBDP (%)	IBCP (%)
7 85-100	A+ 85-100
6 70-84	A 70-84
5 60-69	B 60-69
4 50-59	C 50-59
3 40-49	D 40-49
2 25-39	F 0-39
1 0-24	

* IGCSE (International General Certificate of Secondary Education) HSDP (High School Diploma Program)
IBDP (International Baccalaureate Diploma Programme) IBCP (International Baccalaureate Career-related Programme)

Two further grades may be used at the end of a grading period:

Incomplete work I This grade may be given if there is insufficient evidence that the requirements of the course have been met, for example, because of a late arrival in the school, or work not submitted. These requirements must be met in full before the 'I' grade can be changed to a regular letter grade and must be fulfilled within two weeks into the new grading period. No credit is awarded for an 'I' grade.

Not graded   NN No grade given for students not working at grade level. No credit is awarded for a 'NN' grade

Grading Periods
The academic year is divided into two semesters. The semester grades are an average for all work completed within the semester. At the end of the academic year, an achievement grade will be calculated by averaging the two-semester grades (with a weighting of 40% each) and a final examination grade (with a 20% weighting). The final achievement grade (but not the semester grade) is recorded on the student transcript and is used to determine whether credit can be awarded for the course.

Please also note that students in the IGCSE, AP and IB courses are expected to sit the external exam and must attend the preparatory course. Students will receive a failing grade for the course if they do not sit the final examination (either external or internal). A timetable of internal examinations is published a few weeks before these take place; please note that it is not permitted to reschedule these exams - neither for a class nor for an individual student.

The HAL (Habits and Attitudes to Learning) Grade
Students will receive a HAL grade for every subject and every semester summarising their punctuality, organisation, preparedness (including meeting deadlines), work ethic, participation, and collaboration. Please refer to the HAL grade rubric on the next page.

Course Information and Reporting Progress
An online mark book and homework platform (Itslearning) will be used to share information about course requirements and updates on progress.

Reports detailing grades and overall performance are made available to families in iSams at the end of each semester.

Parent-teacher days are held twice a year, in autumn and spring. Student-led conferences are held at the end of the school year for students in grades 9/IG1 and 10/IG2.

HAL (HABITS & ATTITUDES FOR LEARNING) GRADING

Categories	Not Meeting Expectations	Approaches Expectations	Meets Expectations	Excels
Punctuality / Organisation	Often late to class without valid excuses. Often does not have the necessary books and materials in class.	Sometimes late to class without valid excuses. Sometimes has the necessary books and materials in class.	Usually in class on time and if late has valid excuses. Usually has the necessary books & materials in class	Always in class on time and ready to start class at first bell. Always has the necessary books and materials in class.
Meeting Deadlines / Preparedness / Work Ethic	Usually turns in assignments late or not at all and/or has not done the necessary preparation for class.	Often turns in assignments late and/or sometimes has not done the necessary preparation for class.	Usually turns in assignments on time and has done the necessary preparation for class or has valid excuses.	Always turns in assignments on time and has done any necessary preparation for class.
Participation / Collaboration	Never volunteers to participate in class discussion and is reluctant when called upon. Does not collaborate with other students during group work.	Rarely volunteers to participate in class discussion and/or does not collaborate well with other students during group work.	Frequently volunteers to participate in class discussions. Collaborates well with other students during group work.	Always volunteers to participate in class discussions. Collaborates very well with other students during group work.

REACH (RESPONSIBLE CITIZENS; ECO-FRIENDLY; ACTIVE; CREATIVE; HEALTHY)

In keeping with the philosophy of Collège du Léman, all Secondary school students participate in the REACH programme, which forms part of the graduation requirements.

Objectives of the programme:

- ĩ To encourage personal responsibility and leadership skills
- ĩ To enhance students' personal and interpersonal development through experiential learning
- ĩ To develop personal integrity
- ĩ To develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, create a better and more peaceful world through the United Nations Sustainable Development Goals.
- ĩ To develop students' talents beyond those used for academic study
- ĩ To improve students' fitness and encourage healthy practices
- ĩ To encourage creativity
- ĩ To improve the students' profile for college/university entrance

What will students need to do?

Students will be required to participate in activities that will fulfil the following four categories and so encourage the relevant attributes (above):

- ĩ Responsible Citizenship: activities benefitting the school community, the local community, the global community and activities that allow the development of leadership skills (such as joining a school charity, volunteering in the community or advocating for a cause).
- ĩ Eco-friendly Sustainability: activities that support the environment, in keeping with the United Nations Sustainable Development Goals (such as active engagement in ecological projects, development/support of eco-friendly behaviours, responsible consumption, and guardianship of the planet).
- ĩ Active and Healthy: extra-curricular sporting, fitness and well-being activities and/or courses (such as a team sport, fitness, yoga or mindfulness).
- ĩ Creativity: extra-curricular activities that involve imagination, creative thinking and planning (such as photography, music, drama, computer programming or events management).

These activities may take place within the school environment by participating in extra-curricular activities, or within the local community. Students must complete a REACH portfolio containing reflections and evidence of their participation in REACH activities. Evidence can include photographs, certificates and supervisor reports evaluating the student's performance. The students' academic advisors and the REACH Coordinator will monitor each student's progress by semester.

More specifically, each academic year students will be required to gain a minimum of one REACH credit), by showing:

- Commitment: participating in at least two activities over an extended period of time. (minimum of one semester);
- Balance: participate in activities in all four of the REACH categories;
- Organisation: participate in REACH activities regularly throughout the year;
- Reflection: complete a portfolio with reflections and evidence of all REACH activities.

Additional credit (up to a maximum of 0.5 additional credit per year) may be gained by significantly exceeding expectations.

REQUIREMENTS FOR THE AWARD OF THE HIGH SCHOOL ACADEMIC DIPLOMA

In order to qualify for a CDL High School Academic Diploma, students are required to complete four (4) years of High School with a minimum of twenty-four (24) credits in accepted academic courses. Students must also complete the REACH programme and pass Grade 12 with a minimum GPA of 1.5.

High School Academic Course Requirements

A full credit is awarded for the successful completion of a course that meets for 4-6 periods (40 minutes duration) weekly for a full academic year. A half credit is awarded for the successful completion of a course that meets for 2-3 periods (40 minutes duration) weekly for a full academic year.

The following are minimum academic course requirements:

English	4 credits (of which 2 may be EAL)
Mathematics	3 credits
Science	3 credits
Humanities	3 credits
Modern Foreign Languages	3 credits
Physical Education (PE)	1 credit

REACH programme Requirements

ⅰ There will be a minimum requirement of 1 REACH credit for each High School grade attended at CDL, covering each of the domains of 'Responsible Citizenship', 'Eco-friendly Sustainability', 'Active and Healthy' and 'Creativity'.

Maturité Bilingue or French Baccalauréat Programme Requirements

Students will qualify for a High School Academic Diploma if they:

ⅰ Complete the full year of Terminale at CDL.

ⅰ Maintain a 'moyenne générale' of at least 4/6 or 10/20 (taking account of subject coefficients).

ⅰ Complete the credit requirements as above (French replacing English).

Notes:

ⅰ When students come from schools which do not award credits, successful equivalent years of study (meeting the above criteria) may be counted for credit.

ⅰ For students coming to CDL from any other school, a minimum of the full grade 12/IB2 year must be completed at CDL in order to be eligible for the CDL High School Academic Diploma.

ⅰ Students must complete their scheduled courses in both semesters of their final year and the final exam in order to receive credit for these courses (half-credit cannot be awarded on completion of first semester work).

ⅰ In certain circumstances, and only with the approval of the Principal, the requirements of 3 credits in Modern Foreign Languages may be waived. Evidence of adequate proficiency in either the student's native language or another language not taught at CDL may be considered.

ⅰ In order to be promoted to grade 10 or IGCSE year 2, a student must have six credits, twelve credits to enter grade 11 or IB year 1 and eighteen credits to enter grade 12 or IB year 2. They must also have a grade point average (GPA) of at least 1.5 (on a scale of 4-0, where 4=A, 3=B, 2=C, 1=D, 0=F).

  ⅰ Up to 5% excused medical absence will be tolerated. Students who exceed this rate of absence will not be eligible to receive the High School Academic Diploma (exceptional circumstances will be reviewed on a case-by-case basis).

STUDY HALL

- If required to go to the study hall (notice on a classroom door or instruction from a member of staff), proceed to the study hall without delay.
- On arrival, follow the instructions of the study hall supervisor if present and/or *take a seat in*
  - the *same area as other members of the same class*.
- *Answer the roll call (even if returning for the second period of a double).*
- *Follow instructions for the class* given by the study hall supervisor and/or by opening the instructions given on ItsLearning.
- *Make good use of the time* in study hall to complete the work assigned.
- At the end of the period but only on the instructions of the study hall supervisor, *leave your place tidy and as you found it (with desks and chairs neatly arranged in rows).*

Note:

- If permission is given by the study hall supervisor, *students may work in groups*, providing that they do not disturb others and that they replace their desk and chair before leaving.
- Bearing in mind our RISE values and the need for every student to take each study hall period as an opportunity to advance in their studies, a *QUIET,* STUDIOUS atmosphere must be maintained throughout each study hall period.
- Should any student disturb the learning atmosphere, he/she will be given disciplinary consequences, as for any other classroom situation.

CODE OF CONDUCT – BEHAVIOURAL CODE

We draw your attention to the standards of social behaviour that we expect of students attending Collège du Léman. The faculty, staff, and administration are committed to providing to all of our students and each one of our families the very best and most positive learning experience and home-school relationship possible. We place a premium on student achievement, responsibility, and accountability with faculty, staff, and parent guidance and support.

At Collège du Léman the key values we aspire to are Respect, Internationalism, School Spirit and Excellence (RISE). Since parents and children of all ages are continually in school, the behaviour should clearly and consistently reflect these values. While cultural differences are appreciated and accepted, and mother tongue languages are supported in the learning environment, English and French are the expected languages of communication.

We recognise that the establishment and maintenance of a positive and purposeful learning environment and educational atmosphere are achieved only through the cooperative and mutually supportive efforts of students, parents, faculty, staff, and administrators alike. We expect all members of our school community to understand and embrace the importance of equality and diversity and stand against discrimination in any form.

Maintaining a safe, secure, orderly, and purposeful environment is among our highest priorities at Collège du Léman. Consequently, this Code of Conduct is established to clearly communicate the expectations of the school for student behaviour.

Please note that:
- Ô During the school year, if a student discredits the school by his/her behaviour on or off campus, the school will inform the student's parents of the incident and reserves the right to take the appropriate disciplinary measures or sanctions, up to and including suspension or expulsion.
- Ô Collège du Léman reserves the right to modify this code of conduct at any time during the school year.

To facilitate adherence to the values of RISE, particular attention is drawn to the following:

Behaviour and language
Students should remain conscious of the impact of behaviour and language on others. On the school campus and during excursions organised by CDL, offensive behaviour and/or profane language is not acceptable.

Theft
Students should respect other students' property at all times, and theft will not be tolerated on our campus. For serious cases of theft police involvement will be facilitated. The school reserves the right to expel any student found guilty of serious theft. In addition, students are responsible for keeping their belongings safe and not leaving them unattended. Every secondary student has access to a locker.

Violence
Violence has no place in our learning community and such behaviour is not tolerated on our campus.

Bullying

Bullying is a particular type of violence and will not be tolerated in our school. Bullying occurs when a student or group of students is the target of repeated intentional hurtful and negative actions from an individual or a group. This includes cyber-bullying and all negative use of internet, phones, chats and social networking sites. Bullying uses means such as physical aggressive actions (violence, hitting…), verbal attack (name calling, gossiping…) and psychological (intimidation, threat…) and/or social (isolating people…) tactics. Everything possible will be done to eradicate bullying, including group information sessions and possible suspension from class for the perpetrator(s).

Any victim or witness of bullying is encouraged to seek advice and reassurance by reporting the behaviour to any responsible adult.

Electronic equipment

The use of school-issued iPad/MacBook Airs is accepted only under a teacher's instruction, and solely for educational purposes. Misuse can result in the confiscation of the item. Disruption of the learning environment with these items will also result in their confiscation.

The use of mobile phones, smart phones and headphones is forbidden in school buildings. Misuse will result in the confiscation of the items. For reasons of security, students may collect their confiscated mobile phone at the end of the school day.

Study periods

These are generally for students in grade 11/IB1 or above. The library and study hall are the areas on campus where students should go during these times.

Academic honesty

All work is to be produced respecting the deadlines given and presented in a clean and clearly legible fashion. Plagiarism and other forms of cheating are not acceptable. Cheating in tests will be immediately sanctioned, earning a failing grade. No electronic devices (including smart watches) are to be used during summative assessments.

Break/recess

Weather permitting, students are expected to leave the buildings for fresh air and a brief change of environment. They are permitted to stay in the corridors of the buildings only in cases of inclement weather. Secondary students should not be in classrooms during any break period without appropriate adult supervision. The five-minute class change-over periods are not considered as breaks but just as periods to prepare for the next class. Therefore, going to the Panthers Café is not permitted during this time.

Classrooms/corridors

Individual desks and other classroom resources are for the use of many in the learning community. They are to be respected and all forms of deliberate damage must be avoided. Corridors and doorways are to remain free from obstructions at all times. Student book bags, coats etc. should be stored appropriately in lockers or on hooks and not left on floors. Litter is to be placed in appropriate bins. Behaviour which disturbs classes inside buildings is not deemed appropriate.

Health Centre

A nurse is on duty to deal with emergency situations and illness for boarders. To avoid disruption to classes, (unless it's an emergency) students should only go to the Health Centre during their free time (breaks or lunch) or study periods. All visits to the Health Centre require the student to have a 'blue slip,' which can be obtained from the respective section office. If a student needs to go during class, they should inform their teacher that they are unwell, and go to their respective section office to obtain a 'blue slip' and a key card to open the gate to the Primary campus. Day students will be advised to go home. After the student has been seen, they will return to their section office with a signed 'blue slip,' hand back the key card and go back to class.

Off campus

Given the school's responsibility for safety, students are not to leave campus during the school day without prior authorisation from the relevant Principal. Grade 12, IB2 and Terminale students are allowed to leave campus only at lunch time.

A map of the allowed areas of Versoix is available in the Principal's office. This privilege may be revoked in case of behavioural concerns.

Food and drink

Food and drink, other than bottles of water, are not permitted inside class buildings and classrooms. Owing to undesirable health effects, high-energy drinks (with high sugar and/or caffeine content) are not to be brought to the school at all. The delivery of food from external providers is prohibited before 17.30.

Start of lesson – greetings

Students have to remain standing in silence at the start of the lesson until the register is completed. When an adult enters the classroom, students stand to greet him/her.

Responsible eco-friendly behaviour

In order to learn life-long sustainable habits and protect our school environment, students are expected to show responsible eco-friendly behaviour. It is the responsibility of each student to reduce, reuse and recycle materials as much as possible.

Littering of any kind is not permitted in and outside the buildings or on the sports areas. All material that can be recycled must be sorted into the correct recycling containers. To significantly reduce plastic waste, students carry their own reusable drinking bottle and, when needed, their own reusable packed lunch containers/cutlery. If a plastic bottle with the PET logo is used, it must be emptied and then placed in one of the blue PET recycling containers.

To reduce food waste at the canteen, students should only ask for the amount of food they feel they can eat and ask later for a second helping if they wish. Any behaviour which causes damage to the environment may result in disciplinary consequences.

Holistic health focus

CDL supports a holistic health policy that encourages healthy behaviour and discourages dangerous health practices. CDL encourages balanced nutrition and physical health in its sports and athletic programmes. It permits neither alcohol, other drug consumption nor the smoking of tobacco, e-cigarettes or vaping.

- Vaping/Smoking: For all employees, students, parents, and visitors, the CDL campus is a non-smoking environment – a policy that extends to all CDL properties and the immediate locality of the school. Incidents of smoking in these areas will be treated as offences against community agreements and dealt with by rising Levels of Concern. E-cigarettes are considered as cigarettes and their use is treated as above.

- Alcohol and other drugs and behaviour-altering substances: As part of our substance abuse prevention programme the school reserves the right to:

  - Conduct a search of clothing, bags and lockers.
  - Conduct an alcohol and/or drug test, including providing a urine sample.
  - Refusal to take a test will be interpreted as a positive test result. A positive result or a refusal to cooperate in a search of clothing, bags or lockers will entail disciplinary measures which may result in expulsion. For a repeat incident or any incident involving Class A drugs, drug possession or dealing, the school will expel the student in the interests of the wider community.

Public displays of affection

In our multicultural setting, intimate displays of affection must be avoided as they may cause
offence and misunderstanding to other members of the community. Prolonged physical contact, except holding hands,
is strictly prohibited. Inappropriate personal contact including actions of a sexual nature on campus, or the surrounding
school property are forbidden and will lead to expulsion.

Toilet usage

To facilitate the optimal use of the toilets, students are reminded that these are not places to congregate.

Dangerous objects

Any dangerous object which could harm others such as knives, pellet guns and lasers must not be brought onto the
campus. Likewise, fake or toy objects looking like weapons (such as toy pistols, rifles etc.), are prohibited. Bringing such
objects onto campus may lead to expulsion.

Transportation

Owing to limited parking, traffic congestion and concerns for safety, students should not drive to school. Parking on
campus and in the Bécassière car park is not permitted. However, if day students (with a valid driving license) need to
come to school by car, they must obtain parental permission (school form with special conditions to complete) and have
this permission validated by the relevant Principal.
Boarders are not permitted to have a car either on the campus or in the surrounding areas and are not allowed to accept
lifts in friends' cars without the express permission of the Boarding Management team (in addition to written
permission from their parents). Items such as rollerblades, skateboards, bicycles, scooters, etc. must not be used on
campus before 17.30.

## Students on campus after normal hours of school

Parents and students are reminded that students should not be on the campus after 16.00 or on weekends without
official approval through their registration in after-school activities or classes. We do not have staff on duty to supervise
such students and therefore this is a safety and security issue. The second bus service is also only for students registered
in official after-school activities.

DRESS CODE

The purpose of a dress code is to allow every person, regardless of background and culture, to feel comfortable in the school environment. Education, in part, is to learn and understand how to make decisions about presentation in a professional working environment. Therefore, these guidelines are provided to assist all community members to emulate the school's RISE values.

- Slogans and images on clothes need to be appropriate to the school community.
- Tattoos need to be covered on the school premises.
- The visual below will help everyone understand which body parts should be covered in school. Lengths of hemlines should be practical and appropriate considering the school environment and our movement around school. A good way of deciding is to see if fingertips are in line with the hemline.
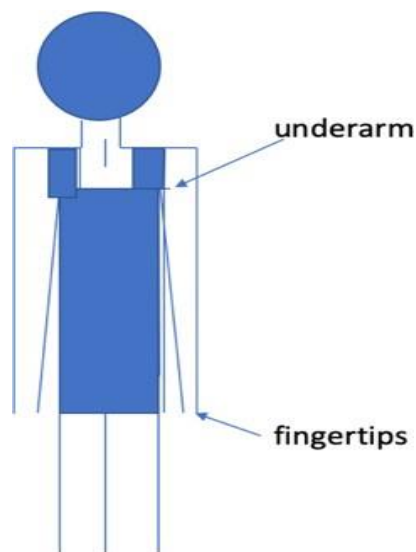
- Sensible decisions should be made about hair colour: most of the hair should resemble natural hair colours (e.g., a full head of bright blue hair is not fitting with a professional environment).
- Shoes should be practical and appropriate, in consideration of health and safety needs.
- Hats should not be worn inside the school buildings.
- The hood of a sweatshirt should be removed inside the school buildings.

These guidelines are given with the intention of allowing clarity within the school community and to aid communication.

The Direction reserves the right to intervene on an individual basis or to modify this dress code. Please note that if

inappropriate clothing is worn to school, students will be expected to change.

CODE FOR USE OF STUDENT IPAD/MACBOOK AIR

Students are responsible for what is on their iPad/MacBook Air. If a teacher asks to see an iPad/MacBook Air, it must be handed over immediately.

iPads/MacBook Airs are to be used according to teachers' instructions and only for educational purposes.

Students will:

- Bring their iPad/MacBook Air to every class fully charged.
- Close all apps that are not required in class.
- Remember that texting and social networking are not allowed.
- Not download game apps (game apps are forbidden on iPads/MacBook Airs).
- Only choose apps that promote CDL's values (RISE) and do not attempt to bypass CDL filters.
- Communicate responsibly and kindly with others online.
- Report hurtful communication immediately to a teacher.
- Only take photos/video/audio with permission.
- Have their CDL email account linked to their iPad/MacBook Air to allow important information to be received.
- Use only their assigned CDL iPad/MacBook Air and keep this in its case.
- Have their name on the case.
- Tell a teacher if their iPad/MacBook Air is broken or stolen and then report it to the IT Service desk.

USE OF ARTIFICIAL INTELLIGENCE (AI) TOOLS

In the absence of directives to the contrary, CDL will permit use of AI tools by students (from grade 8, providing parental consent is not withdrawn). Nonetheless, until there is a clear understanding of the risks and disadvantages of using AI in education, these tools must be used with caution.

It is particularly important to take note of the three types of data/information which MUST NOT be entered into AI tools:

1. Personally Identifiable Information in relation to any person associated with us (e.g., names, addresses, contact or ID numbers, location, data, religion, health information etc.).
2. School and organisation names (e.g., entering any Nord Anglia school name, including CDL, or information that could be attributed/identifiable back to a particular school or to Nord Anglia).
3. Third party-owned confidential information (e.g., any information from or about the organisations Nord Anglia collaborates with, such as UNICEF, MIT and Juilliard).

Responsible and Appropriate Use

In becoming responsible global citizens, it is important to develop sound, ethical practices in the use of AI tools. An example is making appropriate use of AI tools to gather source material to inform project work.

When using AI tools, it must be possible to express verbally an understanding of the information obtained and the logic behind it. Also, be aware that, although the use of AI tools may provide a quick route to completing an assignment, it may not be the best way to produce work of high quality. The use of AI tools can be seen to curtail self-expression, creativity, and problem-solving skills amongst others. Teachers may forbid the use of AI tools in certain types of assignments, such as a task to develop accurate use of grammar in a language acquisition class. Handwritten, verbal or other forms of expression may be used in such instances.

'Prompt-craft'

Skills in developing appropriate prompts to seek reliable and useful output must be learned, such as the design of research questions related to an essay to be written, rather than entering the title of the essay itself as the prompt. As detailed above, certain types of data/information MUST NOT be entered into AI tools.

Good Practice

Artificial intelligence MUST NOT be allowed to replace human intelligence; in some instances, use of AI tools may save time but must be seen as only one possible step to completing a task.
Output from these tools must never be taken as the final piece of work. Instead, it must be critically reviewed for inaccuracies, bias etc. and corrected, moderated, and refined accordingly. This work can then be built upon using human intelligence (specific, local, and case-related knowledge and understanding) and other sources or tools to develop the final product.

If the output of one or more AI tools is used in a piece of work (such as text or images), this must be referenced. The AI tool must be cited in the body of the work and added to a bibliography.
The citation must be in quotation marks and the reference must include the prompt(s), the AI tool used and the date the tool generated the text.

Malpractice

Through the use of anti-plagiarism tools and their own assessment of a student's capacity to produce work of a given quality, teachers will be vigilant in identifying malpractice. They will use indicators such as:

- A radical change in topic or complexity.
- Lack of drafts or feedback during the writing process.
- Inability to explain concepts in a one-to-one meeting.
- A significant difference in work quality between controlled and independent assignments. Inappropriate and/or unethical use of AI tools will be sanctioned in the same manner as other forms of academic malpractice.

Check Lists

STEP 1 - Before using AI tools, ask yourself:

1. Is accessing this tool prohibited in the country in which I'm based? This could be due to it being prohibited by the local government and/or the tool's licence restricting use in a country (e.g., ChatGPT is prohibited in China and the licence does not authorise use in China).
2. If I'm entering or providing any data/information into the AI tool, have I checked whether it is prohibited (see the prohibited data/information types in the list above)?
3. If I'm unsure whether something is prohibited data or information, would I be concerned if the entered data/information was made publicly available and accessible by any member of the public? If yes, then the information is most likely prohibited data/information and should not be entered into the AI tool.

If still unsure about the data/information after answering the three questions above, check with your teacher.

STEP 2 - After the AI tool generates the content, ask yourself:

1. Have I personally reviewed all the content that has been generated to ensure its quality and accuracy?
2. Have I checked the list of sources/references from where the relevant content has been compiled/generated (you can ask the tool to do this if needed) and made a reasonable attempt to verify and validate the content (as accurate, as not copying someone else's work, etc.)?
3. Have I referenced any output of an AI tool that I have used in my work (as described above)?

KEY POINTS TO REMEMBER

- If the data concerned is not something you would ever want to see published/disclosed subsequently, don't enter it into an AI tool.
- Never assume the content generated by AI can be used. It may be partially or entirely inaccurate, or poorly written, or all of these.

LABORATORY SAFETY RULES

In order to avoid accidents when working in a laboratory it is necessary to follow certain basic rules. These rules must be read carefully, understood and adhered to at all times.

1. Always
   - Move around a laboratory in a calm and unhurried way.
   - Put bags and coats safely out of the way.
   - Stand up and wear safety glasses when carrying out practical work involving corrosive materials (e.g. Acids and alkalis) and when heating things.
   - Tie back long hair and loose clothing.
   - Follow instructions carefully and think about what you are doing.
   - Ask if you are not sure how to do something.
   - Check the labels on the bottles and containers before use.
   - Put tops back on bottles immediately after use.
   - Report accidents immediately (put burns under running tap water immediately).

2. Never
   - Eat or drink anything in the laboratory.
   - Look down into a test-tube that contains chemicals.
   - Point a test-tube at anyone while it is being heated.
   - Leave unattended anything that is being heated or is visibly reacting.
   - Return chemicals to a container or pour them down a sink unless instructed to do so by a teacher.
   - Play with gas taps or electrical switches/connections.
   - Carry out your own experiments without first checking with the teacher.
   - Fool and/or run around.
   - Remove chemicals or equipment from a laboratory.

3. Before you leave the laboratory
   - Return apparatus and chemicals used, wipe the bench and leave the laboratory as you would expect to find it.
   - Check that the gas is turned off.
   - Wash your hands.

CONSEQUENCES OF MISCONDUCT, RECOGNITION OF IMPROVEMENT AND LEVELS OF CONCERN

Instruction about proper conduct is a joint responsibility of students, parents, and staff. Students are to be attentive in being taught expectations and then the parents and the staff should firmly and kindly support and encourage students in meeting the expectations described.

The fact that there will be consequences for conduct falling below these expectations must be clear. Consequences must be fair, appropriate, and clearly understood by all who are affected by them. In general, consequences of misconduct must:

- Be used consistently,
- Contribute towards improved behaviour, and,
- Lead to more reflective thought and self-discipline.

The possible consequences for inappropriate student conduct, are:

- Warnings
- Behavioural Levels of Concern
- Suspension
- Expulsion
- Cancellation of re-enrolment

Disciplinary follow-up

Students whose conduct falls below the school's expectations will be considered a cause for concern and will experience consequences as noted above. Students may be placed on Level 1, Level 2 or Level 3 of behavioural 'Levels of Concern' depending on the level of misconduct. Should a student be placed on a Level of Concern, parents will be informed.

The academic grade will not be affected but there will be an impact on the 'Habits and Attitude to Learning' (HAL) grade, to appear on the semester reports. Where cases of serious misconduct are evident, the school reserves the right to use any sanction, without first using lower-order strategies.

Recognition of Improvement

Consequences of misconduct should be balanced by appropriate recognition of improvement and of exemplary behaviour and attitudes to learning. Recognition of academic improvement, effort and/or contribution to school activities may be given through assessment feedback, in the semester reports, in school newsletters and at grade assemblies, end-of-year award ceremonies and graduation.

SECONDARY SCHOOL SCHEDULE TIMES

MIDDLE SCHOOL SECONDAIRE

PERIOD	START	END
1	08:20	09:00
2	09:05	09:45
BREAK	09:45	10:05
3	10:05	10:45
4	10:50	11:30
5 LUNCH	11:35	12:15
6 HROOM	12:20	12:35
7	12:40	13:20
8	13:25	14:05
BREAK	14:05	14:25
9	14:25	15:05
10	15:10	15:50

HS Grades 9/IG1 & 10/IG2

PERIOD	START	END
1	08:20	09:00
2	09:05	09:45
3	09:50	10:30
BREAK	10:30	10:50
4	10:50	11:30
5	11:35	12:15
6 & 7 LUNCH	12:20	13:35
8	13:40	14:20
9	14:25	15:05
10	15:10	15:50
SUPPORT*	16.10	16.50

HS Grades 11/IB1 & 12/IB2

PERIOD	START	END
1	08:20	09:00
2	09:05	09:45
3	09:50	10:30
BREAK	10:30	10:50
4	10:50	11:30
5	11:35	12:15
6	12:20	13:00
7 & 8 LUNCH	13:05	14:20
9	14:25	15:05
10	15:10	15:50
SUPPORT*	16.10	16.50

*Regular classes end at 15:50. However, 'Support' is offered in High School on Mondays, Wednesdays and Thursdays for students wishing to seek additional help with their academic subjects and for those needing to catch up with work assignments, assessments etc. The subject schedule will be published at the beginning of the year.