**Student Welcome Pack
Middle School Secondaire**
2024-2025

RISE

COLLÈGE DU LÉMAN
International School · Geneva

WELCOME PAGE

Dear student,

The Middle School Secondaire team and all our staff welcome you to Collège du Léman for an excellent school year. We are sure that you will find here a diverse and inclusive learning community in which you can work and prosper in a safe and inspiring environment.

We encourage you to take up your place at CDL with enthusiasm, bringing your own unique experience and perspective to enrich our school. Work hard and use your talents to make your mark. You will surely gain experience, satisfaction, and fulfilment in return for your effort and commitment to school. We hope you will play your part in maintaining a standard both inside and outside the classroom of which we can all be justly proud.

This Student Welcome Pack is to help you get started. We hope that it will assist you in knowing our expectations and other aspects of our school, but remember that, when you need it, we are always here to support you so don't hesitate to ask!

We wish you every success in this, your school. Whether you are new to CDL, are new to Middle School Secondaire, or are returning for another year, we are pleased to welcome you and look forward to getting to supporting you as you learn and develop.

Dr. Betsy Harvey
Principal Middle School Secondaire

Mr. Jean-Christophe Debouvry
Deputy Principal Middle School Secondaire

Ms. Pascale Lifschitz
Administrative Assistant Middle School Secondaire

OUR MISSION AND VISION

Our **Vision:** To shape generations that harness differences, changing our world for the better.

Our **Mission:** We open doors for our students by creating a diverse and inclusive learning community that flourishes.

1. We discover and develop individual strengths.

2. We make powerful, lifelong global connections.

3. As forward thinkers, we inspire our students to be their best selves.

We are guided by our core values Respect, Internationalism, Spirit and Excellence.

RISE

Our school values are embodied in the RISE sculpture at the heart of the school. These are the fundamental values we adhere to as a school community. The following statements help students, but also other community members, 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 in your interactions with others.

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

MIDDLE SCHOOL SECONDAIRE ADMINISTRATION

Dr. Betsy Harvey
Principal
Middle School Secondaire
Office (SL325)

Mr. Jean-Christophe Debouvry
Deputy Principal
Middle School Secondaire
Office (SL227)

Dr. Harvey works to oversee the academic follow-up and personal wellbeing of students; she ensures that the Middle School Secondaire runs smoothly and advises students and their parents whenever necessary. If you have any concerns at all that cannot be dealt with by your Homeroom Advisor or Pastoral Head, please come and see Dr Harvey.

Ms. Pascale Lifschitz
Administrative Assistant Middle
School Secondaire *Office (SL227)*

Ms Lifschitz is able to help students in a variety of ways. If she cannot help you, she will point you in the right direction.

Other important people for Middle School Secondaire students to get to know

Ms. Pauline Nord	Director General
Mr. Justin Usher	Director of Boarding
Mr. Emmanuel Coigny	Executive Principal/ Proviseur Secondaire
Mr. James Bearblock	Executive Principal ((HigSchool)
Dr. Jana Krainova-Samuda	Deputy Principal (Academic)
Ms Sheena Tandy	Deputy Principal (Pastoral)
Mr. Phil Shaw	AP Coordinator
Gabrielle Schneebeli	Pre-School Principal
Mr. Mathieu Hartmann	Primary School Principal
Mrs. Kimjeet Virk	Head of Student Support Services
Mr. Jacob Rosch	Head of Educational Technology

MIDDLE SCHOOL SECONDAIRE TIMETABLE

Period 1	08:20-09:00
Period 2	09:05-09:45
Break	09:45-10:00
Period 3	10:05-10:45
Period 4	10:50-11.30
Period 5	11:55-12.35 (G8/4 only one day a week)
Lunch	11:35-12:35
Homeroom	12:15-12:35 (only one day a week)
Period 7	12:40-13:20
Period 8	13:25-14:05
Break	14:05-14:20
Period 9	14:25-15:05
Period 10	15:10-15:50

School transport service: buses depart at 16:00; Extracurricular activities from 16:00 to 18:35.
Second bus service: buses depart at 17:40.

SERVICES

Bookstore
The bookstore, managed by Ms. Rosario Bautista, is situated in the basement of the Mont Blanc building. You must have your ID card with you to collect books and, if your parents have given you permission, to buy stationery. Please note that the bookstore opens at 08:30 every day.

Extracurricular Activities
Mr. Romolo Calvini (Extracurricular Manager) is the coordinator of the Extracurricular Programme, including Sports, Music, Academics, and Arts activities. You can access the schedule and information for registration on the CDL website. Should you have questions about the activities or the enrolment process, you can contact them at extracurricular@cdl.ch or in their office next to the La Fontaine building.

I.T. Service Desk
The I.T. Service Desk is found in the basement of the Mont Blanc building. The staff can help you with issues relating to your iPad. The desk is open from 08:00 to 16:00 every day.

Library
The library is situated on the top floor of the Cervin building. Ms. Veronique Migotto and Ms. Lisa Drescher will give you any help you need in the library. You may sign books out (using your ID card) but please bring them back afterwards!

Health Centre Protocol
The Health Centre (Ferrari building) is open Monday to Friday, from 07.30 to 18.30, and is staffed by 3 qualified nurses.

Day students who are ill should not come into school, while Boarding students who are ill will be accommodated in the Health Centre during the day. It is of course possible that a student will fall ill during the day.

All students (day and boarding) who feel unwell during the day, have a minor accident, or are in need of sanitary materials should go directly to the Middle School Secondaire Office (SL227) first. The students will be then sent to the Health Centre should further treatment be required. For day students, parents will be contacted to collect them for a medical assessment if needed. Boarding students will be treated and will stay in the Health Centre if needed.

Middle School Secondaire Sports
Coach Pierre (Mr. Pierre Quilez) and the Athletics Department will be happy to help you with questions relating to your Physical Education activities and Extracurricular Sports Programme.

Student Support Services
The Learning Support and Counselling Departments work to support any students in need of their services.

THE SYSTEM OF GRADING

What is formative assessment?

Formative Assessment is essentially feedback both to the teacher and to the student about present understanding and skill development in order to determine the way forward. It is therefore a process that helps students to improve their skills, knowledge and understanding, so that they are best prepared to meet the standards of a summative assessment. These may include homework exercises; group work; peer assessment; self-assessment; open-book test; 'formative' tests; or drafts of work, etc.

How do teachers report formative assessment?

Formative Assessment will not receive a letter or a number grade but will be accompanied by recorded feedback to the students on their work, either written or through other means, allowing students to identify strengths and improve on weaknesses. Any feedback on Formative Assessment (please note that not all formative work will be formally reported) will appear in the gradebook visible on ItsLearning, but not as a mark.

Scale for Grade 6, Grade 7, Grade 8 and anglophone subjects in BIL6 and BIL7	Scale for F6, F5, F4, and francophone subjects in BIL6 and BIL7
Excellent (EE): for students already showing good competence in the task. Meeting Expectations (ME): for students showing reasonable competence in the task. Approaching Expectations (AE): for students showing basic competence in the task. Not at Expectations (NE): for students who have shown very little understanding in the task; these students may be asked to re-do the work and may attend 'Homework Catch Up' on Friday afternoons if needed. Not Submitted (NS): for students who have not handed in the task; these students may attend 'Homework Catch Up' on Fridays after school if the work is not completed.	Acquis avec aisance (AA): for students already showing good competence in the task. Acquis (A): for students showing reasonable competence in the task. Partiellement Acquis (PA): for students showing basic competence in the task. Non Acquis (NA): for students who have not completed the task; these students may attend 'Homework Catch Up' on Friday afternoons wherever possible. Non Rendu (NR): for students who have not handed in the task; these students may attend 'Homework Catch Up' on Fridays after school if the work is not completed.

In each of these cases, students will also be receiving feedback and guidance from their teacher, as described above, to help them achieve to the best of their ability in the summative assessment of the work.

What is summative assessment?

Summative Assessments are carried out to determine the level of achievement demonstrated by the student. These are assessment tasks, including but not limited to tests, that are carried out under conditions set by the teacher, usually in the classroom. The teacher will use different types

of assessment so that various learning styles are accommodated. Summative Assessments are graded. They are reported in the ItsLearning gradebook, are used to provide an overall grade for the semester and are evidence of achievement toward the standards for the course.

Before every summative assessment, there must be at least one formative assessment; adequate time should be provided between feedback on formative and subsequent summative assessment.

The minimum number of summative assessments required per semester depends on the number of weekly periods of the subject. The types of summative assessment must be varied.

Students are not expected to take more than two summative assessments in one day.
As soon as they are aware of a third assessment scheduled, it is the student's responsibility to contact their teachers to see if alternate arrangements can be made.

Scale for Grade 6, Grade 7, Grade 8 and anglophone subjects in BIL6 and BIL7		Scale for F6, F5, F4, and francophone subjects in BIL6 and BIL7
We use letter grades on summative assessments and on report cards. Teachers determine these according to the following chart:		We use a number out of 20: - Minimum score: 1 - Average score: 10 - Maximum score: 20

Grade	%
A+	95-100
A	90-94
A-	85-89
B+	80-84
B	75-79
B-	70-74
C+	65-69
C	60-64
C-	55-59
D	50-54
D-	45-49
F	25-44
U	0-24

What about exams?

In June, Grade 8/F4 students will sit exams in all subjects. Grade 7/BIL7 students have exams in English, French, and Maths. Grade 6/BIL6/F6 students will not have formal end-of-year exams but may have in-class assessments towards the end of the second semester. The second semester report card will contain a **year grade** for each subject (semester I weighted 40%, semester 2 weighted 60%). For Grade 7 / BIL 7 and Grade 8, the exam grades will also be recorded.

Reports will be shared with students and parents via iSams about three weeks after the completion of each semester. During the year, parents will have an opportunity to meet subject teachers (with students present!) at the scheduled Parent-Teacher Meetings. Students will also lead the Student-led Conference with parents and Homeroom Advisor in May or June.

HAL (Habits and Attitudes to Learning) Grades

Students will receive HAL grades for every subject each semester, reporting on punctuality, work ethic, preparedness, and collaboration. Students will also receive a Metacognition mark for each subject on their engagement with the Metacognition Project and their Learner Portfolio.

Conseil de Classe – only for F6/F5/F4 and BIL6/BIL7 classes

The 'Conseil de Classe' is held at the end of the first semester and allows all the teachers of a class to meet to review and discuss the performance of each student. Students are present and listen to the advice and recommendations of the teachers; they can also contribute. At the end of the discussion, the homeroom advisor will propose an award to be voted on by the teachers attending and may also recommend some additional follow-up.
At the end of the second semester, there is also `Conseil de Classe` but only the teachers are attending.

Student Led Conference (SLC)

This is a meeting scheduled at the end of the school year (in May or June) of about 15 minutes involving the student, Homeroom advisor and parents. The student will display their portfolio and discuss their personal goals for the next academic year. The student will 'lead' the discussion, thereby assuming responsibility for his/her academic and extra-curricular progress. These meetings are not to be confused with the traditional Parent-Teacher meetings held earlier in the year.

Awards

At the end of each semester, awards and honors are given to students to recognize their efforts, progress, and academic achievement. Honors are awarded on the basis of performance only.
After the first semester, students are recognized during the Honors Assembly. After the second semester, the Honor Roll is only listed on the report card.

Grade 6 – Grade 7 – Grade 8	BIL 6 – BIL7	F6 – F5 – F4
Honors: given to students with a GPA of 3.33 or above (out of 4.33) High Honors: given to students with a GPA of 3.66 or above (out of 4.33)	Honors : si la moyenne combinée des matières en anglais et en français se situe entre 14.5 et 15.9 sur 20. High Honors : si la moyenne combinée des matières en anglais et en français est supérieure à 16 sur 20	Assez Bien : moyenne générale entre 13 et 14.49 sur 20 Bien : moyenne générale entre 14.5 et 15.9 sur 20 Très Bien : moyenne générale supérieure à 16 sur 20

For BIL 6/F6, BIL 7/F5, and F4, the following additional awards are voted on at the conseil de classe. These are the same regardless of the class.

Encouragements	Décernés à l'élève qui montre une bonne attitude, qui fait de réels efforts sans obtenir forcément les résultats escomptés.
Compliments	Décernés à l'élève obtenant une mention et faisant preuve d'un très bon comportement. Ils sont attribués à la majorité des voix des professeurs présents au conseil de classe.
Félicitations	Décernées à l'élève obtenant d'excellents résultats (au moins 16/20) et ayant un comportement exemplaire (en particulier aucun incident de discipline au cours de la période de notation). Ils sont attribués à l'unanimité des voix des professeurs présents au conseil de classe. Si un professeur absent au conseil s'oppose aux félicitations, il doit l'avoir expliqué auparavant à l'élève en présence du professeur titulaire. Le refus doit pouvoir être justifié par des faits concrets (commentaires sur iSams, communication aux parents…).

On the other hand, a student with disrespectful behaviour or insufficient results due to lack of effort may be sanctioned by a warning (in terms of work or behaviour).

External Assessments

- CEM Tests – a series of standardised tests prepared by the CEM (Centre for Educational Monitoring), taken by all students in Grade 6/BIL 6, Grade 7/BIL 7, and Grade 8 early in the school year. Students in all grades complete the MidYIS (Middle Years Information System) test. These interactive computer-based tests provide useful information for identifying areas in which our curriculum may be improved, and to help teachers to cater to the needs of individual students. The results are not included in the usual school grades.

- Cambridge Tests – assessments used to track student progress.
  Progression Tests are given in Maths and English classes and are used to evaluate ongoing performance in these subjects. Cambridge Checkpoint Tests are given towards the end of Grade 8 to evaluate overall progress at the end of Middle School Secondaire.

ELECTRONICS POLICY

In Middle School Secondaire, our goal is to create a community where students feel focused, socially connected, and engaged. To help in this, we are implementing a phone-free school day.

Students must store their phones in their lockers before going to class at 8:15 am, and not collect them until 3:50 pm. School iPads are an important learning tool but should only be used in class during the school day; iPads must be left in student bags at recess. Smart watches may be worn for telling the time, but may not be used for texting, calling, or recording. Any other electronic devices must be stored in the student's locker during the entire school day.

Phones (or iPads at recess) may only be used with written permission from a teacher, for academic purposes. Without this permission, a staff member may confiscate the electronic device. The device may be collected at the end of the school day from the Middle School Secondaire Office and will be recorded on iSams, with usual discipline measures applying.

If a student needs to contact their parents, they are welcome to do so in the MSS Office. Equally, if a parent needs to contact a student, they should contact the MSS Office and the message will be relayed.

AI GUIDELINES

Introduction

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 practice 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. 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 assignment, 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 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:
1. Radical change in topic or complexity.
2. Lack of drafts or feedback during the writing process.
3. Inability to explain concepts in a one-to-one meeting.
4. 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 a 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.

ATTENDANCE POLICY

Attendance

In Switzerland, attendance at school is mandatory and the Swiss authorities require that our students be present and that we have a system allowing us to monitor their attendance. Attendance is therefore compulsory except in the case of illness or when a justification is officially recognised by the school. Students receive the maximum benefit of education by being in school every day and numerous studies show a strong link between academic performance and consistent attendance. Effective learning demands that students arrive on time and attend all scheduled classes.

We ask parents to inform the school of any absence as soon as possible. Only the Attendance Office, together with the Principals and the Director of Boarding, can authorise an absence. Any absence without a provided reason will be automatically registered as unexcused.

Absence

Casual or holiday absence is not granted and a calendar for the year is available on the CDL website to assist parents and students in organising their holidays, or other events, outside school time. We kindly ask you to make medical or dental appointments outside school hours, when possible.

1. Should an absence become necessary, please inform the Attendance Office as soon as possible. We request parents or guardians of students from Secondary school to announce absences via our 'CDL News' parents' app1. In case of a technical issue with the app, please send an email (include your child's full name, day(s)/date(s), time and reason for the absence) to absences@cdl.ch.

2. Please note that, after informing the Attendance Office of your child's absence, you need to inform the extracurricular (extracurricular@cdl.ch) and the bus (bus.cdl@alsa.com) teams if appropriate.

For any absence extending beyond the time period initially communicated, please repeat the absence notification procedure with an update (using the app or, if necessary, email).

In cases of prolonged illness or other forms of absence (more than three consecutive days) a medical certificate or other justification is required, and this should be sent to the Attendance Office as an attachment in the app (or email).

Permission Slips

Should a student need to leave school during the school day for a pre-arranged excused absence, he/she must report to the Attendance Office to collect a yellow permission slip as justification to leave the campus. The student who needs to leave during a class should show the slip to the teacher at the beginning of class to avoid interrupting the lesson. Please note that no permission slip will be issued without prior notification from parents/guardians.

On returning to school from a short-term absence (same day) or due to late arrival, students must report to the Attendance Office to collect a green re-admission slip to be shown to their teachers as justification for the absence or late arrival.

Excused absences

Generally, an absence may qualify as excused by the school in cases of:
- Personal illness
- Unavoidable healthcare appointment or local medical treatment (normally for no more than half a school day)
- School-sponsored curricular or extracurricular activities
- A religious holy day
- Death of an immediate family member
- A mandatory court appearance
- Appointment at a governmental office to complete required paperwork
- School or university campus visit and/or interview in person or virtual (with justification from campuses visited)
- Participation in an event that the school acknowledges as warranting an absence

Please note that a supporting document may be required. We recommend that parents provide any relevant documentation they have when giving their notification of absence.

Unexcused absences

Parents are required to provide a reason for every absence in order for the school to consider excusing it. In case a reason for an absence is not provided, the absence will be automatically recorded as unexcused.

The following are examples of the kinds of absence that will not be authorised:
- Early departure/Late arrival/Family holidays
- Caring for siblings/relatives
- Child's/family birthday, family reunion
- Receiving/accompanying relatives (e.g. at the airport)
- Persistent non-specific illness e.g. poorly/unwell
- Medical/dental appointments of more than half a school day without emergency reasons
- Alarm clock failure or similar
- Confusion regarding school days

Please note that "family reason", "family matter", "family emergency", "personal reason" alone are too vague to justify excusing the absence. We kindly ask parents/guardians to provide enough information for the Attendance Office to assess the situation. All information communicated to Absences is treated with strict confidentiality.

Authorising absence

Only the Principal and Director of Boarding can grant an exception to this policy. If there is doubt, the Principal and Director of Boarding will take a consistent approach and check that the absence is unavoidable. If the absence is unexcused, parents will be notified.
Any absence will be registered as excused only after communication between the school and parents/guardians. Otherwise, it will remain classified as unauthorized and therefore not excused.

Important Notes

Any absence due to a student leaving campus without prior approval of the relevant Principal will be counted as unexcused and followed up as a serious violation of the behavioural code.

Physical Education (PE)

A certain number of hours per week of physical education is mandatory at school in Switzerland.

If a student is temporarily unfit for Physical Education, he/she must still attend the timetabled PE classes but a note from a parent or guardian must be presented by the student directly to the PE teacher in order to be excused from the physical activity. If a medical condition prevents physical activity for more than a week, a medical certificate must be provided to absences@cdl.ch.

---

[1]   Please download the 'CDL News' parents' app (in App Store for iOS and in Google Play for Android). You need to register once with the contact information (email or phone) you gave CDL. Please find more information on the CDL website under 'Parent Essentials/CDL News App'.

On the home screen of the app, click on "Forms" and fill in the Absence Request form to announce your child's absence. After clicking "Send Form", you will see an acknowledgment message on your screen - a copy of your form will be placed in "Notifications" and you can consider the school informed. The Attendance Office will only get in touch in case of the need for clarification.

Please note that the Attendance Office for MSS students is located in the Mont Blanc building, room 271.

PUNCTUALITY AND LATENESS

Punctuality is particularly important at Collège du Léman; it shows respect and discipline and enables effective learning to occur. The following system is put in place to help the students understand how important it is to arrive on time in class.

A weekly report is published with the number of lates per student. This report is communicated to the Principals / Deputies and Pastoral Head for the following consequences to be applied:

Lateness is monitored between each vacation period:
- 5 lates: level 1 of concern; an email from the pastoral head is sent to parents and detention is organised.
- 10 lates: level 2 of concern; an email form the deputy principal is sent to parents and community service sessions are organised over a period of 4 weeks.
- 15 lates: level 3 of concern; a day's suspension from school and a meeting with parents is organised to discuss with the Principal / Deputy Principal / Pastoral Head and to decide on further specific consequences and how to best support the student.

OTHER INFORMATION

Assemblies
Each grade will have assemblies during the year and students are encouraged to share their talents. Students should see their Pastoral Head or Mrs Charles their Performing Art teachers if they would like to perform. Honor Roll assemblies are held after the first semester to honour those students excelling academically. At the end of the year, Grade 6 / BIL6 / F6 and Grade 7 / BIL7 / F5 students will participate in a prizegiving ceremony, when awards for Academic Excellence, Most Improved, and Contribution to Student Life will be given to some students; REACH awards and other special awards are also given at this time. Grade 8 and F4 students will be celebrated in the Graduation ceremony.

House System
Although growth in academics is very important, so too is social growth. The House System allows mixing between students in Anglophone, Francophone, and Bilingual streams through activities like sports, charity events, general knowledge quizzes, etc. All Middle School Secondaire students and staff are allocated to one of the four Houses: Geneva (red), Zurich (blue), Bern (green), or Lugano (yellow). Students compete to collect points throughout the year. The House with the most points at the end of the year wins the House Cup. Students and staff wear their House colours to House events.

Lockers
Middle School Secondaire students are all assigned a locker that they should use to store their schoolbooks, electronic devices and other items. Key collection occurs at the Key Office in the Mont Blanc building at the start of the school year, or during opening hours later in the school year. This service is offered to students who wish to do so, however, a deposit of 30 CHF will be taken via the miscellaneous invoicing in November. This will be returned in the form of a credit note at the end of the school year when the key is returned.

Keys should be kept on a key ring which must be brought to school each day. Attaching the key to a school bag may be a good way not to forget it! A student who forgets their key can ask for assistance at the Middle School Secondaire Office only before school starts or at break time (you will be asked to make a CHF 1.- donation to charity!). Middle School Secondaire students are responsible for having all of the correct books and relevant school supplies in each class.

Personal Belongings
Middle School Secondaire students are responsible for their own belongings; they must take care not to leave items

lying around the school or in classrooms. Coats, small sports bags and lunch boxes can be stored on hooks in the corridors outside classrooms. <u>Heavy bags must not</u> <u>be hung up</u> but must be stored out of the way of passing traffic or taken with the student.

Students should take care not to leave books or bags in a classroom if their next class is in another room. When they return, the door may be locked, and they will be late or have to go to class without their books.

• Musical instruments must be stored in the "Bunker" in the basement of the Cervin building near the music rooms. For safety reasons, they must be taken to the Bunker upon arrival at school and collected at the end of the school day.

• Bikes, Scooters and Skateboards: Bicycles, scooters and skateboards may not be used on campus during the school day. Students who cycle to school can leave their bike in the bike park beside the picnic area in front of the Eiger building and we strongly advise to lock them. There is also a bike rack and a scooter rack near to the La Fontaine building. Please wear a safety helmet when cycling or scooting to school!

• Lost Property: Lost property (clothes, books, lunch boxes) can often be found on the coat hooks and benches around the buildings. Students should make sure that they keep their belongings safe. If they lose something, they are responsible for searching all areas of the school that they frequent. Unclaimed lost property items will be donated periodically to charity.

• Small items such as keys, watches, wallets, phones, jewellery, and glasses should be handed into the Key Office in the Mont Blanc building (or to the Middle School Secondaire Office). Students who lose such items can visit the Key Office from 13:00 to 13:30 each day or they can ask for assistance in the Middle School Secondaire Office.

Sports Kit

The Athletics Department requires all students to be well-equipped for our P.E. classes. All Middle School Secondaire students are required to wear the official CDL Sports Kit which includes a blue warm-up suit, a white t-shirt, and a pair of blue shorts.

Along with appropriate sports attire, students are required to wear shoes that have adequate lateral support and cushioning, not only for performance but more importantly for safety.

We would recommend cross-trainer models (multi-sports). Running shoes are also accepted. When P.E. is held in the gym all students are required to wear non-marking shoes that are exclusively for indoor use. Examples of shoes not accepted would include skateboard shoes and leisure 'canvas style' streetwear.

SCHOOL EMERGENCY PROCEDURES

If the school buildings must be evacuated, a message will be read over the loudspeaker system. If this happens, please follow the procedure below:

⇒ On the instructions of your teacher, leave the building CALMLY AND WITHOUT TALKING and make your way to the designated assembly area. The sports field and the basketball court are the Middle School Secondaire assembly areas in the case of an evacuation.

⇒ STAY WITH YOUR CLASS and remain STILL and QUIET while the roll call is taken and until the end of the exercise.

⇒ Once the Principal has checked the lists the evacuation procedure will be complete.

In the event of a 'lock-down' situation, you will hear the message "Le bus de Lausanne est en retard" (the bus from Lausanne is late) over the loudspeaker system. If you hear this message, you must follow seriously the instructions of your teacher. You will need to remain hidden in your locked classroom until further instruction is given.

Take EACH evacuation or lock-down SERIOUSLY!! We never know whether it is for practice or for real.

A GLOSSARY OF COMMON
MIDDLE SCHOOL SECONDAIRE TERMS

- Portfolio – a collection by each student of 'significant' academic work across all subjects. The emphasis here is on work that the student feels most proud of, and/or work where they have displayed significant learning.

- EAL ('English as an Additional Language') - a programme parallel to the mainstream English programme, where students who are not yet fluent English speakers receive additional specialised support in English.

- Homeroom Advisor – a teacher specially assigned to a group of students to promote the care and well-being of each student. The Homeroom Curriculum supports students in all areas of development, including Portfolios and REACH. In addition, time in the Homeroom periods is set aside for Learner Portfolio reflection and assemblies.

- Well-being – a course taught by the Homeroom advisor designed to help students develop the knowledge, skills, and attributes needed to keep themselves healthy and safe, and to be prepared for life and work.

- Metacognition Project: All students in MSS will follow this programme which will be infused all year long in all subjects. A program developed by Nord Anglia in line with Harvard Project Zero that helps students be aware of their own thinking and gives them strategies for improving it. Students capture their experiences and reflections int their Learner Portfolio.

- REACH (Responsible, Eco-friendly, Active, Creative, Healthy) – a programme encouraging each student to become a well-rounded individual through participation in activities which develop the 5 characteristics. Evidence of participation and reflection upon REACH activities must be stored in the student's Learner Portfolio and, at the end of the year, those students with excellent REACH portfolios are recognised.

- Accommodations – Extra time or other modifications to give a student equal access to the learning environment. Accommodations are not designed to give a student an advantage over other students nor to weaken academic vigour.

- Levels of Concern – a system of levels upon which a student may be placed in the event of a disciplinary concern. For more information on what is appropriate behaviour, see the Secondary School Student Expectations and Responsibilities booklet.

- Student Reflection Pathway (SRP) - an opportunity for a student to reflect upon behaviour or choices not aligned to the school's RISE values. The SRP programme is facilitated by Student Support Services and focuses on reflection, long term behaviour change and giving back to our school community. The SRP programme is aligned with our disciplinary guidelines and attendance is determined by the incident in which the student was involved.

- Homework Catch-up – an opportunity for a student to catch up on formative or summative work. A teacher may assign a student to this session and will inform parents. It is usually held after school on Fridays.

MAP OF CAMPUS