



Student Guide
High School
2026-27



COLLÈGE DU LÉMAN
International School · Geneva

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WELCOME TO COLLÈGE DU LÉMAN - 2026-27

Dear High School Students,

The High School team welcomes you to Collège du Léman (CDL)! We are confident that you will experience a friendly and caring international community in which you can challenge yourself and succeed in a stimulating environment.

We encourage you to embrace life at CDL with enthusiasm, bringing your own unique experiences to enrich our school and make your mark within our community. You will gain experience, satisfaction, and fulfilment in return for your effort and commitment to the school. We trust you will play your part in maintaining high standards, both inside and outside the classroom, of which you and our community will be proud.

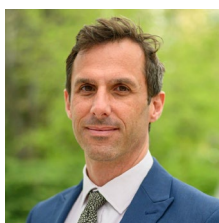
This Student Guide will help you get to know more about CDL, our values, mission and vision, some of the key staff and logistical information that you will find useful as you embark on this next stage of your educational journey.

We wish you every success in this, your new school. We are thrilled to welcome you into our community and look forward to getting to know you in the years ahead!

A handwritten signature in black ink, reading "Mark Hatherell". The signature is fluid and cursive, with a large loop at the end of the last name.

Mark Hatherell
High School Principal

HIGH SCHOOL ADMINISTRATION – WHO’S WHO?



High School Principal – Mark Hatherell



Dr Jana Krainova-Samuda – Deputy Principal
Academic - Head of IB Programmes and IB
Coordinator



Mrs Sheena Tandy
Deputy Principal Pastoral



Mr Glen Bolland
IB Core /REACH Coordinator



Mr Olly Corbin
IBCP Coordinator



Mr Steven Morris
AP Coordinator



Mrs Tracy Usher
Administrative Assistant



Ms Laure Honsberger
Administrative Assistant and Attendance Officer



Ms Uliana Perotti
University Advisor



Mrs Gloria Gerard de Jesus
University Advisor



Mrs Amy Kuriyan
University Advisor

OUR VISION, MISSION, and VALUES



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.



Values

RISE stands for Respect, Internationalism, School Spirit, and Excellence. It is how we expect you and everyone in the community to live at CDL. Our RISE values are embodied in the sculpture at the heart of the school!

Vision

We harness differences to change our world for the better. *It's our hope for students now and in the future.*

Mission

CDL is a learning community where everyone is unique and included, helping you to:

- Discover and develop your individual strengths.
- Make powerful connections, having friendships from around the world to last a lifetime.
- Be inspired to be your best self.

What is Excellence?

A CDL student has a growth mindset, showing a willingness to try new things and develop as a person into your best possible self.

What is High-Quality Learning?

A CDL student gains skills and understands new ideas in an active way. You make choices in your learning and reflect on those choices.

What is Global Citizenship?

At CDL, we are all global citizens, understanding the world and our place in it. We benefit from our multicultural environment and learn from one another, harnessing our differences. We also help others in our local and global communities, already working to change our world for the better.

How to RISE

The following statements will help you to live up to our RISE values:

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.

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

The CDL 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 and other people's cultures, religions and personal histories.
- Curious about the world around them.
- Able to recognise their own strengths and weaknesses.

Inquisitive

- Striving towards excellence in each of the disciplines.
- Able to reflect and analyse information to make reasoned judgements and draw logical conclusions.
- Willing to critically evaluate their own work

Involved

- Having a personal commitment to service and acting to make a positive difference
- Showing empathy, compassion and respect towards the needs and feelings of others.
- Interested in student life both inside and outside the classroom
- Understanding the importance of intellectual, physical, and emotional

Responsible

Willing to take increasing ownership of both the academic and behavioural development process

HIGH SCHOOL SCHEDULE

Regular classes end at 3:50 pm, however, 'Subject Support' is offered in High School on Mondays, Wednesdays and Thursdays for students wishing to seek additional academic help.

Student timetables will be available for students on their first day at CDL. Students may have study periods during which they can go to the library or communal spaces to study. Owing to timetable complexity, occasionally students will have lesson timetabled during one of the lunch periods.

Period	Grades 9/IG1 & 10/IG		Grades 11/IB1 & 12/IB2	
1	8:20 am	9:00 am	8:20 am	9:00 am
2	9:05 am	9:45 am	9:05 am	9:45 am
3	9:50 am	10:30 am	9:50 am	10:30 am
BREAK	10:30 am	10:50 am	10:30 am	10:50 am
4	10:50 am	11:30 am	10:50 am	11:30 am
5	11:35 am	12:15 pm	11:35 am	12:15 pm
6 (LUNCH)	12:20 pm	1:00 pm	12:20 pm	1:00 pm
7 (LUNCH)	1:05 pm	1:35 pm	1:05 pm	1:35 pm
8 (LUNCH)	1:40 pm	2:20 pm	1:40 pm	2:20 pm
9	2:25 pm	3:05 pm	2:25 pm	3:05 pm
10	3:10 pm	3:50 pm	3:10 pm	3:50 pm

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)	

Incomplete work

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. 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

Grades are awarded at the end of each semester; this is an average grade based on work completed. 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 is recorded on the student transcript and is used to determine whether credit can be awarded for the course.

Students in the IGCSE, AP and IB courses must sit the external exam. Students will receive a failing grade for the course if they do not sit the final examination (either external or internal).

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. (See appendix 1.1 for more detail)

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 during the year and 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. (See appendix 1.2 for all school school programmes)

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:

The programme aims to develop well-rounded, principled, and internationally minded students by fostering responsibility, leadership, integrity, creativity, and personal growth through experiential learning. It supports physical health, nurtures talents beyond academics, promotes global citizenship aligned with the UN Sustainable Development Goals, and strengthens students' profiles for 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):

- Responsible Citizenship: activities benefitting the school, local or global community and activities that allow the development of leadership skills
- Eco-friendly Sustainability: activities that support the environment, in keeping with the United Nations Sustainable Development Goals
- Active and Healthy: extra-curricular sporting, fitness and well-being activities.
- Creativity: extra-curricular activities that involve imagination, creative thinking and planning.

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 to participating in at least two activities over an extended period of time, engaging in all 4 REACH categories and completing a reflective journal. This will be checked by advisors.

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 (2 can be EAL)
Mathematics	3 credits
Science	3 credits
Humanities	3 credits
Modern Foreign Languages	3 credits
Physical Education (PE)	1 credit

REACH programme Requirements

- There will be a minimum requirement of 1 REACH credit for each High School grade.

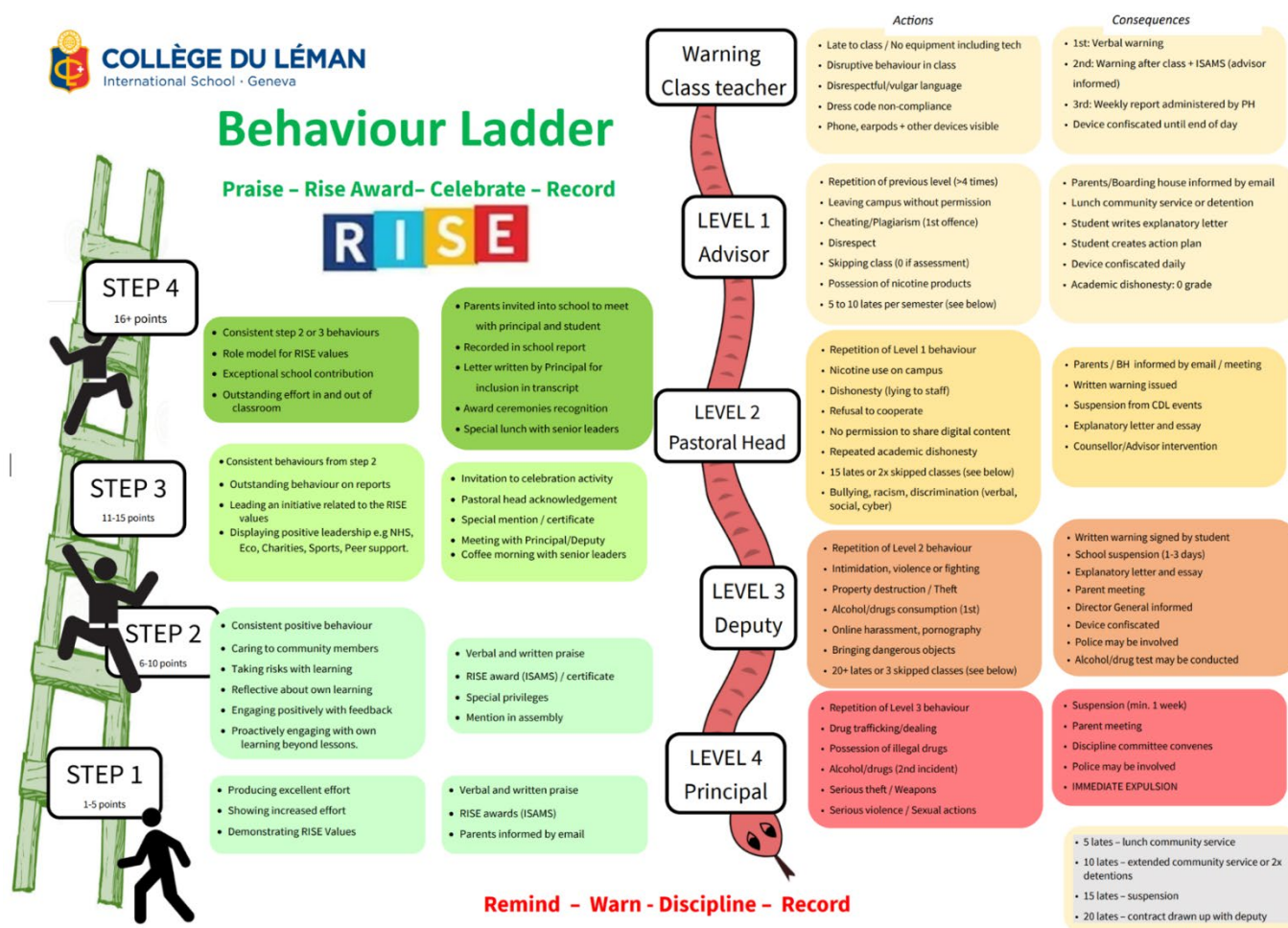
Notes:

- When students come from schools which do not award credits, successful equivalent years of study may be counted for credit.
- 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.
- 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).
- 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.
- 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).
- Excessive absences will result in not being awarded the High School Diploma.

CODE OF CONDUCT – BEHAVIOURAL CODE

Collège du Léman sets clear expectations for student conduct to ensure a safe, respectful, and positive learning environment for all students and families. The school is committed to high standards of achievement, responsibility, and accountability, supported by close cooperation between students, parents, faculty, staff, and administration. Its core values—Respect, Internationalism, School Spirit, and Excellence (RISE)—guide behaviour across the entire school community. While cultural diversity and mother tongue languages are valued, English and French are the expected languages of communication. The school emphasises equality, inclusion, and opposition to all forms of discrimination. Maintaining a secure, orderly, and purposeful environment is a top priority, and the Code of Conduct clearly outlines behavioural expectations to support these goals. (See appendix 1.3 for more detail)

A summary of expected positive behaviours and unwanted negative behaviours can be seen in our behaviour ladder, an image of which is below:



Holistic health focus

CDL supports a holistic health policy that encourages healthy behaviour and discourages dangerous health practices. In particular:

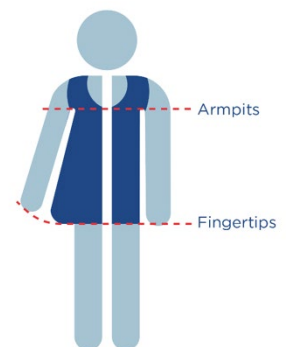
- Vaping/Smoking: For all employees, students, parents, and visitors, the CDL campus is a non-smoking environment – a policy that extends to all CDL properties and the immediate locality of the school. Incidents of smoking in these areas will be treated as offences against community agreements and dealt 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.

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. 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 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 colour.
- 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.
- The principal reserves the right to intervene on an individual basis or to modify this dress code. 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 or MacBook Air to every class fully charged.
- Remember that texting and social networking are not allowed.
- Not download or install game apps (game apps are prohibited).
- Only install apps that promote CDL's values (RISE) and must not attempt to bypass CDL filters. This includes the prohibited use of VPNs, proxy apps, or unauthorised hotspots.
- Communicate responsibly and kindly with others online.
- Report hurtful communication immediately to a teacher.
- Only take photos, video, or audio with permission.
- Have their CDL email account correctly set up using the Microsoft Outlook app on their iPad or MacBook Air to ensure important information is received.
- Use only their assigned CDL iPad or MacBook and keep it in its protective case, labelled with their name.
- If their device is broken or stolen, inform a teacher and report the issue to the IT Service Desk, either in person or by emailing help@cdl.ch.

MOBILE PHONES AND OTHER PERSONAL ELECTRONICS POLICY

At CDL, the goal is to create a community where students feel focused, protected from external distractions, socially connected, and engaged in campus life. To support this, the phone-free policy applies across the Secondary School.

Phones and other personal electronic devices (including video game consoles, smartwatches when used for purposes other than telling the time, SMART glasses, audio equipment – including AirPods, headphones, and similar devices) must not be visible during the school day from 8:00 am until 3:50 pm.

If seen, such devices will be confiscated and handed into the High School Office for collection at the end of the school day (3:50 pm). For repeat offenders, devices will need to be handed in each day for a defined period of time.

Additional notes:

Emergency contact:

- Parents needing to urgently contact their child should call the relevant section office or reception.
- Students needing to urgently contact parents may do so via the section office.

ARTIFICIAL INTELLIGENCE USE

CDL permits the responsible 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. (See appendix 1.4 for more detail).

OTHER ADDITIONAL PRACTICAL INFORMATION

Student ID Card

Please collect your Student ID card from reception. You will need this for the cafeteria, IT Service Desk, library etc.

Classrooms and Buildings

Our different buildings are designated as such by 2 letters as follows: CR = Cervin, EL.= Eiger, GR = Grenier, LF = La Fontaine, MB = Mont Blanc, OL = Olympus, PC = Picasso and SL = Saleve.

The first digit of the room number indicates on which floor the room can be found, for example: CR-215 is on the second floor in the Cervin building, EI-320 is on the third floor of the Eiger building.

Our software only allows us to enter six characters to identify a room. Therefore, where a room ends with the letter "A", we drop the first number and add an "A"; e.g. CR-17A (on your timetable) = CR-217A and EI-15A = EI-115A etc.

Locker Keys

The locker key office is in the Mont Blanc building and it is open from 1:00 pm to 1:30 pm every day.

Athletics Department – CDL Tops

You will need to purchase either a CDL T-shirt or a CDL sweatshirt to wear during your Physical Education classes. Your CDL top needs to be visible when you have your PE classes.

Lunch at CDL

Students who are registered for hot lunch will eat in the Eiger cafeteria (located in the basement of the Eiger building). Students will need to present their student ID card to receive a lunch ticket.

Students with a picnic lunch can eat in the Grenier (above the Panthers Café), or in the Eiger cafeteria.

Books and IT Service Desk

Books will be delivered to your lockers. Technology equipment will be available from CR113 until 21st August. For other IT related matters please go to the IT Service desk. Which is in the basement of the Mont Blanc building (close to reception).

CDL School Buses

Buses will be in place (in front of and behind the Olympus building) to take students home after school. School will end five minutes early (at 3:45 pm) on the first day to ensure that students find the correct bus before the scheduled departure time at 4:00 pm. As of the second day, the school bus service will be fully operational, collecting students at the appointed place and bringing them to school in time for the first class at 8:20 am.

At the end of the school day, the first bus service leaves promptly at 4:00 pm. and the second, for those in extra-curricular activities, at 5:30 pm.

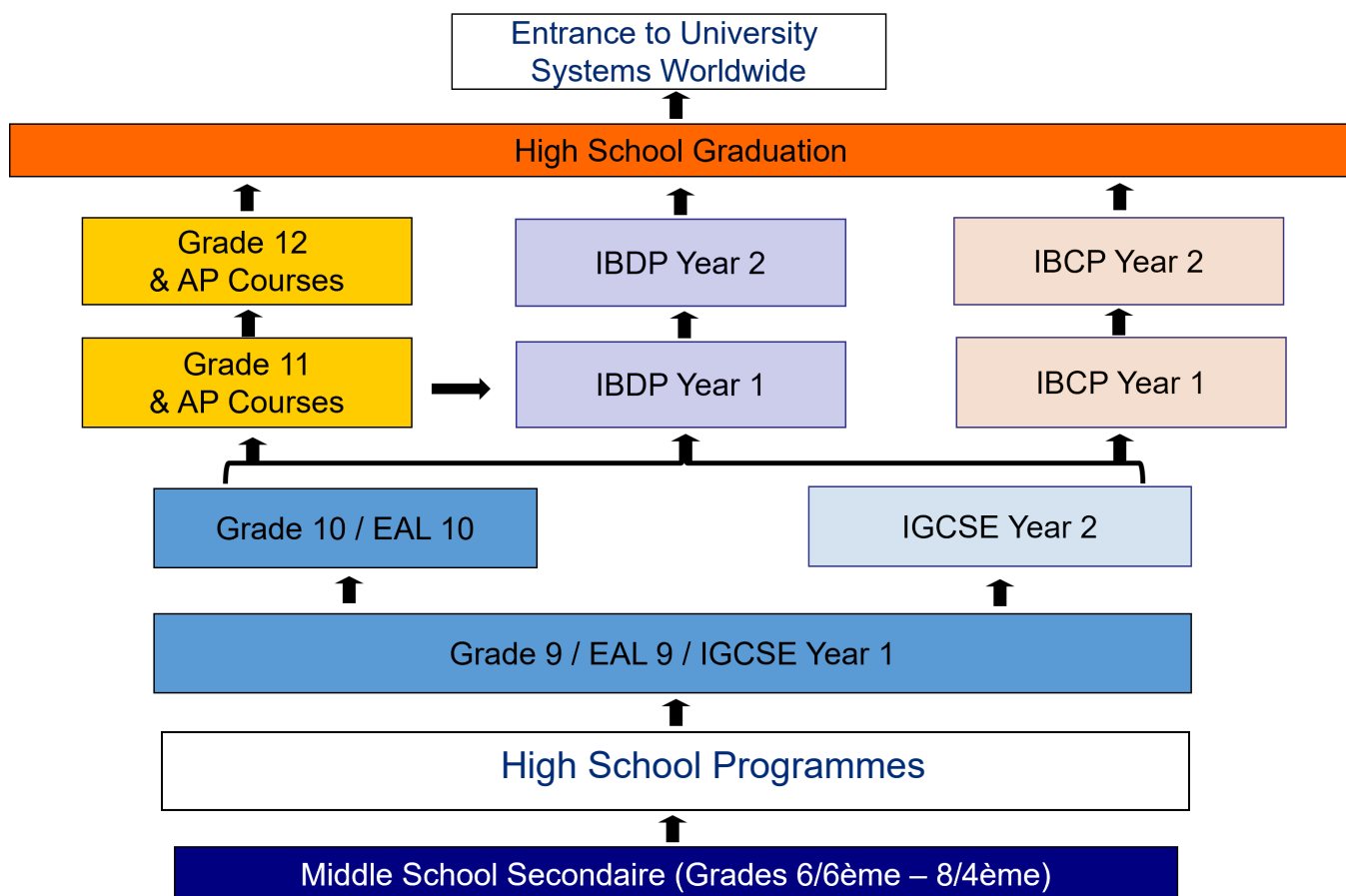
We trust that this guide provides enough information to get students started at CDL. We wish you all the best year ahead!

Appendices

1.1 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.

1.2 HIGH SCHOOL PROGRAMMES



1.3 CODE OF CONDUCT – expanded

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:

- 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.
- 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:

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.

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.

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.

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.

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.

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.

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 5:30 pm.

Fundraising

Permission must be granted by the section's Principal before the selling of any items on campus. All profits from the sale of items on campus must be for charity.

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. The privilege of leaving campus for lunch is extended to Grade 12, IB2 and Terminale students, however, they must remain in Versoix within 2km of CDL.

All other students in the High School that live in Versoix are allowed to go home for lunch, but only if the HS Office has received prior permission from the parents. They are not allowed to bring friends home with them.

These privileges may be revoked in case of behavioural concerns.

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.

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.

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.

Students on campus after normal hours of school

Parents and students are reminded that students should not be on the campus after 4:00 p.m. 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.

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.

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.

Toilet usage

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

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 5:30 pm.

Violence

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

Student behaviour during evacuations and lockdowns

During all evacuation and lockdown drills, students are expected to remain calm and silent to ensure they can follow staff instructions promptly. Even if it is an announced drill, students must treat the situation as if it were real.

- Students must remain with their class at all times and await further instructions.

- Any students at recess or in their free time must stop any other activity on the evacuation site.

Any disruptive or non-compliant behaviour during drills will be addressed in line with the school's disciplinary procedures to maintain safety and value of the exercise at all times.

1.4 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.