

# Student Handbook

## Policies & Procedures

### 2026-2027



Notre-Dame International High School (NDIHS) is an international program of Notre-Dame “Les Oiseaux” (NDLO) offering the American curriculum. NDIHS is accredited through NCA CASI, NWAC, and SACS CASI, all of which are accreditation divisions of Cognia.

NDIHS is an ‘hors contrat’ program of NDLO, meaning we are not offering the French baccalaureate and do not follow the program required by the French education ministry. The policies and procedures contained in this handbook represent the framework and expectations specific to NDIHS. The students, staff, and families of Notre Dame International High School are expected to create a rich, openminded, and exciting community in which to learn and work.

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## *Mission Statement*

NDIHS prepares students for professional success in the global community and equips students with the tools to become lifelong learners by fostering the development of critical thinking and communication skills through inquiry and collaboration as they gain a strong sense of personal and social responsibility. We encourage students to grow in their compassion for others, appreciate and respect other cultures, learn environmentally sustainable practices, recognize the value of different viewpoints, and work towards a more peaceful world grounded in intercultural understanding.

## *Curricular Goals*

Students will demonstrate proficiency in the NDIHS curriculum by:

- Producing high-level work that prepares them for higher education and professional life;
- Demonstrating effective problem-solving skills in various settings;
- Integrating and applying the knowledge and experience gained in all subject areas;
- Gathering, analyzing, and interpreting information gained from research, prior learning, and different world perspectives.

Students will develop and refine their intercultural thinking skills by:

- Learning to understand the viewpoints of others and allowing this information to shape their perspective of the world;
- Challenging their personal biases and beliefs through the examination of other worldviews;
- Using knowledge and critical thinking to develop educated positions on topics and issues that will improve their interactions with others.

Students will demonstrate their ability to communicate effectively within an intercultural setting by:

- Improving skills in oral and written language;
- Expressing thoughts and ideas with clarity, purpose, and cultural awareness;
- Recognizing, analyzing, and evaluating various methods of verbal and nonverbal communication;
- Developing mastery of English (or another world language), to be successful in postsecondary studies.

Students will exhibit personal and social responsibility by:

- Practicing personal and academic integrity;
- Accepting, appreciating, and understanding human diversity as it relates to themselves and others;
- Developing cultural skills such as mindfulness, empathy, self-reflection, and patience in uncertain situations;
- Understanding the impact of their actions and those of others (individuals and groups);
- Appreciating the value of learning and taking an active role in their education;
- Becoming an active participant in the Notre Dame Les Oiseaux community.

## *NDIHS Student Profile*

At NDIHS we raise expectations for our students both for their academic development and also for the formation of their character. These are the qualities and values we expect our students to strive for:

### **Compassionate & Kind**

We show empathy and care towards others. We are attentive to the needs and feelings of people around us. We act with kindness and seek to make a positive difference in our communities.

### **Curious & Open-minded**

We explore new ideas and embrace different perspectives. We are eager to discover, ask questions, and understand the world around us. We welcome diversity and are open to learning from people, cultures, and experiences that are different from our own.

### **Critical & Creative Thinkers**

We think independently and explore different perspectives. We use reasoning and imagination to solve problems and develop innovative ideas. We approach challenges with curiosity, flexibility, and an open mind.

### **Reflective & Self-aware**

We think carefully about our actions, experiences, and learning. We recognize our strengths and areas for growth. We use reflection to improve ourselves, make thoughtful choices, and become better learners and individuals.

### **Autonomous & Responsible**

We take responsibility for our actions and our learning. We work independently and manage our time and tasks effectively. We make thoughtful decisions and understand the impact of our choices on ourselves, others, and the environment.

### **Integrity-driven**

We act with honesty and take responsibility for our actions, even when no one is watching. We stand by our values, and always try to do what is right, even when it is difficult. We uphold academic integrity by completing our own work, avoiding plagiarism and giving credit where it's due.

### **Conscientious & Committed**

We approach our work with perseverance, and attention to detail. We are dedicated to achieving our goals and give our best effort in all that we do. We stay engaged and complete our tasks with integrity and determination.

### **Humble & Grateful**

We know our limits and value learning. We admit our mistakes and appreciate every opportunity to grow. We recognize that our success comes from hard work, the support of others, and the guidance we receive.

### **Respectful of Self, Others & Environment**

We value ourselves, others, and the world around us. We act with respect and fairness in our relationships and in our interactions with the environment. We understand the importance of making choices that promote well-being, sustainability, and harmony.

## *Academics & Curriculum*

NDIHS offers students the opportunity to earn credits toward an American diploma.

Teachers and facilitators use a combination of traditional classroom teaching and project-based teaching techniques. Parents and host families are encouraged to contact school administration or teachers whenever they wish to discuss their student's performance or any other school-related issue.

### **Graduation Requirements**

NDIHS' graduation requirements are designed to meet Minnesota state standards and entry requirements for a wide range of colleges and universities. Students who meet the below requirements may be awarded an NDIHS diploma at the successful completion of twelfth grade:

- At least 2 semesters at NDIHS **and** a total of 8 semesters in grades nine through twelve (or equivalent)
- A minimum of **48 semester credits** (or equivalents) earned in grades nine through twelve. These 48 semester credits must also satisfy the specific departmental requirements described below.

|                      |                                                                                                                      |
|----------------------|----------------------------------------------------------------------------------------------------------------------|
| Language Arts        | 8-semester credits                                                                                                   |
| Mathematics          | 6-semester credits                                                                                                   |
| Social Studies       | 7-semester credits (including course topics in U.S. history, world history, geography, US government, and economics) |
| Science              | 6-semester credits (2 must be in Biology)                                                                            |
| Physical Education   | 2-semester credits                                                                                                   |
| Fine/Performing Arts | 2 semester credits                                                                                                   |
| Foreign Language     | 6 semester credits                                                                                                   |
| Elective             | 11-semester credits                                                                                                  |

Students are individually responsible for ensuring that they are meeting the requirements necessary for graduation. An administrator will monitor each student's records at the start of each school year. Any student who has a question regarding graduation status should contact the Headmistress.

By enrolling in NDIHS, students accept the course offerings given to them based on what is available. All students must have a full schedule.

### **Advanced Placement**

To provide students with an additional challenge, NDIHS offers several Advanced Placement (AP) courses. These courses allow students to explore subject matter at an accelerated level. The AP exam for each course is administered in May of each year and externally graded by College Board <sup>TM</sup>. All students enrolled in an AP class are encouraged to take the AP exam in the spring if they meet subject specific requirements. Registration for AP exams will be dependent on academic consistency and preparedness, as determined by the January mocks.

Preparing for and taking this high-stakes academic test will prepare each student for the rigor they will face at the university level. Student fees covering the cost of the AP exam and supporting materials are billed separately. Proof of payment is required for registration and is non-refundable.

Colleges and universities around the world award college credit for qualified AP exam scores. **NDIHS does not elevate GPAs above 4.0. All AP Courses will be curved based on the latest released exam boundaries standards for each subject.**

### Grading System

NDIHS grades on an A-F scale. The school will use a variety of measures including classroom and standardized measures to document the success of students. Teachers will assign letter grades to students as per the below table:

| Course Ranges |            |     |
|---------------|------------|-----|
| Grade         | range      | GPA |
| A+            | 97-100%    | 4.0 |
| A             | 94-96%     | 4.0 |
| A-            | 90-93%     | 3.7 |
| B+            | 87-89%     | 3.3 |
| B             | 84-86%     | 3.0 |
| B-            | 80-83%     | 2.7 |
| C+            | 77-79%     | 2.3 |
| C             | 74-76%     | 2.0 |
| C-            | 70-73%     | 1.7 |
| D+            | 67-69%     | 1.3 |
| D             | 64-66%     | 1.0 |
| D-            | 60-63%     | 0.7 |
| F             | 0-59%      | 0.0 |
| I             | Incomplete | 0.0 |

Percentages are rounded to the nearest point in the calculation of grades. NDIHS does not report class ranks. During the first week of school, teachers will explain their individual grading policies. All assignments must be completed before the last day of the semester. No further work will be accepted after grades are finalized. Cumulative grades, in the form of a report card, are available two weeks after the end of each semester. Assignment grades and attendance can be viewed in Managebac: <https://ndihs.managebac.com/login>.

### Homework

Homework is an extension of classroom learning; it reinforces classroom instruction and it is important for academic success. Students are expected to complete homework properly and on time. The amount of homework will vary with grade, subject, and student work habits. Parents and host families are encouraged to communicate with their students to ensure that homework is manageable and up to date. Ultimately, the responsibility for meeting homework demands rests with the student. Unless specifically instructed by the teacher, it is imperative that no AI driven apps or devices are used to complete any homework. Any breach of the school integrity code (see below) will be taken very seriously.

## Assessment

Teaching, learning, and assessment are interconnected in each class at NDIHS where we employ Continuous Assessment so students may show their progress throughout the entire semester. Assessment takes the following forms:

**Pre-Assessment** takes place at the beginning of a course or unit of study to gauge prior knowledge. Pre-assessments, while they may be graded, do not figure in student's grade calculations.

**Formative Assessment** is used throughout the units of instruction by teachers to guide students and inform present and future instruction. Formative assessment may take the form of question & answer, classwork, homework, group work, projects, presentations, reflections, observations and any tasks teachers assign for skill based practice.

**Summative Assessment** provides students with an opportunity to demonstrate mastery of the material taught at the end of a lesson or unit. Summative assessments include written and oral tests, essays, reports, presentations, case studies, research papers, and end of unit or semester exams.

**Final Exams Assessment** will take place at the end of each semester. All students are required to participate in final exams.

**Behavioral Assessment** will evaluate student rapport based on the following criteria:

- Attendance
- Respect
- Appropriate device use
- Preparedness - Materials and Supplies
- Contributions to the classroom environment

## Assessment Weighting

Formative Assessment: 30%

Summative Assessment: 40%

Semester Final Exam Assessment: 20%

Behavioral Assessment: 10%

Late work is not accepted without prior teacher authorization at the teacher's discretion. All incomplete assignments will otherwise be graded as a zero. Unexcused absences of missed exams will result in a zero.

## Academic Intervention

If a student demonstrates unsatisfactory academic progress, they will be given a student success plan developed in collaboration with their teachers. A report of the plan is kept on file at NDIHS to track future progress.

A plan for success may include the following:

- recommendation of outside tutoring
- meeting outside of class time with the teacher
- student assigned to supervised Saturday study hall work
- limitation of participation or exclusion from athletics or extracurricular activities

## **Academic Probation**

A student may be placed on academic probation if the student earns a mid-semester or final semester grade below a D- in at least three subjects. Students who are placed on academic probation must meet with teachers and administrators to address the deficiency and develop a plan for success. A student who remains on academic probation for two or more consecutive semesters may be barred from reenrollment, hence not invited to return to NDIHS.

## **Attendance Policy**

All students are required to be present and on time for all registered academic classes. Attendance will be recorded at the beginning of each class period and students not present will be marked absent. Any student thereof that arrives after attendance will be marked late. All tardies must be cleared with the BVS (Bureau Vie Scolaire) before entering class. Any student later than 15 minutes to any academic session of the day will be considered absent and therefore will not be allowed to attend class.

Excused absences from any quizzes, tests, or exams will result in an automatic zero until the assessment is made up. Opportunities for retakes are provided on Saturday mornings outside of academic school hours. Retakes may differ from the original at the discretion of the teacher. Any assessment missed due to unexcused absences may not be made up and will remain a zero.

Unexcused absences shall be taken very seriously and sanctions will be assigned accordingly, including Saturday morning detention and or formal warnings, depending on the severity of any repeat absences. All NDIHS courses are on-site courses that must be completed with the student present in the classroom, there are no exceptions. Students and their parents should always plan any travelling or other events in advance to ensure no classes are missed. Absences may only be excused for medical emergencies, severe transport issues and serious family emergencies. It is at the discretion of the school to request proof of any emergency. Any other absences will be considered as unexcused and will have to be sanctioned.

***In case of an unforeseeable absence such as ill health or transport issues the local parent or host parent must notify the Headmistress of NDIHS, Mme E. Champeix, via email or phone from 8:15am (e.champeix@ndoverneuil.net or 01 39 28 15 35). This should be done by 8:45am latest.***

## **NDIHS Academic Integrity Policy**

Cultures around the world have different ideas about what is considered academic integrity and dishonesty in school. Academic integrity is based on the expectation that students practice the skills that their teachers intend for them to practice and present their own finished work to earn their grades. Students are responsible for learning, understanding, and following NDIHS guidelines related to Academic Integrity.

Academic dishonesty is not tolerated at NDIHS. It is the responsibility of the school community to educate students on academic integrity. As partners in education, parents are expected to aid in holding students accountable to this policy.

Examples of academic dishonesty include, but are not limited to, the following:

- Turning in work that is not your own.
- Plagiarism (including copying from the internet).
- Collusion-copying the work of others or allowing others to copy your work.
- Sharing or acquiring test information from another student.
- Using cheat sheets for exams (except when allowed by teachers).
- Using AI driven applications to complete parts or the entirety of work that is not meant to be done using AI driven applications.



Plagiarism is using another person's words or ideas without giving credit to that person. Plagiarism is a concern when presenting work that requires research. Plagiarism includes, but is not limited to, the following:

- Using another person's words as your own (with or without that person's consent).
- Buying a paper online or using a large language model (AI-Text Generator).
- Copying from written sources without proper citation.
- Copying and pasting from online sources without proper citation.
- Failing to identify quotations in a paper.
- Changing words but copying sentence structure from another source.
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.
- Using pictures, data, graphs, etc. without proper citation. ● Citing sources incorrectly.

Careful note-taking during research will help avoid unintentional plagiarism. If students have questions about plagiarism, there are a variety of resources they may use to better understand this topic. When in doubt, students should talk with their teacher about specific assignments in question and approach their English teachers or librarians if they need further instruction, as they are experts in documentation. Finally, there are countless online resources to help students understand and avoid plagiarism, e.g. Purdue OWL (Online Writing Lab).

All teachers may use anti-plagiarism software as one tool to detect possible issues with academic integrity. Students who violate academic integrity shall, after due process, be subject to failure on assignments and examinations, failure in courses, and suspension or dismissal as follows:

- The first reported violation of the academic honesty policy results in a grade of zero on the assignment and a formal warning.
- The second violation will result in a zero on the assignment and academic probation.
- The third violation will result in loss of credit, a final grade of F reported on the transcript and may result in further disciplinary action up to and including dismissal from school.
- Cheating on a final exam or final project will result in a final grade of F reported on the transcript and further disciplinary action, up to and including dismissal from school.

### **AI Policy**

A note on the use of AI (Artificial Intelligence) in school, where AI refers to the use of artificial intelligence (AI) and machine learning algorithms to assist humans in performing various tasks in general. At NDIHS we believe that AI can be a valuable tool in education if used responsibly and ethically. By following these guidelines, we can ensure that AI enhances our learning and teaching experiences without compromising academic integrity or violating ethical principles:

#### **1. Limitations on the use of AI:**

While AI can be beneficial in many ways, we recognize that it also has limitations. To prevent over-reliance on AI, students should use AI as a tool to supplement their learning, rather than a substitute for critical thinking and problem-solving skills. Therefore, students are prohibited from using AI on assignments, tests, or exams without the explicit permission of their teachers. Such behavior will be considered academic dishonesty and will result in disciplinary action, including a reduction in grades or suspension from school.

#### **2. Responsible use of AI:**

We believe that the responsible and ethical use of AI is essential for maintaining academic integrity and ensuring a fair learning environment for all students. We expect all students to uphold our

school's values and academic standards by using AI responsibly and appropriately. This means that students should use AI for specific tasks that do not replace the goals of their class assignments, such as:

- to gain a deeper understanding of the concepts and materials covered in class
- to practice the necessary skills needed to use AI itself
- to study and revise before exams
- to generate ideas and options when such a skill is not part of the assessed aspects of a task

If it is ever ambiguous whether AI may be used or not on a school task the student should always seek clarification from the teacher before using AI. We also ask that all members of our school community respect the work of others and not use AI to access or distribute unauthorized information.

### **Community Projects**

NDIHS offers a variety of community focused extracurricular projects. Students are required to participate during the academic year in an extracurricular project of their choice as presented by the teachers. The student must commit for the duration of the semester and students that meet all expectations will be granted an official certificate of participation. In the past NDIHS has offered projects in – drama and performance art, philanthropy, Interconnections, table tennis, tailoring, publishing, photography, chess, fashion, safe space communication, social media and student council. The NDIHS community projects extracurricular offer is revised annually.

### **MUN (Model United Nations)**

This program reflects the diversity of our student population and provides an opportunity to develop global citizens through the MUN initiative. Interested students will partake in regional, national and international conferences. Meetings and conferences will be held outside school hours.

### **Academic Transcripts**

Transcripts are an official record of courses taken and grades earned while at NDIHS only. All courses, regardless of grade earned, appear on the transcript with a grade reported for each semester and all grades are final. Grades for courses taken at previous schools do not appear on NDIHS transcripts.

Academic transcripts are available after graduation or departure from school, will be sent to parents by email and report cards may be downloaded from the student's profile on ManageBac. Please note that courses done online are not part of the official NDIHS course offer and hence will not appear on NDIHS transcripts. In such cases, a separate result report or transcript is obtained from the responsible authorities.

### **Notarization (Apostille)**

An apostille is an official certification that verifies the authenticity of a public document for use in countries that are parties to the Hague Convention. Foreign universities, government agencies, or other institutions commonly require it when official academic records are to be submitted abroad.

Since May 1, 2025, apostilles in France have been issued electronically by the notarial authorities rather than by the Courts of Appeal. The process is now managed through the Chambre des Notaires de Paris and other designated notarial chambers as part of a nationwide reform. Electronic apostilles (eApostilles) are legally recognized and securely registered within the national system.

Notarization of transcripts is ordered for a fee of 120€ and processing may take several weeks. Once completed, the electronically apostilled transcript will be sent directly to the email address provided.

The issuance of an apostille is entirely under the authority of the Chambre des Notaires and falls outside the school's responsibility. While we facilitate the submission of documents, we are unable to influence processing times or decisions regarding the issuance of an apostille.

### **Special Educational Needs**

Before accepting a student with special educational needs, the school will consider whether suitable arrangements, for both teaching and assessment, can be made for that student.

While NDIHS does not provide special education services, we will provide reasonable classroom accommodations to students who have been diagnosed with a learning disability by a medical specialist within the last six months. Examples of reasonable accommodations include, but are not necessarily limited to, the following:

- Extended time on tests.
- Preferential seating.
- Clarification of test directions and items.

Documentation of diagnosis and education plan recommendations must be kept on file in the school office and updated as determined by the educational psychologist filing the report.

NDIHS will also work with families regarding special education referrals and identifying local service providers.

### **Student Accounts**

All students pay a fee with their tuition at the beginning of the year to cover miscellaneous charges including supplies, library subscriptions, standardized testing, lab and IT fees, and some school and class excursions.

Additional charges may be incurred throughout the year and may include school, class, or club trips, exam fees, transcript and graduation charges, consumable books and materials, replacements for lost keys, damaged or lost books, lost or damaged school property, etc. These additional charges are billed and payable directly to NDIHS. Payments can be made in cash, by French cheque, or by wire transfer.

Students will be issued textbooks and other classroom materials for select courses. Students are expected to return these books and materials in good, usable condition, or pay for their replacement.

### **Reenrollment**

Reenrollment from one year at NDIHS to the next is not automatic. Reenrollment is an opportunity offered by NDIHS to students who complete a semester or a year at NDIHS successfully and comply with the rules and standards of the school. This offer is made on a case-by-case basis after evaluation by the management team. In cases where not all requirements have been met, a student may be asked to complete supplementary online work to be eligible for reenrollment or barred from reenrollment in more severe cases, such as when a disciplinary board meeting has been conducted due to repeated or serious misbehavior. This applies to both school and boarding regulations.

## *NDIHS Culture & Rules*

### **Core Values and Zero Tolerance**

As an international school, and as already included in our mission statement and our curricular goals, at NDIHS we promote a special environment that safeguards above all else cultural diversity, intercultural collaboration, respect, and holistic well-being. For this to be achieved a number of core values need to be highlighted and we maintain a zero tolerance policy on a number of key issues. Any breach of the following rules will result in serious consequences, including suspension or expulsion, in some cases immediate.

1. We value intercultural dialogue, understanding and cooperation, hence:

No form of racist speech, behaviour or attitude is tolerated on school premises or outside.

2. We value the equality of all sexes and genders and respect everyone's privacy, hence:

No form of sexist speech, behaviour or attitude is tolerated on school premises or outside and any form of sexual harassment will be taken extremely seriously.

3. We value physical health, self-control and sobriety, hence:

No form of substance abuse is tolerated on school premises or outside.

4. We value mental health and everyone's dignity, hence:

No form of ableist speech or bullying, (meaning repeated verbal, physical or attitudinal actions intended to harm, annoy or denigrate), is tolerated on school premises or outside and any form of harassment will be taken extremely seriously.

5. We value the general safety of our environment, hence:

No weapons or objects that are not required for school that may be used as weapons are tolerated on school premises.

As members of an educational community all NDIHS students represent NDIHS and its values wherever they are. NDIHS students are expected to behave in a manner that respects and promotes NDIHS values and any reports of students not doing so will be taken very seriously. Students can report in confidence to a trusted adult member of faculty or staff whenever they need support or become aware of others that need support due to an infringement of these rules.

### **General Rules**

#### **1. Respect for oneself, for others, and the educational institution**

Students must be polite and well-behaved at all times. Students must always be respectful towards each other, both on campus and in the surrounding area. They must behave appropriately with all school personnel.

Students must wear clean, decent clothing that is appropriate for a school environment. Clothing must be respectful, safe, and suitable for a learning environment. Attire that is excessively revealing, inappropriate, or inconsistent with the standards of the school community is not permitted. Sportswear may only be worn during physical education classes. Caps, hats, and other headwear are not permitted on campus. Extreme hair styles or brightly unnatural coloured hair, or excessive piercings are also considered inappropriate. Students who do not comply with the dress code may be subject to disciplinary action and all dresscode approval is at the discretion of the management.

Chewing gum is prohibited in school.

For security reasons, box cutters, knives, pocket knives, lighters, lasers, and other dangerous objects are not allowed on campus.

**Food and drinks may not be brought to or consumed in the classrooms or hallways.**

## Energy drinks

All sale, possession, and consumption of energy drinks are prohibited on the campus (cf. circulaire n° 2008-229 DU 11/07/2008).

## Tobacco, alcohol, and toxic substances

The French anti-smoking law prohibits smoking in schools (2006-1386 Decree of 15 November 2006) and is enforced on campus. Failure to respect the ban on smoking in the facility and or in the park will result in serious sanctions. This also includes the use of electronic cigarettes.

Any use or possession of drugs, alcohol, or other toxic substances may result in IMMEDIATE DISMISSAL. This sanction applies, independently, to any person who has facilitated, by any means whatsoever, and at any time whatsoever, the introduction and/or consumption within the campus of alcohol, tobacco, or any other product described as narcotic by French law.

## 2. School life

Students must have all necessary and required school supplies for each class. These supplies, including calculators and computers, are the student's responsibility and should be clearly labeled with the student's name.

-Laboratories: Lab coats labeled with the student's name are required at all times in the laboratories.

-PE class: Students will change clothes before gym class to appropriate sports apparel. Physical activity requires appropriate sneakers ("Converse" type footwear is not appropriate). For activities practiced in the gymnasium, students must have clean sneakers. Aerosol deodorants are strictly prohibited.

-Entry and exit: Students must respect the entry and exit points defined accordingly and must carry their school id at all times to present it to any adult of the establishment who requests it.

## 3. Cell phone and technology use.

The use of cell phones, headphones, games, electronic consoles, and any other connected devices is **only allowed outside of school buildings**. These devices may not be used anywhere inside the school building without permission, even during non-lesson moments.

Cell phones: Students must silence and store their cell phones when entering school buildings. However, at the request of a teacher, students may use their cell phones in an educational capacity only.

Portable speakers are prohibited from campus (parks and buildings).

Other mobile devices: **Their use is strictly prohibited on the premises.**

In case of non-compliance with the rules, parents will be informed and students will be sanctioned. In case of repeated unauthorized use in class the student will receive a WARNING. In case of unauthorized use during an EXAM the case will be considered as a case of CHEATING and the exam will be awarded an automatic zero.

**This policy also applies to smartwatches which are "connected devices" that cannot be used as watches on campus and which are prohibited during all testing.**

## Student Technology Responsible Use Policy

The following procedures apply to all student use of network and internet systems while using NDIHS property at any location or during school activities at any location.

All use of educational technology must be in support of education and research and be consistent with the mission of the school. In addition, educational technology may only be used in a manner consistent with French law, license agreements, and school policy.

## Access

Network and Internet access is a privilege that requires a high level of personal responsibility and may be denied due to inappropriate use. Inappropriate use shall include but not be limited to:

1. Using the school system for commercial and/or personal purposes.
2. Using the system to transmit inaccurate information.
3. Using the system to send, receive, or view objectionable material or material that could be described as defamatory, slanderous, libelous, or inciting racism.
4. Damaging the security system.
5. Using another individual's system account.
6. Forging or attempting to forge electronic mail messages.
7. Attempting to read, delete, copy, or modify electronic mail of other system users.
8. Misusing electronic mail retention guidelines.
9. Exceeding resource quotas or disk usage quotas.
10. Failing to conduct virus checks on downloaded material.
11. Vandalizing the system.
12. Violating copyright laws.
13. Failing to follow network etiquette procedures.
14. Submitting false or misleading information to obtain or retain access to the system.
15. Accessing the system in any manner inconsistent with the mission of the school.
16. Interfering with official school communications

The network administrators may withdraw access at any time as required. The administration, faculty, and staff of the school may request the network administrator to deny, revoke, or suspend specific system user access. ***For further details on the school iPad policy, please see the NDIHS iPad Use and Etiquette Charter Appendix.***

## Security and Usage Guidelines

1. Appropriate language will be used in electronic mail and other electronic communications.
2. System users will be respectful of others' opinions.
3. System users will not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other system users, or misrepresent other system users, or attempt to gain unauthorized access to the system.
4. Communications may not be encrypted to avoid security review.
5. Personal information such as addresses and telephone numbers will remain confidential when communicating on the system. Students will never reveal such information without permission from their teacher or other adult.
6. Students will never make appointments to meet people in person that they have contacted on the system without school and parent permission.
7. Students will notify their teacher or other adult whenever they come across information or messages that are dangerous, inappropriate, or make them feel uncomfortable.
8. All Internet users are responsible for notifying a system administrator or building administrator promptly upon discovery of any suspected security breach.

9. The school unconditionally reserves the right for authorized personnel to review system use and file content. The school reserves the right to remove a system user account from the system or to disconnect any system user to prevent unauthorized activity.

### **Copyright**

One of the most important technology issues to be addressed and taught to students is the issue of copyright and the related areas of trademark and licensing.

System users may download material for their use following applicable copyright laws, school policy, and administrative regulations. The Fair Use doctrine allows an individual to reproduce portions of copyrighted work for non-commercial purposes, in some instances. Reproduction beyond fair use requires the permission of the copyright holder or authorized person. The permission must be specified in the document or must be obtained directly from the author under applicable copyright laws, school policy, and administrative regulations. Violations of copyright law could lead to civil liability with excessive penalties.

System users may upload public domain programs to the system. System users may also download public domain programs for their use or non-commercially redistribute a public domain program. System users are responsible for determining whether a program is in the public domain.

### **Liability**

Access by the school to the system will be through the establishment of individual accounts. The use of the accounts constitutes acceptance of the account and agreement by the system user to abide by the rules of conduct and to assume responsibility for the content of that account.

The school does not warrant that the functions and services performed by or the information or software contained in the educational technology resources will meet the system user's requirements that the system will be uninterrupted or error-free, or that defects will be corrected. The school's system is provided on an "as is, as available" basis. The school does not make any warranties, whether expressed or implied including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein.

The student and his/her parents or guardians will hold the school harmless from student violations of copyright laws, software licensing requirements, student access of inappropriate materials, violations by the student of others' rights to confidentiality, free speech, and privacy, and damage to systems accessed by the student.

### **Student Printing and Duplication Policy**

Students may not print or make photocopies in the school office. Printing is available in the library only and will require that documents be transferred to the student's Google Drive or thumb drive. Careful planning is required to avoid missing assignment deadlines.

### **4. Losses and theft**

Without waiving its educational role, the school cannot accept responsibility for valuables or money that students bring to school. Students are responsible for the supervision and security of their personal property. For PE classes, students will not leave anything in the locker room and take their personal belongings with them to the sports facilities. No bags or personal belongings should be ever left in classrooms or the 'white room' without supervision.

All found objects or clothing are placed in the school lost and found.

**Theft is taken very seriously and will result in severe penalties.**

## 5. School Grounds

Students will respect the park, school equipment, security installations, and the premises. Violations will be punished according to the severity of the damage and the costs incurred will be charged to parents, in particular for any lost or damaged book and/or educational material.

**Any false fire alarm activation or destruction of a security device will lead to expulsion.**

## 6. Lunch

All students should have lunch in the SELF (cafeteria) or from the OPEN CAFÉ. Students are allowed to leave the school during designated gate opening times as signaled at the start of the school year. Going outside campus is a privilege that can be lost in case of disciplinary issues.

During the lunch period, students can relax in the park or the lobbies of specific buildings and may also form student lead clubs for socialization. More information will be given about this at the start of the school year.

## 7. Park - Environment

Students are expected to respect the school environment. The park, including some trees that are centuries old, is a protected area and is a precious heritage for all. It is the collective responsibility of all members of the community so students are not to litter or damage plants.

During times of high winds and storms, the park may be closed and students must remain near or inside a school building.

To preserve our green space, the areas beyond the sports fields are off-limits.

## Exams

**The AP exam calendar is independent of the French school calendar and typically happen during the month of May. Some exams may take place during holidays.**

All students have regular tests and homework assignments. These are an integral part of their education. Students must respect the different points of the internal rules and the modalities specified below:

**MATERIALS:** Students must make sure, before entering, that they have the necessary materials (pens, pencils, erasers, corrector, calculator if authorized...) to complete their work. Calculators (only one is allowed) are strictly for personal use and cannot be lent out during exam time.

Students must turn off their cell phones and place them in their bags or in an envelope provided for that purpose. Under no circumstances should they carry it with them.

**SILENCE:** Silence is required upon entering the testing room. During the test, a student who wishes to request the supervisor will raise his or her hand. The proctor will move to the room to speak with the student. This is to respect the work of others and to avoid any suspicion of fraud.

**EXIT:** Students are not allowed to leave the room before the end of the test. Exits are to be made in silence.

Any missed test, for medical reasons justified by a certificate, will be made up. Any other absence will be sanctioned by a zero. The modalities of the make-up (written assignment or oral examination) will be decided by the teacher concerned. This make-up may take place on a Saturday and can take place as soon as the student returns to class. Any fraud or attempted fraud during the assessments will result in serious sanctions, including expulsion from the school. The tests and final exams are an integral part of the term averages and are included on Managebac.

## Sanctions

Any violation of school regulations and in particular any regular and repeated pattern of insufficient work, all unauthorized departures from campus or truancy, insubordination, uncivil behavior, and violence can lead to:



- community service imposed on the student.
- detention. The Headmistress may ask a student or group of students to attend and do an assignment or retake a test to compensate for an unsatisfactory assignment. Detention takes place EXCLUSIVELY on Saturday mornings. A skipped detention is automatically doubled.
- a warning letter.
- an official warning. **Three official warnings will result in dismissal.**
  - A warning for behavior can result in the exclusion from activities, educational outings, and overnight trips. Students are not reimbursed.
- temporary out-of-school suspension (at parents' expense).
- expulsion (does not necessarily require three warnings). *Those on student visas are required to leave the program and the country immediately upon expulsion (at parents' expense).*

When a student enters the next grade on probation, any breach of the terms of probation can result in expulsion from school.

### **Educational council-disciplinary board**

Educational Council: The educational council can be called by the chef d'établissement.

Composition of the council: the chef d'établissement or his deputy (adjoint), the Headmistress of NDIHS or her deputy (adjoint), the parents of the student, and the student concerned.

Disciplinary hearing: The disciplinary hearing, convened by the "chef d'établissement", is called to address serious discipline issues attributed to a student and when a serious sanction or measure of temporary or permanent exclusion is being considered. All disciplinary decisions are taken by the chef d'établissement. Student delegates may be heard by the discipline council.

Composition of the disciplinary board: the chef d'établissement or his deputy (adjoint), the Headmistress of NDIHS or her deputy (adjoint) the parents of the student and the student concerned. No other person from outside the school may be added to the council without the explicit agreement of the chef d'établissement.

### Procedure:

When a student is called before the disciplinary board, the family is informed by the director either in person, by telephone or by email. The family and members of the disciplinary board are contacted at least three days before the date set for the hearing.

The Head of School will inform the student and his/her parents of the charges against him/her and inform them that they may present their defense orally or in writing. The Discipline Council may hear, if necessary, qualified persons likely to enlighten its work.

The Head of School explains the reasons for the summons to the student and his/her parents. The parents are heard and then the council decides without the presence of the student and his family. After deliberation, the student and his/her parents return to the council to hear the reading of the final sanction which will be officially communicated by email with acknowledgment of receipt within 48 hours. This regulation aims to establish a climate of trust and cooperation necessary for the work and the development of all interested parties.

### **Responsibilities of Parent/Guardian/Host Parent**

Parents or legal guardians have the legal responsibility for the behavior of their children as determined by law and community practice. Parents/guardians/host parents are expected to exercise the required controls so that their student's behavior will be conducive to the development of self-discipline and educational progress and will not be disruptive to the school's educational program.

Since cooperation between parents and school is essential in assisting students to work to the best of their ability and benefit from a positive school experience, parents/guardians/host parents have a responsibility to help maintain communication with the school by participating in school community activities, attending scheduled individual conferences of the headmaster or faculty, and bringing matters of concern to the attention of the faculty and/or administration.

**Should a student be dismissed from Notre Dame International High School for any reason, any paid tuition is forfeited.**

**Non-Discriminatory Policy**

NDIHS does not discriminate based on race, color, gender, creed, religion, national or ethnic origin, sexual orientation, socio-economic status, or disability in the administration of its admissions and scholarship programs, the administration of its educational, athletic, or other school programs, or its employment practices.

## *Subject Descriptions*

### *High School Diploma Programme*

*The High School Diploma programme is built around an American credit system, allowing students to earn credits across a broad range of required and elective subjects. These courses provide a balanced academic foundation while supporting students' individual interests, strengths, and future pathways. The High School Diploma subject list is complemented by our AP Programme, which offers additional college-level options for students seeking greater academic challenge. Each student's full schedule is created through a combination of High School Diploma courses and selected AP courses, ensuring that all students meet graduation requirements while also having opportunities to pursue advanced study.*

#### **English Language and Literature II**

Lang&Lit II builds on the foundation of Lang&Lit I AP Seminar, with a stronger emphasis on the recursive skills students need for advanced academic reading, writing, research, and argumentation. While Lang&Lit I introduces the fundamental routines of close observation, critical analysis, and appreciation of author's craft, Lang&Lit II asks students to apply those practices to a wider range of nonfiction, literary, visual, and argumentative texts. As readers, students develop a sharper awareness of how writers use language, structure, evidence, and rhetorical choices to shape meaning, influence audiences, and achieve specific purposes. As writers, students compose increasingly nuanced analytical and argumentative essays, paying close attention to thesis development, organization, evidence, commentary, sentence craft, and cohesion. Each unit culminates in a writing or presentation task that reflects the rigor of standardized writing exams, and college-level coursework.

#### **French A1 – Elementary**

Students will be able to master basic communicative language skills in authentic communication situations. They will have a choice of expressions and simple structures to introduce themselves, talk about their activities and habits, describe, situate themselves in time and space, express their tastes and opinions, ask for and give information, talk about events past or to come. Thanks to this basic knowledge, they will be able to understand short statements, express simply but clearly basic needs or share personal experiences, projects or events. The course is organized around two parts, one devoted to writing and the other to speaking, where comprehension, production and interaction will be discussed, with speaking remaining a priority.

#### **French A2 – Pre-intermediate level**

Students will be able to master basic communicative language skills in authentic communication situations. They will have a choice of expressions and simple structures to introduce themselves, talk about their activities and habits, describe, situate themselves in time and space, express their tastes and opinions, ask for and give information, talk about events past or to come. Thanks to this basic knowledge, they will be able to understand short statements, express simply but clearly basic needs or share personal experiences, projects or events. The course is organized around two parts, one devoted to writing and the other to speaking, where comprehension, production and interaction will be discussed, with speaking remaining a priority.

#### **Advanced French**

In Advanced French class, students will explore Francophone literature as a whole. They will not only discover French authors but also go beyond the borders of mainland France to encounter Francophone writers from various parts of the world. Through literature, this will be an opportunity to gain insight into French culture in all its diversity and to immerse ourselves in the history of France by

studying some of the greatest writers of the past few centuries. Students will read a wide range of texts, covering multiple genres and periods, from the 16th to the 21st century.

## **Algebra II**

Algebra 2 builds on the key algebra and geometry skills students have developed in previous math courses, including triangle similarity, trigonometric ratios, factoring and simplifying expressions, linear and polynomial functions, and descriptive statistics. The course helps students move from basic algebraic procedures toward more flexible and confident mathematical thinking. Students study different types of functions, explore how equations and graphs are connected, and learn how algebra can be used to model patterns and solve real-world problems. Topics include polynomial expressions, complex numbers, advanced factoring, function behavior, and data analysis. Throughout the course, students strengthen their problem-solving skills, improve their ability to explain mathematical reasoning, and gain the confidence needed for higher-level math courses.

## **Pre-calculus**

Precalculus is designed to strengthen and extend the skills students need for success in advanced mathematics, especially AP<sup>®</sup> Calculus AB. Building on the foundation of Algebra 2, students develop greater confidence with symbolic manipulation, including solving equations, simplifying expressions, and working with increasingly complex function types. The course emphasizes a deep understanding of functions, including their graphs, transformations, compositions, inverses, and real-world applications. Students learn to represent and interpret mathematical ideas in multiple ways: algebraically, graphically, numerically, and verbally. This helps them see how different representations reveal different features of a function and support effective problem-solving. Major topics include polynomial and rational functions, exponential and logarithmic functions, trigonometry, and trigonometric functions. Throughout the course, students strengthen their quantitative reasoning, analytical thinking, and mathematical communication, preparing them for calculus and other college-level courses in mathematics, science, economics, and related fields.

## **Integrated Sciences I: Building Life**

This introductory, lab-based course explores foundational concepts in biology and chemistry through the lens of how life is built. Students will investigate the nature of science, atomic theory, and why only a handful of elements are essential for life. The curriculum examines how atoms form compounds, how small molecules assemble into the four major classes of biological macromolecules, and how chemical reactions sustain living systems. Students will also explore how cells maintain life and homeostasis. Emphasis is placed on developing core science and mathematical skills, including experimental design, data analysis, and scientific communication.

## **Integrated Sciences II: Changing Life**

This course deepens the understanding of life by examining how organisms control chemical reactions, transfer energy, and maintain balance. This course deepens students' understanding of life by exploring the chemical reactions that power cells, the flow of energy through living systems, and how organisms maintain internal balance. Students will investigate real-world phenomena, from how our blood stays at a stable pH to how DNA stores the instructions for life. The course culminates in an independent inquiry project where students design and conduct their own investigation, connecting chemistry and biology to answer their own scientific questions.

## **Health and Well-being I: Foundation**

This course is a comprehensive introduction to the knowledge and skills necessary for a healthy and fulfilling life. Students will explore a wide range of topics including mental and emotional health, body systems, nutrition, exercise, healthy relationships, substance awareness, and disease prevention. The primary objective is to empower students to make informed decisions, analyze health information, and advocate for their own well-being and that of their communities. Emphasis is placed on developing practical skills and applying course concepts to real-life situations.

## **Applied Physics and Engineering (STEM)**

Applied Physics and Engineering STEM gives students the opportunity to explore how scientific and mathematical ideas are used to solve real-world problems. The course focuses on practical applications of physics, technology, engineering design, and quantitative reasoning. Students investigate topics such as forces, motion, energy, structures, systems, materials, and basic engineering principles through hands-on projects, experiments, and design challenges. Throughout the course, students learn to ask questions, test ideas, build and improve prototypes, analyze data, and communicate their solutions clearly. The course connects classroom learning to the natural and designed world, helping students understand how engineers and applied scientists approach problems in fields such as construction, transportation, robotics, sustainability, and product design. Creative thinking and elements of the arts are incorporated into individual and group projects, encouraging students to design solutions that are both functional and innovative.

## **US Government**

This course explores the core principles and historical context that shaped the U.S. political system. It covers key concepts like democracy, republicanism, and the social contract theory, examining how these ideas influenced the Founding Fathers and the Constitution. We learn about the structure of the government, including federalism, separation of powers, and checks and balances. It also examines civil liberties, civil rights, and the evolution of American democracy, highlighting key amendments and social movements that expanded political participation over time.

## **Economics**

This course introduces students to important foundational economic concepts. The class will take a thematic approach to the different aspects of economics. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy.

## **US History**

United States History traces the American story from Indigenous societies before European contact to the debates shaping the nation today, across the nine historical periods from 1491 to the present. Rather than an exam-preparation programme, the course borrows the rigour of the AP U.S. History framework to build genuine historical thinking: students analyse primary sources, compare eras and regions, and construct evidence-based arguments while viewing U.S. history within its global and international context throughout. Along the way they examine colonisation, revolution, westward expansion, slavery and civil conflict, industrialisation, America's rise as a world power, and modern struggles over democracy and identity — paying close attention to how race, gender, class, and migration have shaped power, resistance, and belonging. Learning comes through document-based questions, debates, simulations, role-plays, and projects that link the past to present-day global issues, and students learn to read sources critically and use digital and AI tools responsibly. The result is a course that develops confident, inclusive, and globally aware historians.

## **World History - Diversity Studies**

Diversity Studies examines identity, power, and justice across time and place. Students explore how social constructs — race, gender, class, culture, and nationality — shape access to resources, representation, and everyday experience, learning to question dominant narratives, recover stories that have been erased, and amplify voices too often left out. The year centres the histories and lived experiences of Indigenous communities, the African diaspora, Latin Americans, and the Asian diaspora, drawing connections between the United States and the wider world through two guiding frameworks: the 4 I's of Oppression and the 4 I's of Resistance. Using accessible texts, current

media, and global case studies, students learn to evaluate arguments, detect misinformation, and see how everyday discourse can reinforce or challenge privilege. Each unit ends with an independent research project or seminar, and creative formats — TED Talks, presentations, debates, media critiques, and role-play simulations — help students find both their academic voice and their civic one. Throughout, students build the core skills of source analysis, evidence-based writing, and respectful dialogue, and apply their learning to propose real change in their communities and the world.

### **Studio Art 1**

Studio Art is a studio-based course designed for students who are ready to develop their artistic skills, creative voice, and visual thinking at a higher level. Throughout the course, students explore a range of artistic concepts through sustained practice, experimentation, and reflection. Working with various materials, media, and techniques, students create both individual and collaborative projects that encourage personal expression, conceptual development, and technical growth. Regular exercises help students strengthen their observational, representational, and compositional skills, while larger projects ask them to make thoughtful artistic choices and communicate ideas with clarity and intention. Students are encouraged to take creative risks, revise their work, seek feedback, and develop greater independence as artists. Regardless of their starting point, each student is expected to deepen their practice, build confidence, and produce work that shows growth, originality, and commitment.

### **Physical Education**

The Physical Education curriculum is developed in two areas: 1. The area of Physical Activities. In this area, all subjects included in the National Physical Education Programs are covered. These subjects are addressed according to different levels of performance. Each of these levels encompasses a set of competencies that will be worked on by all students, according to their abilities/needs. 2. The area of Knowledge. In this area, some general topics are covered as well as others identified by the respective teacher based on the needs of the class. This area will be developed and assessed using various tools: summaries, written tests, research projects, oral questioning, or others that are appropriate for the subject of teaching and evaluation.

## *Advanced Placement Programme*

*Our AP Programme offers students the opportunity to engage with challenging, college-level courses while still in high school. These courses are designed to develop advanced skills in critical thinking, research, analysis, problem-solving, communication, and independent learning. Through a carefully selected range of AP subjects, students can explore areas of personal interest, strengthen their academic profile, and prepare for future university study. The programme encourages intellectual curiosity, disciplined study habits, and confidence in meeting rigorous academic expectations.*

### **AP Seminar**

English AP Seminar is a rigorous, skills-based course that develops students' ability to read, write, research, discuss, and present at an advanced academic level. Through the study of literature, nonfiction, media, and contemporary issues, students learn to evaluate multiple perspectives, construct evidence-based arguments, and communicate ideas clearly and effectively. The course emphasizes critical thinking, collaboration, inquiry, and independent research while strengthening core English skills in analysis, composition, vocabulary, and oral presentation. As part of the AP Seminar framework, students engage in team and individual projects that prepare them for college-level work and the demands of AP courses. By the end of the course, students will be more confident readers, writers, researchers, and speakers.

### **AP English Literature and Composition**

AP English Literature and Composition is a college-level course that invites students to read, analyze, and write about literature with increasing depth, precision, and independence. Building on the analytical, rhetorical, and argumentative skills developed in earlier English courses, students examine poetry, drama, fiction, and selected literary nonfiction from a range of periods, cultures, and perspectives. The course emphasizes close reading, interpretation, literary argument, and the study of how writers use structure, language, character, setting, imagery, symbolism, and point of view to create meaning. Students write regularly in response to complex texts, developing essays that present clear claims, strong textual evidence, and thoughtful commentary. Through discussion, annotation, timed writing, and revision, students prepare for the AP English Literature and Composition exam while also strengthening the habits of reading, writing, and critical thinking needed for university-level study.

### **AP French Language & Culture**

Language and communication are at the heart of human experience. Students must become linguistically and culturally equipped to communicate successfully in a pluralistic society. The AP French Language and Culture course is equivalent to an intermediate college-level course, mastering linguistic and cultural aspects of French-speaking world. As per the AP French Language and Culture Curriculum Framework, the objective of the course is to prepare students for the AP French Language and Culture examination and show proficiency in each of the three modes of communication (Interpersonal, Interpretive, and Presentational). Students progress in reading, writing, listening and speaking, as well as cultural awareness. The course integrates thematic expression of vocabulary and integration of grammar review topics. Vocabulary is introduced by six themes through which students learn to communicate. Authentic resources are predominant sources of preparation material. The course is open to all interested and highly motivated students. Students will be expected to communicate entirely in the target language in AP French Language and Culture as they compare and contrast Francophone cultures with their personal communities and connect their studies with other disciplines. AP French emphasizes language immersion, as the course is taught exclusively in French.

## **AP Calculus AB**

AP<sup>®</sup> Calculus AB is equivalent to a first-semester college calculus course and is designed for students who are ready to study mathematics at an advanced level. The course focuses on the major ideas of calculus, including functions, limits and continuity, derivatives, and integrals. Students learn how to analyze change, describe motion, measure accumulation, and use mathematical models to solve real-world problems. Throughout the course, students work with concepts in multiple ways: through equations, graphs, tables, verbal explanations, and applied situations. Emphasis is placed not only on finding correct answers, but also on understanding why methods work and how calculus can be used to interpret patterns and relationships. By the end of the course, students will be prepared for the AP<sup>®</sup> Calculus AB exam and for further study in college-level mathematics, science, economics, engineering, and related fields.

## **AP Biology**

AP Biology is an introductory college-level course for students wishing to pursue studies in the life sciences. Students will cultivate their understanding of biology through inquiry-based investigations as they explore complex topics including evolution, cellular processes, genetics, information transfer, and ecology. The course emphasizes the development of science practices, including designing experiments, collecting and analyzing data, and constructing evidence-based arguments. Laboratory work is a central component, and students are expected to think critically and solve problems at a sophisticated level in preparation for the AP examination.

## **AP Business and Personal Finance**

AP Business and Personal Finance introduces students to the key financial and business concepts needed to understand the modern economy from both a personal and professional perspective. The course is divided into two main areas: personal finance and introductory business management. In the personal finance section, students learn about budgeting, saving, banking, credit, debt, taxes, investing, insurance, and financial decision-making. In the business management section, students explore entrepreneurship, marketing, operations, leadership, labor markets, and the production and exchange of goods and services. This dual structure helps students understand the economy both as individuals managing their own financial lives and as future employees, managers, entrepreneurs, or business owners. Throughout the course, students develop practical financial literacy, critical thinking, and an understanding of how businesses and consumers interact in local and global markets.

## **AP Comparative Government and Politics**

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

## **AP World History Modern**

AP World History: Modern is a year-long journey through global history from 1200 to the present, organised into the College Board's nine units and four eras: Post-Classical, Early Modern, Modern, and Contemporary. Students explore how societies across Africa, Asia, the Americas, Europe, and Oceania have been shaped by power, belief systems, migration, trade, conflict, and cultural exchange — following empires, revolutions, industrialisation, imperialism, the world wars, decolonisation, and globalisation, and connecting each to the world students live in today. The course is built around historical thinking: analysing primary and secondary sources, comparing societies, weighing causes and effects, and tracing continuity and change over time. Students write in the AP short-answer, document-based, and long-essay formats, and bring history to life through



discussions, debates, simulations, and projects. New to our AP offerings this year, the course prepares students for the AP examination and for thoughtful global citizenship. Like all AP courses, it is college-level in rigour and asks students to commit to regular independent study; a qualifying exam score can earn college credit, depending on the university.

### **AP Human Geography**

AP Human Geography explores the patterns and processes that shape how people understand, use, and transform the world around them. Over the year, students investigate population and migration, cultural landscapes, political organisation, agriculture, urban development, and economic systems, using case studies from every region to see how geography drives real-world change — from conflict and development to identity and the movement of people. Students think spatially, interpret maps and data, and build evidence-based arguments, practising the same skills assessed on the AP exam through AP Classroom, projects, presentations, and geography games. After the May exam, the course turns to the geography of France and a student-designed applied-geography project, and by year's end every student can locate all the world's countries on a map. As a College Board AP course, it moves at a college level and rewards steady independent study; a qualifying exam score can earn college credit, depending on the university.

## *Student Services*

NDIHS believes student development is enhanced through career and educational planning. NDIHS can also refer students for counseling regarding non-academic issues, vocational and business schools, and future career and college planning. Any fees incurred through these services are the responsibility of the student's family.

NDLO has a service called Info-Avenir which facilitates college and career counseling for French universities and careers.

### **Health Services**

NDIHS' infirmary is staffed by a nurse whose primary mission is to serve the health needs of dormitory students. The nurse can treat minor injuries and ailments and may recommend that students see a physician for assessment of more serious problems and recommended treatment. The NDIHS office will contact the parents and/or host family when they learn of a serious injury or illness.

Ill dormitory students must report to the infirmary during school hours after first checking in with the dorm director or his or her teacher. Under no circumstances may a student remain in his or her dorm room during the school day if s/he is ill. The nurse will determine if the student should remain in the infirmary for the day or if they are well enough to attend class. The infirmary has reserved 8:30 to 9:30 each morning to see dormitory students and to arrange doctor visits as the nurse deems necessary.

Day students and those in host families should not report to school if they are ill. If a day or host family student is too ill to stay in class, their parent/host parent will be required to come to school to take their student home early. Sick students are not permitted to leave school unaccompanied by an adult.

Any prescription medications that a student needs to take during a school day must be presented to the school nurse with written authorization from a physician and parent/host family. The medication should be labeled by the parent/host family and must include the following information in English or French:

1. Student's name
2. Name of medication
3. Dosage
4. The date and time of the day it is to be given
5. Duration of time it is to be administered
6. What the medication is treating
7. Physician's name and telephone number

Parents and host families should notify Notre Dame International High School of any changes in their students' health that may affect the student's performance in school. A parent or host family should inform the school administrative office of any change in address or phone number (home and work) to be used in case of an emergency. If a host student is sick, please respect the welfare of others by keeping the student home to avoid spreading the illness to others.

## **Activities and Athletics**

NDIHS believes in involving students in activities beyond the classroom as an integral part of their educational experience. Participation in activities and athletics provides students with leadership opportunities and helps students develop into mature adults. To meet the needs and foster the interests of students, NDIHS encourages students to participate in its school clubs and intramural sports leagues and those available in the area. School offered clubs and activities are communicated during the first weeks of school and students must commit to these activities early in the semester.

Any fees or other costs for private teams and clubs are the responsibility of the student. Participation in extracurricular activities is a privilege, and students are expected to conduct themselves as responsible citizens, adhere to the highest standards of social behavior and sportsmanship, and show proper respect for authority at all times. Students may be removed from school sports or activities for some or all of a season if the student's academic record supports such a decision.

## *NDIHS iPad Use and Etiquette Charter*

*The following is the iPad Use and Etiquette Charter that all students sign when receiving their school iPad. It is important that both parents and students familiarize themselves with this document since it is an obligatory commitment that demands responsible iPad use and accountability.*

I, the undersigned, am aware of and agree to the following rules, customs and procedures:

- At the beginning of a class, my iPad is closed and stored in my bag. I use my iPad ONLY when the teacher allows it.
- During a lesson, I use my iPad solely for educational purposes. Games, websites, and any communication outside of a pedagogical activity are prohibited.
- I use my iPad in a civil manner. It is forbidden to film, take photos, or make audio recordings of anyone without their written permission.
- I respect others in the virtual world as I do in real life. Cyberbullying is a criminal offense. (Remember that you always leave traces on the Web.)
- I ensure that there is sufficient memory available for educational use. A teacher may delete files (photos, music, applications) if I no longer have enough space to perform the required task.
- If a teacher allows the use of the iPad during an evaluation, using any unauthorized application, website, or document will result in sanctions as listed in the regulations.
- In class, the sound on my iPad is turned off at all times unless otherwise instructed. I use earphones when permitted; otherwise, they are stored in my bag.
- I perform updates or downloads at home and bring it to school always ready for work.
- I use my iPad only in permitted areas (classroom and study hall). Hallways, lobbies, and the playground are not authorized areas.
- The school iPad may only be connected to the school wi-fi and any personal mobile data connections are prohibited.
- The content of my iPad may be inspected at any time by the school staff. I must immediately hand over my iPad upon request by a staff member.
- I must connect to the CLASSROOM IPAD TEACHER CONTROL APP in all of my classes when the teachers demand it.
- I must always allow teachers to view my iPad screen when requested.
- I take care of my iPad and keyboard:
  - I transport both securely (no public exposure during transportation);
  - I keep both in their case at all times;
  - I do not apply any stickers or make any marks on my tablet or its case;
  - I keep my passwords private.
- I ensure my battery is charged at all times, so I charge my iPad at home every night.
- In case of technical problems, I seek help from the Infotice team or go to the IT maintenance office during pre-established hours by writing to [infotice@ndoverneuil.fr](mailto:infotice@ndoverneuil.fr).
- If the screen cracks, its replacement is at my legal guardians' expense.
- At all times, if any of these rules are not followed, the school staff may confiscate my iPad for an indefinite period and my teachers may deduct points from my class behaviour grade.

- I am fully aware that the iPad used in class must be the one provided by the school at all times and no personal devices such as personal laptops or tablets are allowed. In case of loss, theft or damage, school services should be immediately informed by phone (priority) at 01.39.28.15.00 and an email is sent to [infotice@ndoverneuil.fr](mailto:infotice@ndoverneuil.fr), [s.schauler@ndoverneuil.fr](mailto:s.schauler@ndoverneuil.fr) and [e.champeix@ndoverneuil.net](mailto:e.champeix@ndoverneuil.net), specifying the iPad's number, the student's name, and the class.
- I am also fully aware that the return of my school iPad and keyboard is MANDATORY on the date and time communicated in the future by the school; iPad charged, charger, code deactivated, and screen cleaned. If, for any reason, the iPad or the keyboard are not returned in fully functional capacity or may not be returned at all, a replacement fee of 400€ for the iPad and 50€ for the keyboard will be billed to my legal guardians.

