ÉCOLE
Jeannine Manuel
International understanding through a bilingual education

POLICY HANDBOOK

Academic year 2026-2027



OUR MISSION

École Jeannine Manuel is an independent co-educational school for students in pre-kindergarten through 12th grade, with campuses in Paris and Lille. We are both a bilingual French school and an international school. As a French school, we are accredited and subsidized by the French Ministry of Education. As an international school, we are a UNESCO school and an IB World School, also accredited by the New England Association of Schools and Colleges (NEASC) and by the Council of International Schools (CIS).

Jeannine Manuel founded our School in the wake of the Second World War, with the conviction that the fear of others was at the root of violent conflicts. She believed that learning another language was the key to understanding each other and to maintaining peace, and gave us our mission: *To promote international understanding through the bilingual education of a multicultural community of students, and to foster pedagogical innovation by exploring best practices in an ever-changing global environment*.

Ecole Jeannine Manuel is a dynamic, multicultural learning community that finds strength and inspiration in the complex diversity of its students, parents, teachers, support staff, and administrators, who hail from over 80 different countries. We bring life to our mission of advancing international and intercultural understanding by fostering a learning environment of *respect, openness, empathy, and inclusion*. Through our commitment to *Think, Dare, Share, & Care* in all that we do, we encourage every member of our community to bring their unique perspective to this common project.



OUR VISION

At Ecole Jeannine Manuel, we,

Students, Faculty, Staff, and Families,

THINK

about how school policies, pedagogical practices, and individual words, decisions, and actions affect well-being in order to ensure a healthy and inclusive learning environment for every member of our community;

about how to encourage a spirit of curiosity, creativity, and collaboration, while constantly challenging ourselves to advance by integrating innovative cognitive science research into our practices;

about how our individual and collective actions can create positive change beyond our community in the face of global challenges and world events.

DARE

to stand up for our school's values and to challenge prejudice, injustice, or discrimination;

to implement innovative and experimental pedagogical approaches that foster a growth mindset and a willingness to take risks;

to work towards a more peaceful and sustainable world, by championing student leadership initiatives, projects, and engagement at school and beyond our doors.

SHARE

a common sense of purpose driven by our philosophy and vision, and anchored in a spirit of openness to new and different perspectives and ways of understanding the world;

our ideas by creating opportunities for collaborative, interdisciplinary, and intercultural learning;

our innovative pedagogical approach by reaching out beyond our school.

CARE

about cultivating a sense of empathy so that every member of our community is seen, heard, and included;

about creating opportunities for each individual to thrive and to realize their potential by providing multiple pathways for success;

about helping each student achieve their personal dreams and ambitions, as they continue to make Jeannine Manuel's vision of a better world a reality.

AIM OF THIS HANDBOOK

The aim of this Policy Handbook is to provide a common resource for students and families to be able to easily find and reference official school rules and policies.

The rules and policies herein seek to outline the roles and responsibilities of all stakeholders – the School, the students, and parents and guardians – as we work together in partnership to ensure the wellbeing and safety of every member of our learning community, and smooth and successful functioning of our school.

Rules and policies apply from pre-kindergarten through 12th Grade, at our Suffren, Dupleix, and Théâtre Campuses, and are meant to be understood and applied in an age-appropriate manner when not specified.

By enrolling their children in Ecole Jeannine Manuel, parents and guardians commit themselves and their children to respecting the school's values and rules. Families should be familiar with all of the policies compiled in this handbook and support their children in adhering to them at all times.



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SCHOOL RULES

RULES & REGULATIONS OF THE PRIMARY SCHOOLS, MIDDLE SCHOOL, AND HIGH SCHOOL (2026–2027 SCHOOL YEAR)

I - PREAMBLE

The following provisions apply to all students enrolled from Moyenne Section (kindergarten) through Terminale (Grade 12).

École Jeannine Manuel has the distinctive feature of welcoming children from France as well as from around the world. Accordingly, its mission is to provide bilingual education, in a spirit of mutual understanding, beginning with the earliest kindergarten classes. Its national character is expressed through a Contrat d'Association with the French State; its international character, through its status as a UNESCO Associated School and as a school accredited by:

- International Baccalaureate
- Council of International Schools (CIS)
- New England Association of Schools and Colleges (NEASC)
- The College Board
- The University of Cambridge Local Examination Syndicate

By entrusting their children to École Jeannine Manuel, parents commit themselves, and their children, to respecting its status and principles, as well as these Rules and Regulations.

These Rules and Regulations set out the rules that govern the life of the School. They should be understood as part of preparing students for their future responsibilities: any coherent community life presupposes a responsible authority and a body of rules that ensures its harmony.

Respect for each individual is the fundamental value of life within our School.

Political and religious neutrality is strictly required.

Any breach of these principles is considered a serious offense.

II - PRIMARY SCHOOLS

The following provisions apply to all students enrolled between Moyenne Section and CM2.

1. General Schedule

Monday, Tuesday, Thursday, Friday

Wednesday

Arrival: 8:30 AM

Arrival: 8:30 AM

Dismissal: 3:15 PM

Dismissal: 12:30 PM (1:15 PM for students who have lunch at School)

Schedules must be observed. Any tardiness must be reported and justified.

Early departures are not permitted.

Repeated tardiness may lead the School's Administration to impose sanctions, up to and including non-renewal of the child's enrollment.

2. Arrivals – Recess – Departures

For the smooth running of the School, we remind parents that children must make their way to their classroom ALONE, including Kindergarten students. The School's doors open at 8:10 AM. The School cannot be held responsible for students arriving before the indicated times.

Recess takes place outdoors. Students may be excused for compelling health reasons: in that case, they must bring their teacher a dated note signed by a parent or physician.

Attendance Monitoring

Good schooling above all requires regular attendance. All classes are mandatory, and consequently no outside appointment is permitted during class time. Student attendance is checked at every class.

Any absence must be reported the same day by email and justified within 48 hours, as the

School is required to report unexcused absences to the Académie de Paris authorities. An absence is considered excused only if the reason given is valid. Absences are recorded on school reports regardless of whether they were justified.

When an absence is due to a contagious illness, and in accordance with Circulaire No. 2014-159 of November 24, 2014, a medical certificate is required upon the student's return.

Vacation dates are communicated to families at the beginning of the school year and must be strictly observed. No early departure or delayed return is accepted. Any breach of this rule may result in the student's non-re-enrollment the following year.

Unexcused absences and instances of tardiness will be reported to families as soon as possible. If no valid reason can be given, sanctions up to and including the student's permanent expulsion, even during the school year, will be applied, without prejudice to any reports that may be made to the relevant authorities.

3. Daily Life

The School and its students are required to observe a number of good-neighbor rules (respect for pedestrians, parked cars, and neighboring buildings). Gathering on the sidewalks when leaving the School is prohibited.

In accordance with the policies in effect at the School (see the Policy Handbook), appropriate attitude and dress are required on School premises. The School reserves the right to send home any student whose attitude and/or attire is not considered compliant with these policies.

The School is common property. Any damage is considered a serious and punishable offense. Parents are financially responsible for damage caused by their children.

The School must be kept clean, and it is important to use trash cans and to keep the restrooms clean.

For food hygiene reasons, food and beverages must not be consumed in the hallways, but only in the designated dining rooms and in the courtyard.

Any object or product that poses a danger to the student or to classmates (blunt objects, defense sprays, knives, etc.) is prohibited on School grounds:

- weapons or imitation weapons,
- as well as lollipops (on sticks), etc.
- Any "unclean object":
- sticky putty (for blowing bubbles),
- chewing gum,
- liquid glue, etc.

Toys and picture cards are tolerated during recess only, provided they remain out of sight at all other times. Any toy handled during class time may be confiscated.

These items remain the sole responsibility of parents. The School cannot be held responsible for sums of money entrusted to children.

In accordance with the Code de l'Éducation (Article L.511-5), students may possess a mobile phone or a connected watch, provided the device remains switched off and stored in the school bag.

4. Sanctions

Sanctions are imposed by the Administration which, under the applicable regulations (Article R442-39 of the Code de l'Éducation), is responsible for school life and, therefore, for discipline.

Warning

A warning sanctions:

- a failure to comply with the Rules and Regulations, or
- a serious offense, or
- repeated lack of academic effort, or
- any other behavior inappropriate for the school community.

Community Service

The Administration may decide on a sanction consisting of community service. This sanction may be given on its own or in addition to a warning.

Three warnings automatically result in a 24-hour suspension.

A fourth warning results in a 48-hour suspension and exposes the student to permanent expulsion.

The School reserves the right to decline the re-enrollment of a student who has received three warnings during the same school year.

We remind families that the final decision regarding re-enrollment rests, in all cases, with the School's Administration.

In addition, in the event of a serious breach of safety rules or community rules, the Administration may immediately impose a temporary suspension or permanent expulsion, or decide to convene a disciplinary committee, which may impose the same sanctions.

Compliance with the Law

Any breach of the laws of our country will be taken into account by the School, whether or not it occurs on School premises.

Regarding narcotics in particular: as soon as the School becomes aware of it, any student found to be using narcotics must, in order to remain enrolled, give up such use and be taken in charge by a professional (physician, therapist). Supplying narcotics to others, even free of charge and even outside the School, is considered trafficking and results in the student's immediate expulsion and the filing of a complaint by the School.

5. The School and the Family

Notebooks

Every Friday, students take their week's work home so that parents can follow their child's progress. This work must be signed and returned to school on Monday morning.

Mid-Term Reports (CP through CM2)

At mid-semester, a school report is sent to parents by email.

Semester Reports

At the end of each semester, families receive a school report sent by email.

Parent-Teacher Meeting

A meeting, the date of which is communicated to parents in due course, is held each year. Additional meetings are also planned so that parents can follow the school's educational activities more closely.

Individual Meetings with Teachers

Any individual meeting with a teacher must be requested in writing by the parents. These meetings may not take place during class time or at drop-off/pick-up times.

Meetings with the Administration

The Administration is always pleased to meet with parents. Appointments are made by phone or email.

Safety

In the interest of cooperation to ensure the safety and well-being of our school community, all persons accompanying or picking up students agree to keep sidewalks, crosswalks, and the School's entrances and exits clear, and to park properly and for a limited time.

Students must cross streets and avenues near the School at marked crosswalks.

The use of balls is prohibited on School premises, except during the lunch break and provided such balls are made of foam.

III - MIDDLE SCHOOL AND HIGH SCHOOL

The following provisions apply to all students enrolled from 6e through Terminale.

1. Documents and Organization of School Time

Documents

At the start of the year, each student receives:

- a school ID card. For safety reasons, it is essential that students always carry this document. Lending, exchanging, or falsifying this card is strictly prohibited.

- a class schedule, viewable in real time on Pronote.

Through Seconde, the School is responsible for the student within the limits of their schedule. Parents must review it to monitor their child's departure and return times.

Any temporary change to the schedule, which may occur due to a teacher's absence, a field trip, the temporary closure of sports facilities, etc., is systematically indicated on Pronote.

The Administration notifies parents by email or through Pronote if necessary, and requests any required parental authorizations.

In the event of an unplanned teacher absence, no early dismissal will take place before 3:30 PM for students from 6e to 3e (Grade 6 to Grade 9) ; in Seconde (Grade 10), students are permitted to leave at 11:00 AM for morning classes, and at 2:30 PM for afternoon classes.

Unless their parents state otherwise in writing, Seconde students are permitted to leave the School grounds freely only in the following cases:

- during the lunch hour. Students who have lunch off campus are required to return on time for their afternoon classes. In the event of repeated tardiness, the School may require the student to have lunch on campus.

- in the event of a canceled class, and only if the Administration authorizes it. Under no circumstances may they leave the School between two classes or during a study period.

Attendance Monitoring

Good schooling above all requires regular attendance. All classes are mandatory, and consequently no outside appointment is permitted during class time. Student attendance is checked at every class.

Any absence must be reported the same day by email and justified within 48 hours, as the School is required to report unexcused absences to the Académie de Paris authorities. An absence is considered excused only if the reason given is valid. Absences are recorded on school reports regardless of whether they were justified.

When an absence is due to a contagious illness, and in accordance with Circulaire No. 2014-159 of November 24, 2014, a medical certificate is required upon the student's return.

Vacation dates are communicated to families at the beginning of the school year and must be strictly observed. No early departure or delayed return is accepted. Any breach of this rule may result in the student's non-re-enrollment the following year.

Unexcused absences and instances of tardiness will be reported to families as soon as possible. If no valid reason can be given, sanctions up to and including the student's permanent expulsion, even during the school year, will be applied, without prejudice to any reports that may be made to the relevant authorities.

Tardiness

Any student arriving late must go directly to their classroom. The tardiness will be recorded on Pronote by the teacher. Tardiness is handled by the head of the student's division.

A student arriving late is responsible for the missed class: work to be turned in, and in-

structions for the next assignment given by the teacher.

Repeated tardiness is not acceptable and will be sanctioned.

2. Academic Results and Grade-Level Meetings

Student progress and achievement are assessed through:

- graded homework and in-class tests;
- combined/group examinations (compositions groupées);
- the teacher's holistic observation of the student.

Accordingly, this assessment takes into account the student's attendance and engagement.

All work, whether completed under timed conditions or "at home," must be the result of the student's own personal reflection and must comply with the fundamental principles of academic integrity, as detailed in our Academic Integrity Policy. Results obtained on individual assessments, as well as the skills-based evaluations shown on semester/term reports, reflect the sovereign judgment of the teacher and of the division head and are not subject to negotiation of any kind.

In Middle School

The school year is divided into two semesters, at the end of which a report is prepared. This report includes the skills assessed as well as each of the student's teachers' comments on their work. It concludes with an overall comment from the Administration and is sent to the family by email.

Decisions made at grade-level meetings comply with the recommendations of the Code de l'Éducation.

In addition to these semester reports, two mid-semester summaries ("récapitulatifs") are published on Pronote, in November and April.

In 3e, student representatives, elected by their classmates under the supervision of the homeroom teacher (professeur principal), attend the opening portion of the grade-level meetings at the end of each semester.

In Seconde

Assessment results are communicated:

- through a mid-term report in October, posted on Pronote;
- through reports sent to families at the end of each term;
- through the Livret Scolaire du Lycéen (LSL).

The school year is divided into three terms, at the end of which a report is prepared. This report includes, for each subject, a term grade (out of 20) as well as each teacher's comments on the student's work. It concludes with an overall comment from the Administration and is sent to the family by email.

Decisions made at grade-level meetings comply with the recommendations of the Code de l'Éducation.

Student representatives, elected by their classmates under the supervision of the homeroom teacher, attend the opening portion of the grade-level meetings at the end of each term.

Reminder: institutions of higher education may request school reports from Seconde onward, as well as the results of the anticipated Baccalauréat examinations taken in Première.

In Première and Terminale (Grades 11 and 12)

Student representatives, elected by their classmates under the supervision of the homeroom teacher, attend the grade-level meetings at the end of each term and must respect the confidentiality of the discussions and deliberations.

Reminder: institutions of higher education may request school reports from Seconde onward, as well as the results of the anticipated Baccalauréat examinations taken in Première.

3. Physical Education and Sport

The provisions set out in official regulations are intended to preserve Physical Education and

Sport (EPS) as a mandatory subject. Orthodontist appointments, doctor's appointments, etc., may not be scheduled during these class hours.

EPS is a mandatory subject and is assessed as part of the Baccalauréat examination (coefficient 6). Attendance is required at every class.

As stated in the May 14, 2011 Circulaire of the Académie de Paris:

"EPS contributes to the instruction, training, and education of every student. Accordingly, in reference to the subject's curriculum and to the Common Core (Socle commun), the content of EPS instruction is designed to build competencies structured around knowledge, skills, and attitudes.

As a rule, in the event of total unfitness, the student still attends the EPS class, except in a specific and exceptional situation to be defined locally (e.g., inability to reach the sports facilities...)."

In the event of total or partial unfitness, the student must present a specific medical certificate (certificate of unfitness for physical education) to the assistant principal or the class's administrative assistant, who will forward it to the teacher. Any unfitness lasting three consecutive or cumulative months or more will be forwarded to the Éducation Nationale's attending physician. The student will take part in the sports class by engaging in an adapted activity.

"This certificate is issued by the student's attending physician or by the Éducation Nationale physician. By specifying the partial nature of the unfitness, it allows EPS to remain accessible to all students, including those with illnesses or disabilities. The EPS teacher adapts instruction based on the guidance provided by the attending physician, in coordination if necessary, with the Éducation Nationale physician.

Accordingly, certificates of 'exemption' from a sport discipline are no longer applicable [...]. It is a reminder that no medical certificate may be backdated or have retroactive effect."

Appropriate attire for physical activity is mandatory. In particular, for safety reasons, multi-purpose athletic shoes are required. Students must comply with the guidance given by EPS teachers at the start of the year.

In Middle School

After EPS classes, students must return to the School accompanied by their teachers.

In Seconde, Première, and Terminale

Students make their own way to the designated sports facilities. In the event of an unforeseen problem upon arrival at the facility (teacher absent, facility closed, etc.), students must call the School from the nearest telephone. The assistant principal or division head concerned will provide appropriate instructions.

If they are unable to reach these individuals, in all cases, they must return to the School immediately and report the difficulties encountered.

After EPS classes, students make their own way home or back to the School, depending on the requirements of their schedule.

4. Student Safety and Health

Health

Any student experiencing a health issue during the school day must report to the nurse's office. A nurse is on site and will decide on appropriate measures and/or contact the family. If the nurse is unavailable, the student must report to their division's front office. Under no circumstances may a student leave School premises or contact their parents without the approval of an authorized member of School staff.

In accordance with applicable law and for preventive purposes, smoking and vaping are prohibited on School premises as well as within the following surrounding perimeter: avenue Émile Zola – rue Violet – rue du Théâtre – rue de Lourmel.

Robust studies show that the rise of smartphones is very strongly correlated with an increase in psychosocial disorders among adolescents. In order to promote calmer interactions and reduce sources of anxiety and distraction, the School has decided to provide students with Phonelocker® magnetic pouch-

es, in which phones and connected watches must be placed, switched off. The pouch remains locked for the entire school day (see Chapter 5).

Safety

Skateboards and scooters may not be brought onto School premises.

In the interest of cooperation to ensure the safety and well-being of our school community, all persons accompanying or picking up students agree to keep sidewalks, crosswalks, and the School's entrances and exits clear, and to park properly and for a limited time.

Students must cross streets and avenues near the School at marked crosswalks.

The use of balls is prohibited on School premises, except during the lunch break and provided such balls are made of foam.

5. Daily Life

The School and its students are required to observe a number of good-neighbor rules (respect for pedestrians, parked cars, and neighboring buildings). Gathering on the sidewalks when leaving the School is prohibited, in accordance with the safety instructions of the Paris Police Prefecture.

In accordance with the policies in effect at the School (see the Policy Handbook), appropriate attitude and dress are required on School premises. The School reserves the right to send home any student whose attitude and/or attire is not considered compliant with these policies.

The School is common property. Any damage is considered a serious and punishable offense. Parents are financially responsible for damage caused by their children.

The School must be kept clean, and it is important to use trash cans and to keep the restrooms clean.

For food hygiene reasons, food and beverages must not be consumed in the hallways, but only in the designated dining rooms and in the courtyard.

Any financial transaction, commercial activity, or exchange of money between students is strictly prohibited on School premises.

The introduction, possession, or use of any weapon or imitation weapon (toy, replica, pellet gun, or water gun), as well as any object (blunt object, defense spray, knife, etc.) that could be considered a weapon or that poses a danger, is strictly prohibited.

Students are not permitted to access teachers' offices or lockers.

Management of Mobile Phones and Connected Devices

In accordance with the Code de l'Éducation (Article L.511-5), the use of a mobile phone or any other electronic communication device by a student is prohibited on School premises, with the exception of tablets and laptops used for educational purposes under the supervision of a teacher or another member of School staff.

Mobile phones and connected watches must remain switched off and stored in the Phonelocker® magnetic pouch provided to the student. For students in Première and Terminale, this obligation naturally extends to the buildings reserved exclusively for them (65 rue du Théâtre, 52 rue de Lourmel).

Any damage to or loss of the pouch will result in a sanction and will be billed to the family (€25). Possession of a magnet capable of opening the pouch is prohibited and will be considered a violation of these Rules and Regulations.

Any unauthorized use of a phone or connected watch will be systematically sanctioned and will result in the device's confiscation for the remainder of the day. This prohibition applies within the School, on the way to and at sports facilities used by the School, and during school outings and trips.

Students in possession of a School iPad must strictly comply with the tablet use policy (appended to these Rules and Regulations). Use of the iPad is prohibited during the lunch period.

Any device used without authorization to communicate, take photographs or video, distribute photographs or videos, or access inappropriate websites will be confiscated for the day, without prejudice to any other sanctions that may be imposed on the user.

6. Sanctions and Discipline

Sanctions are imposed by the Administration which, under the applicable regulations (Article R442-39 of the Code de l'Éducation), is responsible for school life and, therefore, for discipline.

Detention (Réparation)

Any work not completed, or poorly completed, results in "detention." Parents are informed. Detention generally takes place at school on Wednesday afternoons in Middle School, and on Saturday mornings from Seconde onward.

Caution (Mise en Garde)

Teachers and supervisory staff may ask the Administration to issue a "caution" for inappropriate behavior.

Two cautions result in a warning.

Warning (Avertissement)

A warning sanctions:

- a failure to comply with the Rules and Regulations, or
- a serious offense, or
- repeated lack of academic effort, or
- any other behavior inappropriate for the school community.

Community Service (Travail d'intérêt Général)

The Administration may decide on a sanction consisting of community service. This sanction may be given on its own or in addition to a warning.

The Administration reserves the right to bar any student who has received a warning from participating in school outings and trips.

Three warnings automatically result in a 24-hour suspension.

A fourth warning results in a 48-hour suspension and exposes the student to permanent expulsion.

The School reserves the right to decline the re-enrollment of a student who has received three warnings during the same school year.

We remind families that the final decision regarding re-enrollment rests, in all cases, with the School's Administration.

In addition, in the event of a serious breach of safety rules or community rules, the Administration may immediately impose a temporary suspension or permanent expulsion, or decide to convene a disciplinary committee, which may impose the same sanctions.

For students in Première and Terminale, any breach of the academic integrity rules set out in the Policy Handbook and in the code of conduct signed by each student exposes the offending student to a 24-hour temporary suspension, as well as to suspension of the awarding of the École Jeannine Manuel High School Diploma.

Compliance with the Law

Any breach of the laws of our country will be taken into account by the School, whether or not it occurs on School premises.

Regarding narcotics in particular: as soon as the School becomes aware of it, any student found to be using narcotics must, in order to remain enrolled, give up such use and be taken in charge by a professional (physician, therapist). Supplying narcotics to others, even free of charge and even outside the School, is considered trafficking and results in the student's immediate expulsion and the filing of a complaint by the School.

7. Movement and Autonomy

Students in Première and Terminale have classes at two separate sites: 70 rue du Théâtre and 65 rue du Théâtre. Their presence at these premises is required at the times indicated on their schedule.

Because classes are split between these two

sites, students are permitted, during the school day, to leave one site and cross the street to reach the other.

They must do so using marked crosswalks and obeying traffic signals.

Students in Première and Terminale are issued a magnetic badge granting access to the classrooms located at 65 rue du Théâtre.

8. Library (Documentation and Information Center)

The Library is open to everyone; it is a place for work, reading, and research. Students are asked to review and comply with the internal rules of the Documentation and Information Center (CDI).

An annex of the library at 52 rue de Lourmel is reserved for students in Première and Terminale.

9. Use of Computer and Digital Tools

The purpose of these rules is to protect students by promoting the efficient and secure use of these tools. Failure to comply with these rules exposes students to the administrative sanctions set out in Chapter 6 of these Rules and Regulations, as well as to possible criminal prosecution.

What computer and digital tools does the student have access to?

On School premises, the student has access to:

- computers or tablets located in classrooms, when the teacher authorizes their use;
- computers in the CDI;
- filtered internet access, free of undesirable content.

Both on and off School premises, the student has access to:

- an @ejm.org email address, receive-only at certain grade levels;
- a Google Drive account;
- a Pronote account;
- in Middle School (6e through 3e), a tablet with pre-installed applications. The rules governing use of this tablet are detailed in Chapter 10 of these Rules and Regulations;
- in Seconde, Première, and Terminale, their personal device (tablet, laptop, etc.), subject to the teacher's authorization.

On School premises, the student does not have access to:

- the computers used to project onto classroom screens (except with the teacher's authorization in that classroom);
- computers located in staff offices;
- projectors, sound bars, or interactive whiteboards located in classrooms (except with the teacher's authorization in that classroom);
- their mobile phone or connected watch. As a reminder, these must remain switched off and stored in the Phonelocker® pouch provided to the student.

Respect for Equipment and Services Provided

Equipment and services provided by the School remain the property of the School, and students are required to respect them.

- Computer equipment must not be damaged.
- Attempting to modify the configuration of equipment or services is prohibited.
- Installing tools or software to obtain computer rights or access beyond what is authorized as part of activities organized by the teacher is prohibited.
- If a student has a specific need, they must contact the IT Department.
- Attempting to bypass the School's network security is prohibited.

Respect for Others and for Intellectual Property

Every person is entitled to respect. Among other things, students are expected to:

use respectful, polite language, free of vulgarity or insults;

refrain from spreading false information or rumors intended to harm a person or group of people;

- refrain from harassing anyone;
- respect the privacy of others.

In Middle School, communication with teachers takes place exclusively through Pronote. From Seconde onward, communication may take place through Pronote or the School's messaging system.

Outside of School, everyone has the right to disconnect. After a certain hour, it is therefore neither necessary nor appropriate to contact another member of the School community, still less to expect a response.

In Middle School: iPads are locked daily between 8:00 PM and 7:00 AM in 6e and 5e, and between 9:00 PM and 7:00 AM in 4e; they are not locked in 3e. In Seconde, Première, and Terminale, this time restriction does not apply. The principle of disconnection nonetheless remains the expected standard.

Every person's work and identity are protected:

- a person's image and voice belong to them and may not be distributed without their consent. A person's work must not be reproduced without authorization. Where it is not possible to obtain the author's authorization, the author must be credited, indicating the portion reproduced in the submitted work;
- students must not attempt to access information belonging to other users, nor, even less, to alter it.

In general, the use of computer equipment must strictly comply with the policies in effect at the School, in particular the Academic Integrity and Inclusion Policies. In particular, when a student witnesses behavior inconsistent with the provisions of this chapter, or if images or documents belonging to them appear online without their authorization, the student must notify the Administration of their division.

Internet and Digital Identity

Concealing one's identity or impersonating another person, including online, is prohibited.

Usernames and passwords must never be shared with a third party. The School's IT Department must be contacted at the slightest suspicion of an attempted identity theft or credential theft.

Students are responsible for everything written and stored under their name. All actions carried out by a student using a School account (email, Google Drive, Pronote account, etc., whether on a School-provided device or the student's own device) or carried out on a School iPad may be monitored by the IT Department and traced back to their owner.

Information found on the internet is not always accurate or up to date and may present a risk. Students must exercise critical thinking and discernment regarding information obtained online, including its authenticity, confidentiality, and reliability.

Students are expected to:

- follow the rules set out in the Academic Integrity Policy;
- refrain from visiting websites that promote violence, crime, hatred, or racism, or that provide access to any illegal activity. Beyond content that may be harmful for their age, students expose themselves to legal risk by being in contact with the creators of such content;
- ask an adult for help if confronted with suspicious or dangerous content.

11. Use of Tablets Provided by the School

This chapter applies specifically to Middle School students (6e to 3e).

École Jeannine Manuel provides each Middle School student with:

- a personal tablet;
- a charger and cable.

The tablet is considered a work tool. It remains School property throughout Middle School.

We expect students to take great care of this equipment, which is placed under their responsibility and, therefore, that of their family. To ensure that use of this tablet fulfills all the educational goals the School has set, we ask students to read these rules carefully and to comply with every provision.

Key Principles

1. Use of this tablet is governed by École Jeannine Manuel's Rules and Regulations, and in particular by Chapter 9 of these Rules and Regulations, concerning the use of computer and digital tools.

2. The tablet is intended for educational use only and is therefore restricted to applications installed by the School.

3. In class, the tablet is used only under the teacher's instructions. It must not be taken out of the bag in the courtyard or in the hallways.

4. The tablet must remain connected to the École Jeannine Manuel WiFi network under the teacher's supervision, who may verify proper use.

5. Teachers may guide students in using their tablet, view the screen remotely, or lock it using a dedicated application.

6. We expect responsible use of the tablet from everyone, both inside and outside the School.

7. Only equipment set up by École Jeannine Manuel is authorized to access the School's network. Students may not use another device (personal tablet, smartphone, computer, etc.) as a substitute for the School-provided tablet during class.

8. Tablet maintenance is handled exclusively by the IT Department.

Use

1. Each student must set up a passcode along with Touch ID protection, to prevent third parties from accessing their data without consent.

2. Each student is responsible for backing up their important documents and data.

3. The charger and charging cable must remain at the student's home to avoid loss or damage.

4. Students must bring to school a tablet sufficiently charged for a full day of classes. In other words, charging the tablet at School is not permitted.

5. Outside the School, students may connect to another WiFi network, but their tablet will remain supervised by a content filter built into the device.

6. iPads are locked daily between 8:00 PM and 7:00 AM in 6e and 5e, and between 9:00 PM and 7:00 AM in 4e. They are not locked in 3e, but must be used reasonably in the evening. At the end of the day, they must be turned off and stored in the bag for the following day.

Responsibilities

1. Equipment assigned to the student remains the property of École Jeannine Manuel through the end of 3e.

2. Students may not, under any circumstances, alter the tablet's internal software or bypass its protections, at the risk of having their access to the School's wireless network blocked and being identified.

3. The tablet is fitted with a protective case provided by the School. Students agree to keep it in place and in good condition while using or transporting the tablet. This case must not be replaced with another one. If it is damaged, students must report to the IT Department to request a replacement.

4. A non-removable contact label allows the School to be reached in the event of loss or theft. Do not peel it off, tear it, or cover it.

5. In the event of a cracked screen or protective glass, the student must inform the IT De-

partment as soon as possible and return the tablet. A tablet with a cracked screen must never be used: danger!!!

6. In the event of damage, the student must report to their division's front office, where an incident report will be completed. The tablet will be sent for repair (Apple-authorized repairer), and a replacement iPad will be provided in the meantime. Once repaired, the student's tablet will be returned, and the repair invoice will be sent to the parents.

7. As tablets are placed under students' responsibility, repair or replacement costs will be billed to families:

8. In the event of loss or theft, immediately notify the IT Department by email at: support.paris@ejm.net. The Department will take the necessary steps to lock and, if possible, recover the device. Of course, do not forget to file a theft report with the local police station (Commissariat de Police). If the device is not recovered, the School will provide a replacement and bill the new iPad to the family.

- full tablet replacement: €650
- charging cable: €25
- charger: €25
- case: €36
- protective glass: €16

IT Department Supervision

1. The School, represented by the IT Department, holds supervisory rights over the tablet. Application management and internet access may be modified, restricted, or protected through specific profiles.

2. Maintenance, updates, and application installations will be carried out by the IT Department, potentially remotely, and may not be refused.

3. A full or partial reinstallation may be required for technical or security reasons.

Leaving the School

When a student permanently leaves the School, during or at the end of the school year, they have the option to purchase the tablet. For a student who has completed their entire Middle School education at the School, this purchase is free of charge at the end of 3e.

In other cases, the terms of this purchase depend on the student's start date and length of enrollment at the School. For these terms, families should contact their child's grade-level administrative office.

TECHNOLOGY & MOBILE DEVICE POLICY

1 - POLICY AIMS & OBJECTIVES

The School provides students with access to technology and digital tools in order to provide them with the best possible learning situation

This Policy is intended to inform and protect students in order to help them learn to use these tools safely and effectively.

2 - ACCESS TO INFORMATION TECHNOLOGY & DIGITAL TOOLS

2.1. On campus, students have access to

1. classroom sets of computers or tablets, with teacher permission
2. computers in the Library
3. the Internet, with specific content filtered

2.2 On and Off campus, middle and high school students have access to

1. a school email address (@ejm.org)
2. Google Drive
3. a Pronote account
4. in the Middle School, a school-owned and -issued tablet with preinstalled applications

5. in the High School, their own personal device (BYOD), to be used with teacher permission

2.3 On campus, students are <u>not</u> permitted to use

1. classroom computers connected to the projectors, which are reserved for teachers, unless requested by the teacher
2. computers found in staff offices
3. classroom projectors and sound systems
4. their personal mobile phones, unless authorized by a member of staff. These must be turned off and put away <u>at all times</u> while students are on campus (at all sites: 52 rue Lourmel, 65 and 70 rue du Théâtre, Dupleix and Suffren).

3 - STUDENT RESPONSIBILITIES & EXPECTATIONS

3.1 Respect for School Property & Services Provided

Technology and Digital Tools provided by the School remain the property of the School and must be treated with respect :

1. Students are expected to take proper care of and refrain from damaging or degrading devices and tools.
2. Students are not allowed to make any changes to the configuration of devices or services.
3. Students are not allowed to install any applications or software that would grant access to any content or resources that fall outside of the activities and assignments organized by their teachers.
4. Students should contact the IT department if they have any questions, concerns, or requests.
5. Students must not attempt to circumvent the School's security network or filters.

3.2 Respect for Others

In accordance with the INCLUSION POLICY ,all members of the learning community are expected to use technology in a way which is respectful of others.

As in their real-life interactions, in their online communications, students are expected to:

1. use respectful and polite language and refrain from vulgar or injurious language;
2. respect the privacy of others;
3. not engage in cyberbullying of any kind, including the spreading of false information or rumors intended to harm others.
4. Outside of school hours, every individual has the right to disconnect. After 7pm, school is closed and emails sent after this hour should not expect a response before the following work day.

In 6th, 7th and 8th grades, school-issued tablets will be blocked remotely at the following times:

1. between 8pm and 7am in 6th and 7th grade
2. between 9pm and 7am in 8th grade

3.3 Respect for Image Rights & Intellectual Property

As outlined in the ACADEMIC INTEGRITY POLICY, an individual's work is their intellectual property and may not be reproduced without their permission. If it is impossible to request permission from the author of a text, the text must be properly cited.

As outlined in the General Data Protection Regulation (GDPR), an individual's image and voice are their personal property and may not be shared or published without their permission.

No attempt should be made to access or alter information belonging to other users.

Students who are either witness to or victim of any infractions of this policy should immediately notify their Division Head or another member of their administrative team.

3.4 Identity Protection & Online Safety

Students are expected to:

1. use their critical thinking skills to determine whether information is authentic, true, or confidential and diversify their sources of information, understanding that information found on the Internet is not always reliable or up-to-date and may present a danger to users.

2. ask an adult for help if they are faced with suspicious or dangerous content online.

3. rely primarily on official institutional websites and avoid frequenting websites that incite violence, crime, hatred, or racism, or that provide access to any type of illicit activity. Not only may this type of content be dangerous or inappropriate for their age, contact with the authors of such contact may expose them to legal risks.

4. protect their personal usernames and passwords. The IT department should be contacted regarding any suspicion of identity theft or password theft.

5. obey French law prohibiting any individual from assuming the identity of another person, including online, or to mask one's identity in online communications.

6. ensure that any content stored in their account complies with all school rules and policies. If necessary, the IT department may be asked to track and identify the owner of any activity that takes place through a school-issued account (email, Google Drive, Pronote…) or on a school-issued device.

4 - ACCEPTABLE USE POLICY FOR SCHOOL-ISSUED TABLETS (MIDDLE SCHOOL ONLY)

For each student in the Middle School, Ecole Jeannine Manuel provides

1. a personal tablet
2. a charger and cable

The tablet is a tool for work. It remains the property of the School throughout Middle School and follows a specific fee schedule.

We expect students to take great care of this equipment, which is their responsibility from the moment they receive it until the end of their time in the Middle School. In order for this tablet to fulfill the pedagogical objectives that the School has established, we ask that students read the following Acceptable Use Policy carefully, sign it, and adhere to it faithfully.

4.1 Expectations

1. The use of the tablet is subject to the School Rules (*règlement intérieur*) of Ecole Jeannine Manuel.

2. The tablet is reserved for educational use and is thus restricted to the applications installed by the School.

3. While on campus, the tablet must be used only in the classroom, per the teacher's instructions. It should not be taken out of student bags in the hallways or the courtyard.

4. The tablet will remain connected to the School's Wi-Fi network under the supervision of teachers who will verify that it is being used appropriately.

5. Teachers may guide students in the use of their tablet, have access to their screen, or lock their screen through a specific application.

6. Each student is expected to use their tablet in a responsible manner both inside and outside of school.

7. Only devices set up by Ecole Jeannine Manuel are authorized to connect to the School's network. Students are not allowed to replace the school-issued tablet by a personal device for use in class (personal tablet, smartphone, laptop…).

8. Any damage to the school-issued tablet must be reported to and repaired only by the School's IT department.

4.2 Use of the School-issued Tablet

1. Each student should create a personal access code, and activate their TOUCH ID in order to prevent outside parties from accessing their data without permission.

2. Each student is responsible for saving their own documents and important data.

3. The tablet charger and cable should remain at home so as to avoid loss or damage.

4. Each student is responsible for bringing their tablet to school sufficiently charged for a full day of classes.

5. Only devices set up by the School are permitted on the School network. Students are not permitted to use any other devices (personal iPad, smartphone, computer...) as a replacement for the iPad provided by the School.

6. Outside of school, students may connect to another Wi-Fi network, but the tablet will remain under the supervision of the School's integrated content filter.

4.3 Responsibilities

1. The material provided to the student remains the property of Ecole Jeannine Manuel until the end of 3ème (9th grade).

2. Only the School's IT department may provide maintenance or repair to a school-issued tablet.

3. The student must in no way alter the internal software of the tablet, nor circumvent its protective filters, or they may be identified, blocked from the Wi-Fi network, and reported to their Division Head.

4. The tablet is equipped with protective casing provided by the School. The student is responsible for maintaining the protective casing in place and in good condition when the tablet is being used or transported.

5. Each tablet bears a contact tag allowing the school to determine its location. This contact tag must not be removed, damaged, or covered.

6. In the event of cracking in the screen, the student should inform IT immediately and bring the tablet in for repair. A tablet with a cracked screen should never be used.

7. Degradations to the tablet are often the result of negligent use and the student will be charged for any necessary replacement parts. All replacement parts are provided by the School using equivalent material.

8. In the event of loss or theft, the student should notify the IT department as soon as possible by email at the following address: tablettes@ejm.org. IT will then take the necessary steps to lock and potentially recover the device. If necessary, a legal declaration should also be made at the Commissariat de Police. If the device is not recovered, a replacement will be provided and billed to the family.

4.4 IT Supervision

The School, represented by the IT department, owns all supervisory rights over the tablet. The management of applications and Internet access may be modified, restricted, or protected by specific profiles.

The installation, maintenance, and updating of applications will be performed by the IT department, remotely if possible, and may not be refused.

A complete or partial reinstallation may be imposed, if required for technical or security reasons.

4.5 Return or Purchase of the School-Issued Tablet

Students completing four years in the Middle School keep their tablet without a fee at the end of 9th grade.

Students leaving the School mid-year or at the end of a school year have the possibility of purchasing the tablet for a fee that is determined by the length of time it has been in their possession. Families wishing to purchase their tablet should contact the Administrative Assistant of their grade level for the fee schedule.

5 - RESPONDING TO VIOLATIONS OF THE TECHNOLOGY & MOBILE DEVICE POLICY

The primary purpose of this policy is educational. However, violations of this policy may result in sanctions, as outlined in the School Rules.

Any sanctions given by the School do not exclude the possibility of legal sanctions, depending on the nature of the infraction.

STUDENT DRESS CODE POLICY[1]

1 - PHILOSOPHY

In line with our INCLUSION POLICY, Ecole Jeannine Manuel's Student Dress Code is designed to promote equity, inclusion, student well-being, and respect for individual identity while maintaining a safe and positive learning environment.

The policy is designed to prevent the reinforcement of stereotypes. It shall be implemented fairly, consistently, and without discrimination on the basis of any protected characteristic.

For the purposes of this policy, "protected characteristics" refers to a person's real or perceived national or ethnic origin, religion, sex, disability, sexual orientation, gender identity or expression, socioeconomic status, and physical appearance, including body size, body type, and physical features.

These guidelines apply during the regular school year, summer school, and all School-sponsored activities, including field trips, graduation ceremonies, and prom.

The Student Dress Code is designed to:

- Promote a respectful learning environment that supports students' social and emotional well-being while encouraging respect for oneself and others.
- Maintain a safe learning environment, particularly in classes or activities where protective clothing or specific footwear is required, such as Science laboratories or Physical Education.
- Encourage students to develop self-awareness, self-discipline, and an understanding of the relationship between self-presentation, self-expression, and the expectations of different educational and social contexts.
- Remind students and staff that every individual is responsible for managing their own personal distractions rather than regulating another person's clothing or self-expression.
- Allow students to dress comfortably and participate fully in school life without fear of unnecessary discipline or body shaming.
- Ensure that students learn in an environment free from discrimination on the basis of any protected characteristic.
- Respect students' gender identity and expression through appropriate freedom of dress.
- Ensure that the School remains a place of educational neutrality, in accordance with applicable French law and the School's mission, while fostering mutual respect for all beliefs and convictions.
- Prohibit clothing or accessories displaying offensive, hateful, discriminatory, obscene, or pornographic language or imagery.
- Prohibit clothing or accessories that promote or depict alcohol, drugs, vaping, illegal substances, or other unlawful activities.
- Prohibit clothing or accessories that interfere with the educational process, compromise safety, infringe upon the rights of others, or create a reasonably foreseeable risk of doing so.

2 - RESPONSIBILITIES AND EXPECTATIONS

2.1 School Responsibilities

The School Administration is responsible for ensuring that:

- student attire does not interfere with the health, well-being, or safety of any student;
- student attire does not contribute to a hostile or intimidating environment for any student;
- this Student Dress Code is implemented consistently and in accordance with the principles of equity, inclusion, and non-discrimination set out in this policy;
- any restriction on student attire is educa-

1 Inspired by the Evanston Township High School Student Dress Code

tionally justified, proportionate, and explicitly set out in this Student Dress Code.

2.2 Student Responsibilities

Ecole Jeannine Manuel expects all students to:

- dress in a manner that is appropriate for the school day and for any School-sponsored event, in accordance with this Student Dress Code;
- respect the School's commitment to maintaining a respectful, inclusive, and welcoming community;
- take primary responsibility, together with their parent(s) or guardian(s), for ensuring that their attire complies with this Student Dress Code.

2.2.1 Basic Principles

Certain parts of the body must be covered at all times by all students.

Clothing must be worn in a manner that fully covers the genitals, buttocks, breasts, and nipples with opaque fabric. Cleavage is not subject to any coverage requirement.

All items listed under the following sections must comply with this basic principle.

2.2.2 Students Must Wear*

While complying with the Basic Principle above, students must wear:

- a shirt or top that covers the front, back, and sides under the arms;
- trousers, jeans, or an equivalent garment (such as a skirt, dress, shorts, leggings, or sweatpants);
- footwear that is appropriate for safe movement around school

* Courses for which attire forms part of the curriculum (for example, professionalism, public speaking, or career readiness) may require specific clothing appropriate to the learning activity. Specific footwear may be required for certain activities (for example, athletic shoes for Physical Education), as may clothing or protective equipment necessary to meet health and safety requirements (for example, laboratory protection in Science).

2.2.3 Students May Wear

Provided that the items comply with this policy, students may wear:

- athletic clothing;
- hats worn facing forward or backward, provided that the face remains fully visible, the hat does not obstruct anyone's line of sight, and it is removed inside School buildings;
- hooded sweatshirts, provided that the hood is not worn indoors;
- fitted trousers, including opaque leggings, yoga pants, and skinny jeans;
- tank tops, including those with spaghetti straps.

2.2.4 Personal Presentation

Students are expected to present themselves in a manner that supports learning and reflects the educational environment of the School.

Undergarments, including bras and sports bras, do not constitute a shirt or top under this policy.

Personal grooming, including cosmetics, shall not interfere with learning or the educational environment. Cosmetic products, like any personal object, must be put away during class time.

Fingernails, including artificial nails and nail enhancements, must allow students to write, use digital devices, participate safely in practical activities, and fully engage in the School's educational programme.

2.2.5 Students May Not Wear

Students may not wear:

- clothing displaying violent language or imagery;
- clothing displaying or promoting alcohol, drugs, vaping, illegal substances, related paraphernalia, or other unlawful activities;

- bulletproof vests, body armour, tactical gear, or imitations of such equipment;
- clothing displaying hate speech, profanity, pornography, or other offensive, discriminatory, obscene, or threatening language or imagery;
- clothing displaying messages or images that create or are likely to create a hostile or intimidating environment for any individual or group;
- clothing that exposes undergarments, except for slightly visible waistbands or shoulder straps, which are permitted;
- footwear that does not provide adequate support and secure footing for safe movement around the School campus and participation in all School activities;
- swimwear, except when required for School sports activities;
- accessories that could reasonably be considered dangerous or used as weapons;
- any item that obscures the face, except for documented medical reasons;
- conspicuous clothing, signs, or symbols expressing religious or political affiliation that are incompatible with the School's commitment to educational neutrality, in accordance with applicable French law.

3 - RESPONDING TO VIOLATIONS OF THE STUDENT DRESS CODE

To ensure the consistent, respectful, and equitable implementation of this Student Dress Code, School administrators shall apply the policy in accordance with the principles set out above. Dress code decisions shall not be influenced by bias, stereotypes, or assumptions about any student's identity, body, or appearance.

3.1 Consequences for Students

Students whose attire does not comply with this Student Dress Code will be:

- referred to the appropriate Division Head or Deputy Division Head, who is solely responsible for addressing dress code concerns;
- offered one of the following options for the remainder of the school day:
- changing into their own clothing that complies with this Student Dress Code;
- wearing temporary clothing provided by the School;
- contacting their parent(s) or guardian(s) to bring compliant clothing to School.

3.2 School Responsibilities & Expectations

The School shall:

- enforce this Student Dress Code consistently, respectfully, and without discrimination on the basis of any protected characteristic or body maturity;
- ensure that dress code conversations are conducted privately and respectfully whenever possible;
- refrain from publicly shaming students or requiring them to expose or display their bodies in front of other students, parents, or staff members.
- For the purposes of this policy, public shaming includes, but is not limited to:
- requiring a student to kneel, bend over, or adopt any position to assess the fit or length of clothing;
- measuring the width of straps or the length of skirts, shorts, or other garments;
- asking a student to justify or explain their attire in a classroom, hallway, or other public area;
- calling out a student in classrooms, hallways, or other shared spaces for a perceived dress code violation. This includes requiring a student to adjust sagging trousers that do not expose the entire undergarment or commenting on visible bra straps, as slightly visible waistbands and shoulder straps are permitted under this

policy;

- accusing or implying that a student's clothing is responsible for distracting others.

Students who believe that this Student Dress Code has been applied in a discriminatory or inequitable manner are encouraged to report their concerns to their Division Head or Deputy Division Head.

WELLBEING, INCLUSION, & SAFEGUARDING

INCLUSION POLICY

1 - POLICY AIMS AND OBJECTIVES

The purpose of this policy is to outline how our School aims to create an environment in which all stakeholders feel safe, respected, and supported. The School strives to:

1. Ensure that every member of the learning community is respected, included, and fairly treated;
2. Ensure that students meeting admission criteria are provided with inclusive learning arrangements where a need has been identified by the school, the family, and a medical professional;
3. Create a healthy environment for work and study in which all members of the learning community feel safe to express their full identities, while respecting the right of all others to also feel safe and respected;
4. Promote a culture of kindness, openness and empathy;
5. Foster open and transparent communication between all members of the community;
6. Support students requiring inclusive learning arrangements;
7. Encourage consistency of response to both positive and negative behavior;
8. Provide a safe environment free from disruption, violence, bullying, discrimination and any form of harassment, as defined in Section 3.

2 - DEFINITION OF TERMS

2.1 Inclusion

Inclusion, as defined by the Council of International Schools, "refers to behavioral practices and social norms in a community that are co-productive, including and integrating everyone in activities and processes so they feel a sense of belonging and purpose."[2]

2.2 Bullying

Bullying is a term that is generally applied to acts of intimidation or exclusion in a school setting and refers to any intentional act that is severe, persistent or pervasive and/or which exploits a real or perceived imbalance of power, causing emotional, psychological or physical harm to another person. Power may refer to age, size, strength, gender, sexual orientation, ability, position or popularity but can also include other situations.

It is important to understand the difference between bullying and conflict. A conflict is a disagreement or argument in which both sides express their views. People in conflict generally stop and change their behavior when they realize it is hurting someone. In bullying, the goal is to intimidate, harm or humiliate.[3]

Bullying can take on several forms:

1. Relational aggression is an indirect form of bullying that occurs when someone manipulates or harms another person's relationship(s), reputation, social status or self-esteem. Persistent, intentional **exclusion** is a form of bullying through relational aggression.
2. Physical aggression refers to the intent to harm someone through physical force or dominance.
3. Verbal bullying occurs when a person uses spoken or written words to hurt someone else.

2 Council of International Schools Briefing: I-DEA, Inclusion via Diversity, Equity, and Anti-Racism, April 2022.

3 Definition taken from https://www.pacer.org/bullying

4. Sexual bullying involves unwanted sexual suggestions, comments, jokes, gestures, advances, contact or threats to another person. All stakeholders must understand that the possession and/or distribution of explicit images of a minor is a crime.

2.3 Harassment

Harassment is a term used primarily in the workplace and refers to any verbal or nonverbal action that frightens, intimidates or causes emotional distress to another person. Harassment of any individual upon the basis of their real or perceived national or ethnic origin, sex, religion, age, disability, sexual orientation, gender identity, gender expression, political affiliation, socioeconomic status, civil status, employment status, preferred language or language proficiency, appearance, height or weight is a violation of their human rights and of French law.

2.4 Discriminatory Behavior

Discriminatory behavior refers to any verbal or non-verbal bullying which causes harm, exclusion, or unequal treatment and is motivated by prejudice based on one of the 25 criteria protected by French law, including: a person's real or perceived national or ethnic origin, religion, sex, age, disability, sexual orientation, gender identity, gender expression, political affiliation, socioeconomic status, civil status, employment status, preferred language or language proficiency, physical appearance, or political or philosophical opinions. Beyond the school setting, this is referred to as discrimination and can take on any of the previously mentioned forms. It is included in the general definition of *harcèlement* in French, and does not have to occur more than once to be considered to be a violation of human rights and of French law.

2.5 Cyber-Bullying, Cyber-Harassment, or Cyber-Discrimination

Cyber-bullying, cyber-harassment, and cyber-discrimination refers to any of the actions described above occurring online or using communication technology, including through email, text messaging, individual or group chats, websites, discussion forums, or any type of social media.

3 - RESPONSIBILITIES AND EXPECTATIONS

3.1 General Responsibilities and Expectations

All members of the learning community, including students and staff, are expected to:

1. Be familiar with this Inclusion policy and with the procedures regarding any infractions to this policy;
2. Be aware that this policy covers individual behavior on or off school grounds, at school-sanctioned events, and incidents occurring online;
3. Treat others with respect, courtesy and consideration at all times, by
4. Refraining from using disrespectful language of any kind;
5. Respecting school property and the property of other members of our learning community;
6. Encourage and develop a growth mindset and celebrate differences as a source of strength for our community;
7. Understand, avoid, and report bullying, harassment or discriminatory behavior as defined in Section 2 of this policy;
8. Be familiar and comply with the CHILD PROTECTION & SAFER RECRUITMENT POLICY, and in particular with the Signs and Behaviors section of the Child Protection Policy, which indicate how to detect that someone may be experiencing bullying, harassment or discriminatory behavior.
9. Seek immediate help by contacting the designated child-protection officer (CPO) and/or their deputy if any mem-

ber of the learning community expresses an intent to cause physical harm to themselves or others or otherwise appears to pose an imminent danger to themselves or others;

10. Understand that the School considers any language or behavior that is in violation of this policy and therefore inconsistent with its values as grounds for disciplinary action.

3.2 Specific School Responsibilities and Expectations

1. All members of the learning community can expect the School to:

2. Clearly communicate and explain both the Inclusion Policy and the Child Protection Policy to all members of the community, as well as the consequences for non-compliance with these policies;

3. Promote inclusive practices and a culture of trust within the framework of this policy;

4. Provide a School Nurse and a School Counselor (*Point Ecoute*) as a source of physical care and mental health support for students, and refer students to outside medical professionals when required;

5. Consider any language or behavior that is in violation of this policy as grounds for disciplinary action;

6. Investigate instances of bullying, harassment or discriminatory behavior, as defined in Section 2 of this policy, swiftly, sensitively, thoroughly and effectively, and administer fair and consistent consequences for such instances (see Section 5);

7. Create a safe, open, and inclusive learning environment through evidence-based prevention and intervention strategies and initiatives such as:

EVARS (Education à la vie affective, relationnelle, et sexuelle), PSHCE (Personal, Social, Health, and Citizenship Education), which cover:

- Age-appropriate education regarding racism, antisemitism, sexism, anti-LGBTQIA+ discrimination, and other forms of discrimination,

- Age-appropriate instruction on recognizing signs of bullying, harassment, and discriminatory behavior,

- Age-appropriate instruction on accepting each other's differences, inclusion, and working and living together respectfully *(vivre ensemble)*,

- Age-appropriate instruction on sex, interpersonal relationships, and the importance of consent,

- Age-appropriate instruction in responsible digital citizenship and media literacy,

- Teacher training on differentiation and universal design for learning that supports the diverse backgrounds and experiences of our community, by including

— best practices for creating an inclusive learning environment

— relevant curricula, materials and texts that incorporate diverse perspectives;

— relevant curricula, including Learning to Learn and Study Skills classes to foster student autonomy, organization, and motivation;

— literature, outings, trips, cultural exchanges and other resources to promote cultural and social awareness.

- Affinity and alliance groups;

- School-wide awareness campaigns to promote inclusion and solidarity, particularly in conjunction with UNESCO's International Day Against Violence and Bullying at School in November, the International Day for the Elimination of Racial Discrimination in March, and World Cultural Diversity Day in May;

- Staff training and implementation of the

Pikas Method of Shared Concern (adapted to the French context by Jean-Pierre Bellon and Marie Quartier as the *Méthode de préoccupation partagée*) where applicable to quickly defuse situations of intimidation among students.

3.3 Specific Student Responsibilities and Expectations

Students are expected to Students are expected to

Regarding bullying, harassment, and discriminatory behavior:

— Understand the definitions of inclusion, bullying, harassment, and discriminatory behavior as explained in Section 2,

— Understand the consequences for instances of bullying, harassment, or discriminatory behavior as outlined in Section 5,

— Avoid any instances of intimidation, exclusion, bullying, harassment, and discriminatory behavior towards any member of the learning community.

Regarding inclusion:

— Engage in a reflective and metacognitive approach to learning,

— Work in good faith and in partnership with the school to identify genuine barriers to learning and implement accommodations following established protocols;

— Respect processes in place for requesting, approving, and implementing incremental inclusive learning arrangements.

3.4 Specific Family Responsibilities and Expectations

Families are expected to

- Support the school's efforts to create a culture of trust by engaging in respectful and transparent communication;
- Support the School's efforts to promote a safe, open, and inclusive learning environment.
- Regarding bullying, harassment, and discriminatory behavior:

— Understand the definitions of inclusion, bullying, harassment, and discriminatory behavior as explained in Section 3;

— Support their children in reporting intimidation, exclusion, bullying, harassment, and discriminatory behavior towards any member of the learning community;

- Regarding inclusion:

— Work in good faith and in partnership with the school to identify genuine barriers to learning and implement accommodations following established protocols;

— Respect school and exam-board related decisions and processes for requesting, approving, and implementing inclusive learning arrangements as outlined in the Learning Support Pathways document

— Follow school protocols and meet all deadlines for inclusive learning arrangements

- Support the School's consequences for violations of this policy as outlined in Section 6.

4 - INCLUSIVE LEARNING ARRANGEMENTS

4.1 Accessibility for Persons with Physical Disabilities, Chronic Illness, Learning Differences or Mental Health Concerns

The School makes every effort to accommodate members of the learning community with short- or long-term physical disabilities, chronic illness, learning differences and mental health concerns. Necessary adjustments to classroom assignments and other accommodations will be provided as much as possible, and within the constraints of the school curriculum, to allow all students and staff members to participate fully in all aspects of life at school.

4.2 Learning Support Pathways

Ecole Jeannine Manuel's approach to learning support is above all student-centered, holistic, and takes into account the whole child and their individual circumstances.

We follow the required protocols of the Education nationale, the Council for International Schools, NEASC, the College Board, Cambridge, and the International Baccalaureate, as well as multiple language certificate providers, offering multi-tiered systems of support for all students, within an educational landscape whose recommendations for high-quality inclusive learning practices are constantly and rapidly changing.

4.2.1. Tier 1 Support: High Quality Instruction and Universal Design for Learning for All Students

The School is committed to fostering the practice of Universal Design for Learning and provides training opportunities for all staff members. UDL is an educational framework based on cognitive science and learning research that aims to optimize teaching and learning for all students by providing multiple means of engagement, multiple means of representation, and multiple means of action and expression. It provides multiple ways to learn—for example, using text and audio, offering visual diagrams, or giving choices in reading levels.It also allows different ways to show understanding, such as writing, speaking, creating a poster, or doing a hands-on task. By designing lessons with these options built in, UDL supports diverse learners without needing individual adaptations. Beyond traditional strategies for differentiation in the classroom, UDL ensures equity of access to learning.

Individual student progress and well-being is constantly monitored by Division Heads. Students requiring additional support to remove specific barriers to learning will benefit from Tier 2 Support.

4.2.2 Tier 2 Support: Occasional or Targeted Support

When Tier 1 support is insufficient to remove barriers to student learning, targeted, small-group or short-term support will be provided, and may take the form of one or more of the following:

- Peer Tutoring
- Peer Mentoring
- Small group tutoring with a teacher (Accompagnement personnalisé)
- Weekly Reports
- Short-term medical/paramedical support
- PPRE (Programme personnalisé de réussite éducative)

A PPRE is an official provision for short-term support, and is a means of testing an accommodation for positive impact, or of providing targeted remediation with a subject teacher

The impact of educational accommodations is evaluated regularly, based on teacher observations of student work and progress.

PPREs are renewable, depending on the impact measured after an initial period

Students needing long-term accommodations due to a diagnosed learning difference or language disorder will benefit from Tier 3 support.

4.2.3 Tier 3 Support: Individual Education Plan

If Tier 2 support is insufficient to remove barriers to learning, concerns raised by parents, teachers, or Division Heads may lead to recommendations for outside assessment by an appropriate specialist.

Following the protocol of the French Education Nationale, when standard assessment conditions create barriers to learning, and where a need has been identified by both the School and/or a medical professional, a PAP (Plan d'accompagnement personnalisé) may be created. The PAP is the equivalent of an Individualized Education Plan (IEP) in many Anglo-American schools.

Within a PAP, assessment tasks may be adapted, using a range of strategies: for example: access to a computer, extra time or rest breaks.

For a PAP to be developed and approved by the Division Head, students must provide formal documentation from a medical professional.

The PAP will highlight the student's areas of need and recommend accommodations to remove barriers to learning, and will be shared with all relevant School staff.

The impact of educational accommodations is evaluated regularly, based on teacher observations of student work and progress. The PAP will be reevaluated and maintained annually, as needed. Certain exam boards require confirmation from the Teaching Team to confirm the need for accommodations.

The personalized support plan (PAP) is intended for students who experience long-term academic difficulties caused by one or more barriers to learning that persist over a long period of time without being recognized as a disability by the MDPH.

4.2.4 Recognized Disability

Students recognized as having a disability by the Maison Départementale des Personnes Handicapées will benefit from a PPS (Projet personnel de scolarisation).

The PPS applies to all children whose situation meets the definition of disability as set out in Article 2 of the 2005 law: "any limitation of activity or restriction of participation in society experienced by a person in their environment due to a substantial, lasting, or permanent impairment of one or more physical, sensory, mental, cognitive, or psychological functions, a multiple disability, or a disabling health condition" and for whom the MDPH has ruled on the disability status.

The family (or legal representative) contacts the Maison Départementale des Personnes Handicapées to request a PPS.

The Division Head is responsible for implementing a student's PPS once they have been notified of the MDPH decision. Once approved, the PPS is given to the reference teacher appointed by the MDPH. The reference teacher is responsible for monitoring the PPS.

The PPS is evaluated annually and revised at least once per school cycle. It may also be revised at the request of the family; or if the student's situation changes.

4.3 Inclusive Access Arrangements for High School Examinations

In addition to the procedures outlined above, IBDP and BFI students experiencing social, emotional, behavioral, learning, or medical challenges may be able to benefit from Inclusive Access Arrangements for both mock and official Baccalaureate exams. A formal request must be made to the IB by the IB Coordinator, to the local authorities of the Education nationale for baccalaureate exams, or to the College Board/the School for the AP and SAT exams. In order for a request to be submitted, rigorous and thorough medical and school evidence is required. The steps for this are outlined in the Learning Support Pathways document.

Students and families should contact their Division Head to confirm the deadlines for submitting requests to the relevant authorities.

Inclusive Access Arrangements will typically include one of the following (with one arrangement often removing the need for another):

- additional time in written exams and/or coursework,
- use of a computer for written exams,
- rest breaks during written exams,
- specific placement in a room during exams,
- access to a dictionary.

5 - REPORTING VIOLATIONS OF THE INCLUSION POLICY

Any member of the learning community who has been the target of bullying, harassment or discrimination at the hands of another member of the learning community—no matter their position, terms of employment or role at the School—shall be given unwavering support by School Leadership. However, understanding that it can be very difficult for the target of unwanted behavior to come forward, the School encourages concerned classmates

and staff, colleagues and supervisors to come forward if violations of the Inclusion Policy are suspected. Witnesses and bystanders have a responsibility to immediately contact a trusted staff member with any concern for the safety or wellbeing of a member of the learning community, including in-person or online incidents of bullying, harassment or discrimination.

5.1 Student Targets or Witnesses

Students who find themselves to be the target or a witness, or who learn of incidents of bullying, harassment or discriminatory behavior as defined in Section 3 above, should

- Tell a trusted adult at school, such as a classroom teacher, Homeroom Teacher, the School Counselor, the School Nurse, a Surveillant, or a Division Head.
- Know that a clear and precise account of the incident will be recorded in writing and given/sent to the Division Head, Deputy Head, or Head of School, and the Homeroom Teacher of the students involved, or to Human Resources if a teacher is involved.
- Be confident that no person who, in good faith, reports or provides information related to suspected bullying following this policy shall suffer retaliation, harassment or any adverse enrollment action.

5.2 Faculty or Staff Targets or Witnesses

Members of Faculty or Staff who find themselves to be the target or a witness, or who learn of incidents of bullying, harassment or discriminatory behavior as defined in Section 2 above, should

- Know that all staff members may intervene to address incidents of bullying, harassment, or discriminatory behavior if they witness or receive reports of student or staff violations of the Inclusion Policy.
- Immediately inform the relevant Division Head, or Human Resources, if the situation involves an adult in the community;
- Know that a clear and precise account of the incident will be recorded in writing and given/sent to the Division Head, Deputy Head, or Head of School, and the Homeroom Teacher of the students involved, or to Human Resources if a teacher is involved.

5.3 Confidentiality

Any member of the learning community who reports a violation of the Inclusion Policy, whether as a target or as a witness should understand that

- any incident of bullying involving a student will be treated as a Child Protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. In these instances, the member of staff receiving the report is required to inform the School's Child Protection Officers, namely the Head of School and the School Nurse, immediately.
- the Head of School will be notified of any instance of harassment or discriminatory behavior concerning an adult.
- they will not be subject to any retaliation whatsoever by any member of staff or administration.
- their identity will be protected and will not be revealed to the concerned parties without their consent.

7 - RESPONDING TO VIOLATIONS OF THE INCLUSION POLICY

The School strives to respond to violations of the Inclusion Policy swiftly, sensitively, discreetly, and effectively.

Minor incidents or conflicts that do not meet the definition of bullying, harassment or discrimination, which can be resolved immediately through arbitration or through the application of the Method of Shared Concern when appropriate and require no further action under this policy, may or may not be documented, and parents will be informed when appropriate.

The School will take proactive measures, as

outlined in Section 4, to prevent bullying, harassment, and discriminatory behavior, and will respond to violations of this policy in a fair and measured fashion, following the relevant policies and procedures outlined below when such behaviors are identified.

7.1 Responding to Student Violations of the Inclusion Policy

Where an event is too serious for the Method of Shared Concern to be applicable, the Head of School or their representative shall lead a fair, thorough, objective, and well-documented investigation of any complaints that meet the definition of bullying.

Within one working day of receiving a complaint or incident report, the Head of School or deputy will notify relevant staff members and the parent/legal guardian(s) of any students involved, as appropriate, that a complaint was received and direct them to this policy.

If necessary and appropriate, the police will be consulted as required by French law.

During the investigation, the School shall take prompt and reasonable measures to protect the allegedly targeted individuals from continued bullying, cyber-bullying, intimidation and/or retaliation. A temporary action plan may include but not be limited to changing seating arrangements or schedules of the accused intimidator(s), or implementing a School no-contact order or agreement.

Alleged targets and intimidators have the right to be accompanied by a trusted adult of their choice throughout the reporting and investigative processes. The investigation may require individual meetings with each student or staff member involved in the presence of two additional staff members. The School will keep a record of all meetings and discussions.

The School shall respect the privacy of the supposed targets or intimidators as much as possible. Limited disclosure may be necessary in order to conduct a thorough investigation.

The Head of School will be informed of the outcome as well as the relevant members of staff (for example, the Homeroom Teachers of the students involved). A copy of all relevant documents should be retained on the School's files.

7.2 Responding to Faculty or Staff Violations of the Inclusion Policy

Faculty and Staff should refer to French Law (Code du travail) and the Code of Conduct For School Employees (Règlement intérieur des personnels) available from Human Resources.

The Head of School or their representative shall lead a fair, thorough, objective and well-documented investigation of any complaints that meet the definition of harassment or discriminatory behavior.

Within one working day of receiving a complaint or incident report, the Head of School or designee will notify relevant staff members and the parent/legal guardian(s) of any students involved, as appropriate, that a complaint was received and direct them to this policy.

If necessary and appropriate, the police will be consulted as required by French law.

During the investigation, the School shall take prompt and reasonable measures to protect the allegedly targeted individuals from continued harassment, intimidation and/or retaliation. A temporary action plan may include but not be limited to changing schedules of the alleged aggressor, or implementing a School no-contact order or agreement.

Alleged targets and intimidators have the right to be accompanied by a trusted colleague of their choice throughout the reporting and investigative processes. The investigation may require individual meetings with each student or staff member involved in the presence of two additional staff members. The School will keep a record of all meetings and discussions.

The School shall respect the privacy of the alleged targets and intimidators as much as possible. Limited disclosure may be necessary in order to conduct a thorough investigation.

The Head of School will be informed of the outcome as well as the relevant members of

staff (for example, the Homeroom Teachers of the students involved). A copy of all relevant documents should be retained on the School's files. In addition, all reporting, investigations, and responses shall be consistent with French law regarding discrimination and the protection of civil and human rights. If necessary and appropriate, the police will be consulted.

7.3 Disciplinary Actions

Students found to be in violation of the Inclusion Policy will be subject to age-appropriate disciplinary measures which may include but are not limited to:

- Official warnings (avertissements),
- Community service, including research, presentations, or raising awareness among peers in a way that helps to foster their growth mindset, critical thinking, and reflection upon their actions.
- Disciplinary hearing (conseil de discipline),
- Temporary suspension (exclusion de 24 heures),
- Permanent expulsion,
- Disqualification from the U.S. High School Diploma.

Faculty or Staff violations of the Inclusion Policy will be treated in accordance with French labor law requirements.

Any member of the learning community making a false report or providing information in bad faith, or with the knowledge that it is false, will be subject to disciplinary measures. In cases where a law has been violated, law enforcement will be notified.

CHILD PROTECTION & SAFER RECRUITMENT POLICY

1 - POLICY AIMS & OBJECTIVES

Safeguarding and promoting the welfare of children can be defined as:

- Protecting children from maltreatment,
- Preventing impairment of children's health or development,
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care,
- Taking action to enable all children to have the best outcomes.

The faculty and staff at École Jeannine Manuel ("the School") fully recognizes their professional responsibility to protect all children in their care from harm. This policy applies to all **staff**, **volunteers** and **everyone working in the School**, with the understanding that:

- Children have a right to be safe,
- Adults have a responsibility to safeguard and protect children,
- Abuse is damaging, and can have a lasting negative impact on the remainder of the child's life,
- Abused children sometimes become abusing adults,
- Child abuse exists in a world of secrecy and silence - the cycle of abuse must be broken,
- An abuser may well abuse many other children who also have a right to protection,
- Children have the right to grow up to be well-adjusted adults.

2 - GUIDELINES & PROCEDURES

This Child Protection & Safer Recruitment Policy follows the guidance and procedures produced by:

- The United Nations Convention on the Rights of the Child,
- The International Task Force on Child Protection,
- The French Ministry of Education regulations, and more particularly:

1. *L'article 434-3 du Code Pénal*
2. *Conduites à tenir en cas d'infraction en milieu scolaire, Memento*,

The School will follow the procedures set out by the French Ministry of Education and the French Ministry of Justice, and take into account guidance issued by the CRIP[4] to establish:

- Duty of Care,
- Definitions and symptoms of abuse,
- Monitoring and Record keeping,
- Disclosure and actions following a disclosure (child),
- Disclosure and actions following a disclosure (adult),
- Safer Recruitment.

2.1 Specific Aims of this Policy

The School aims

- To establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- To ensure that children know that they can turn to any trusted adult in the School if they are worried about a friend or about their own situation.
- To raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- To ensure that we practice safe recruitment, in accordance with the French Labor Law, when checking the suitability of staff, teaching, administrative, and volunteers who work with children.
- To develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- To support students who have been abused, in accordance with the established child protection plan.

2.2 Duty of Care

It is the School's Duty of Care to

- Ensure that the School Governors take responsibility for overseeing the Child Protection Policies and Procedures and that those are reviewed annually. The named governor with responsibility is Bernard Manuel, chairman of the board.

- Ensure that we have a designated senior person for child protection who has received appropriate training and support for this role. The named Child Protection Officers (CPO) are the Head of School and the Head of Primary Education. The deputy CPO is the nurse. All Division Heads, in both Primary and Secondary, are entitled recipients of all child protection concerns, which they will report to the acting CPOs

- Ensure that every member of staff (including temporary and supply staff and volunteers) knows the name of the designated senior person responsible for child protection and their role.

- Ensure that all staff and volunteers understand their responsibilities in being alert to the signs of abuse and in referring any concerns to the designated senior person responsible for child protection.

- Ensure that parents have an understanding of the responsibility placed on the School and staff for child protection by setting out its obligations in the School prospectus.

- Notify social services if there is an unexplained absence of more than two days of a student who is on the child protection register.

4 Centre de Recueil et de traitement des Informations Préoccupantes, loi n° 2007-293 du 5 mars 2007

- Develop effective links with relevant agencies and co-operate as required with their inquiries regarding child protection matters including attendance at case conferences.

- Keep written records of concerns about children, even where there is no need to refer the matter immediately. (See appendix 3 for pastoral concern sheet)

- Ensure that all records are kept securely, separate from the main student file, and in locked locations.

- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.

- Ensure that safe recruitment practices are always followed.

- Ensure that mechanisms are in place to assist staff to carry out their duties.

- Ensure that all staff members are aware of systems within their School which support safeguarding and these should be explained to them as part of staff induction. This should include:

  - The Child Protection Policy
  - The Inclusion Policy
  - The Staff Code of Conduct (Staff Handbook)

All staff members will also receive appropriate and updated information on safeguarding and child protection procedures, at least once a year.

3 - DEFINITION OF TERMS

All School staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

3.1 Abuse

Abuse is a form of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults, or another child or children.

3.2 Harm

Harm refers to ill treatment or the impairment of health or development. There are no absolute criteria to rely on when judging what constitutes **significant harm**. Overall, it can be described as the detrimental effect on a child's well-being due to various forms of child maltreatment. **Ill-treatment** includes sexual abuse, as well as forms of ill treatment that are not physical.

3.3 Health and Development

Health includes physical and mental health.

Development includes physical, intellectual, emotional, social or behavioral development.

Where the question of whether harm suffered by a child is significant turns on the child's health and development, the child's health or development shall be compared with that which could reasonably be expected of a similar child.

3.4 Types of Abuse

There are four main categories of abuse – **physical**, **neglect**, **sexual** and **emotional**. The list of symptoms provided in the following section is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognized together. These symptoms - for example, cuts and scrapes - may also be accidental and not a sign of abuse.

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion, then a decision to monitor the situation should only be taken after discussion between the CPO and

the nurse. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation, a medical investigation will be required to consider the causes.

3.4 Radicalization

Radicalization refers to the process by which a person comes to support terrorism and other forms of extremism.

Protecting children from the risk of radicalization should be seen as part of Schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalization it is possible to intervene to prevent vulnerable people being radicalized.

4 - SIGNS OF CHILD ABUSE OR RADICALIZATION

4.1 Symptoms of Physical Abuse

- Bruises and abrasions - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury, especially when the child's explanation does not match the nature of injury or when it appears frequently.

- Slap marks – these may be visible on cheeks or buttocks.

- Twin bruises on either side of the mouth or cheeks – can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.

- Bruising on both sides of the ear – this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating, and this is a common injury.

- Grip marks on arms or trunk – gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child; i.e. a brain hemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.

- Black eyes – are mostly commonly caused by an object such as a fist coming into contact with the eye socket. A heavy bang on the nose, however, can cause bruising to spread around the eye; a doctor will be able to tell if this has occurred.

- Damage to the mouth – e.g. bruised/ cut lips or torn skin where the upper lip joins the mouth.

- Bite marks

- Fractures

- Poisoning or other misuse of drugs – e.g. overuse of sedatives.

- Burns and/or scalds – a round, red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be caused by a cigarette should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

4.2 Symptoms of Neglect

- Dirty appearance, lack of appropriate clothing, unkempt hair, the smell of urine

- No parental interest (a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the issue is lack of care.)

- Underweight – a child may be frequently hungry or preoccupied with food or

in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a School trip. Some children also lose weight or fail to gain weight during School holidays when School lunches are not available and this is a cause for concern.

- Body sores
- Absence of desire to communicate
- Behavior problems
- Attention seeking
- Lack of respect
- Often in trouble
- Bullying
- Use of bad language
- Stealing
- Lack of confidence – low self-esteem
- Jealousy

4.3 Symptoms of Sexual Abuse

- Detailed sexual knowledge inappropriate to the age of the child.
- Behavior that is excessively affectionate or sexual towards other children or adults.
- Excessive preoccupation with secrecy – Attempts to inform by making a disclosure about sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they try to bind the adults to secrecy or confidentiality.
- Fear of medical examinations.
- Fear of being alone — this applies to friends/family/neighbors/baby-sitters, etc.
- Sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.
- Excessive masturbation is especially worrying when it takes place in public.
- Promiscuity
- Sexual approaches or assaults - on other children or adults.
- Urinary tract infections (UTI) and sexually transmitted diseases (STD) are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- Bruising to the buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- Discomfort or pain particularly in the genital or anal areas.
- Drawing of pornographic or sexually explicit images.
- Withdrawn
- Rejecting physical contact or demanding attention

4.4 Symptoms of Emotional Abuse

- Crying
- Rocking
- Withdrawn
- Not wanting to socialize
- Cringing
- Picking up points through conversation with children
- Bad behavior
- Aggression
- Behavior changes
- Bribery by parent

- Self-harm
- Lack of confidence
- Attention seeking
- Isolation from peers – unable to communicate
- Clingy
- Afraid of authoritative figures
- Treating others as they have been treated

4.5 Symptoms of Radicalization

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors which may contribute to vulnerability are often combined with specific influences such as family, friends or online acquaintances, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The Internet and the use of social media in particular has become a major factor in the radicalization of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behavior, which could indicate that they may be in need of help or protection. School staff should use their professional judgment in identifying children who might be at risk of radicalization and act proportionately, which may include making a referral to the local authorities.

5 - RESPONSIBILITIES & EXPECTATIONS

5.1 School Responsibilities & Expectations

5.1.1 Appointment of a Child-Protection Officer (CPO) responsible for:

- Implementing the child protection policy within the School,
- Supporting other staff in their understanding of child protection issues and ability to recognize the signs and symptoms of abuse,
- Managing the School's response to a disclosure of abuse.

5.1.2 Induction and training:

Every new member of staff, including part-timers, temporary, visiting and contract staff working in School, receives basic training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the CPO or his/her deputy as well as working with different agencies. All staff are given guidelines on what to do if a child approaches them to discuss allegations of abuse **(appendix 1)** and the **Code of Conduct for All Staff and Volunteers (appendix 2)**. All are also made aware of the pastoral care concern sheet **(appendix 3)** and ***"Enfants en danger : comment les repérer ? Que faire?[5]".***

5.1.3 Support for Students

We create a culture of value and respect for each individual, having positive regard for each child's heritage arising from their color, ethnicity, language, cultural and social background.

We recognize that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The School may be the only stable, secure and predictable element in the lives of children at risk. When at School, their behavior may be challenging and defiant or they may be withdrawn. The School will endeavor to support the student through:

- The content of the curriculum,
- The School ethos, which promotes a positive, supportive and secure environment and gives students a sense of being valued,
- The School Inclusion Policy, which is aimed at supporting vulnerable students in the School. The School will ensure that the student knows that some behavior is unacceptable but that they

5 http://eduscol.education.fr/cid50661/enfants-en-danger-comment-les-reperer-que-faire.html

are valued and not to be blamed for any abuse which has occurred,

- Liaisons with other agencies that support the student such as social services, education welfare service and educational psychology service,

- Ensuring that, where a student on the child protection register leaves, their information is transferred to the new School immediately and that the child's social worker is informed if applicable,

- Ensuring that the School has considered how to teach students about safeguarding, including e-safety, and how to build resilience to the risks of radicalization. The application of adequate IT filtering and monitoring systems to safeguard children from potentially harmful and inappropriate online material when accessing the Internet at School.

- Procedures that ensure visiting speakers are suitable (whether invited by staff or students).

5.1.4 Support for Families

Families can feel confident that procedures are in place to ensure that all members of staff appointed have undergone procedures to ensure that they are suitable to work with children. All voluntary helpers undergo similar procedures including a criminal record check. Every staff member is required to disclose their *casier judiciaire* (police record).

Guidelines on the procedures to follow if an allegation is made about a member of staff will be made available to a parent if they make an allegation against a member of staff. Parents will be informed of the procedure if they make a formal complaint about a staff member or volunteer.

5.1.4 Duty of Staff

It shall be made clear to staff applying for positions within the School that the School strictly follows the recommendations of the International Task Force on Child Protection.

All staff (teaching and non-teaching) are expected to

- Adopt an open and accepting attitude towards students as part of their responsibility for pastoral care. The staff hopes that parents and students feel free to talk about any concerns and see School as a safe place. Students' worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

- Report any observed injuries that appear to be non-accidental to the CPO. Staff who are told anything significant by a student, must report their concerns to the CPO. The CPO has attended a course and received training on Child Protection, which included training in child protection matters. Training is updated regularly for the CPO and his/her deputy every other year.

6 - SAFER RECRUITMENT PROCEDURES

The School complies with Safer Recruitment procedures and all candidates under consideration for a position as a member of faculty or staff are subject to criminal background (*casier judiciaire)* checks and compliance with the guidelines of the International Task Force on Child Protection. All Senior Management must attend Safer Recruitment Training every two years.

Any offer of appointment to a successful candidate, including one who has lived or worked abroad, must be conditional upon satisfactory completion of pre-employment checks.

When appointing new members of faculty or staff, the School must:

- Verify a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.

- Obtain a certificate for an enhanced criminal background (*casier judiciaire)* check with a barred list of information

where the person will be engaging in regulated activity. Subject to statutory restrictions, verify the candidate's mental and physical fitness to carry out their work responsibilities and ask relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role.

- Verify the person's right to work in the European Union (EU). If there is uncertainty about whether an individual needs permission to work in the EU, then prospective employers, or volunteer managers, should follow the advice on the *Ministère du Travail* website.

- If the person has lived or worked outside of France, make any further checks the School considers appropriate.

- Verify professional qualifications, as appropriate.

- For teaching staff, check that they are not prohibited from teaching. This verification is conducted in parallel by the school and by the Rectorat, irrespective of the teacher's employment status (school-employed or state-employed): the school requests the Casier Judiciaire B3, whereas the Rectorat verifies the Casier Judiciaire B2.

7 - REPORTING & RESPONDING TO CHILD PROTECTION CONCERNS

7.1 Procedures for Faculty and Staff

Where a child discloses concerns or makes an allegation, no judgment should be made, the staff member should:

- Listen without displaying shock or disbelief;

- Allow the child to talk freely;

- Not ask leading questions;

- Not promise confidentiality;

- Stress that it is right to tell;

- Make a written record immediately;

- Explain what has to be done and who has to be told;

- Pass the information to the CPO without delay.

Confidentiality should not be promised to anyone. A record should be kept of the conversation. Where there is a suspicion that a child is suffering or likely to suffer significant harm, the concern should be referred without delay to the CPO and/or his/her deputy, who will investigate.

Where the child requires urgent medical treatment an ambulance should be called to take him/her to hospital and concerns raised with the CPO.

7.2 Procedures for the Child Protection Officer

As stated above, the CPO follows the guidelines provided in the following documents:

Conduites à tenir en cas d'infraction en milieu scolaire, Memento

7.2.1 Suspected Physical Abuse

Following a disclosure, the CPO will speak to the parent/s in the case of evidence of physical abuse in order to seek an explanation, but only if there is no risk to the child of further harm resulting from this action.

7.2.2 Suspected Sexual Abuse

In the event of disclosure of suspected sexual abuse, the CPO will make an immediate referral to the *Procureur de la République* and to the *Directeur Académique des Services de l'Éducation Nationale* (DASEN).

7.2.3 All Other Categories of Suspected Abuse

In all other cases of suspected abuse, the CPO will enter into preliminary discussion with the parents to ascertain any possible explanation. These discussions are exploratory, and the CPO should be careful not to prejudice the outcome of any potential investigation.

7.2.4 Referrals

Where, following preliminary enquiries by the CPO, a *prima facie* case of abuse is apparent,

or where there are contra-indications to preliminary enquiries, a referral should be made under local agency arrangements.

The referral should be emailed either at the time of the initial disclosure or within 48 hours of the incident to the local Social Services department office.

The referral should provide the following information if available:

- Details about their own location, status and relationship with the child.
- Whether the child is currently safe and any deadlines approaching (e.g. child about to be collected by parent; alleged abuser returning imminently to household).
- When the child was last seen and the current location of the child.
- The child's name, date of birth, sex, disability, or any known health care issues, ethnic origin, religion, language spoken.
- Any other names the child or family members have been known by.
- The address of the child and parents, and any known previous addresses.
- The family and household structure and details of any other significant people in the child's life.
- Details of the concern (if an incident, the time, place, persons involved).
- Information regarding parental knowledge or, and if appropriate, agreement to the referral.

If the allegation concerns the Head the concern must be reported to the Chairman of the Board.

8 - GENERAL CONSIDERATIONS RELATING TO ALLEGATIONS AND CONCERNS OF ABUSE

The School will inform the local authorities when an allegation is made within one working day. Local authorities will then advise the School whether or not informing the parents of the child involved will impede the disciplinary or investigative processes. Acting on this advice, if it is agreed that the information can be fully or partially shared, the School will inform the parents. In some circumstances, however, the parents may need to be told straight away (e.g. if a child is injured and requires medical treatment).

The School will seek advice from the local authorities and/or the police about how much information should be disclosed to the accused person.

Subject to restrictions on the information that can be shared, the School will promptly inform the accused person about the nature of the allegation, how enquiries will be conducted and possible outcome (e.g. disciplinary action, and dismissal or referral to the barring lists or regulatory body).

If the accused person is a member of staff, they should:

- Be treated fairly and honestly and be helped to understand the concerns expressed and processes involved.
- Be kept informed of the progress and outcome of any investigation and the implications for any disciplinary or related process
- If suspended, be kept up to date about events in the workplace.

8.1 Confidentiality

Every effort should be made to maintain confidentiality and guard against publicity while an allegation is being investigated or considered. Apart from keeping the child, parents and accused person (where this would not place the child at further risk) up to date with progress of the case, information should be restricted to those who have a need to know in order to protect children, facilitate enquiries, manage related disciplinary or suitability processes.

8.2 Support

The organization, together with local author-

ities, and/or the police, where they are involved, will consider the impact on the child concerned and provide support as appropriate. Liaison between the agencies will take place in order to ensure that the child's needs are addressed.

As soon as possible after an allegation has been received, If the accused person is a member of staff, they should be advised to contact their union or professional association. Human resources will be consulted at the earliest opportunity in order that appropriate support can be provided via the organization's occupational health or employee welfare arrangements.

8.3 Suspension

Suspension will be considered in any case where:

- There is cause to suspect a child is at risk of significant harm; or
- The allegation warrants investigation by the police; or
- The allegation is so serious that it might be grounds for dismissal

If a strategy meeting/discussion is to be held or if the local authorities or the police are to make enquiries, the School will be informed of their views on suspension. Only the School, however, has the power to suspend an accused School employee and they cannot be required to do so by a local authority or police. Teachers employed by Éducation Nationale remain under the authority of the Rectorat, which will make a decision as to whether a suspension is required.

Suspension does not imply a finding of guilt but is intended to enable a dispassionate investigation of the facts, unimpeded by interpersonal tensions. Any employee who is suspended will be informed immediately of the reason for suspension.

8.4 Deficiencies and Weaknesses

It is the duty of all members of Staff and the proprietor to draw to the attention of the CPO any weakness or deficiency in this policy. The CPO will ensure that this is then followed up without delay, with policies and procedures being updated as needed rather than waiting for any regular review date.

All complaints arising from the operation of this policy should be referred to the CPO. The proprietor will arrange for the complaint to be investigated.

9 - MONITORING AND RECORD KEEPING

It is essential that accurate records be kept where there are concerns about the welfare of a child. Pastoral care concern sheets are to be filled in (Appendix 3 - Pastoral Care Concern Sheet) and given to the CPO. These records are kept in secure, confidential files, which are separate from the child's School records by the CPO. It is preferable, where circumstances allow, that parents be informed of and agree to any referral being made (unless it relates to sexual abuse).

Staff must keep the CPO and his/her deputy informed of:

- Poor attendance & punctuality
- Concerns about appearance and dress
- Changed or unusual behavior
- Concerns about health and emotional well being
- Deterioration in educational progress
- Discussions with parents about concerns relating to their child
- Concerns about home conditions or situations
- Concerns about student-on-student abuse (including serious bullying)

When there is suspicion of significant harm to a child, and a referral is made, as much information as possible should be given about the nature of the suspicions, the child and the family. Use of previous records (if available) may prove to be particularly useful in this respect.

All communications, whether verbal or written, are strictly confidential, and only when

the Head deems it appropriate will other members of staff be informed.

Support must be given to members of staff involved in child protection referral and, in the interest and protection of all staff, the procedure for child protection shall be under continual review in order to eliminate any bad practice. The School recognizes that staff involved in a child protection issue will find it distressing and will offer support and guidance accordingly.

Staff should be made aware that they can report any concerns directly to social services if they consider that a child protection matter is not being dealt with appropriately.

All referrals can be made directly to the national toll-free number 119. All 119 call-records are sent to the local CRIP units.

ACADEMICS

LANGUAGE POLICY

1 - POLICY AIMS & OBJECTIVES

The Language Policy of Ecole Jeannine Manuel aims to uphold our school's mission, "to promote international understanding through the bilingual education of a multicultural community of learners," which was itself inspired by Jeannine Manuel's conviction that "The more one understands, the less one fears."

In the words of our Founder, "learning a foreign language is, by itself, important; it is also a means to better understand others, to be able to think like them—it provides access to the world."

This policy aims to clarify our approach to language use and language learning, and to reinforce the following principles:

- French-English bilingualism is at the core of the School's mission, and is defined in our Guiding Statements as "the ability to express oneself and understand, orally or in writing, with native ease and compelling effectiveness."
- A focus on these two core languages of teaching and learning provides students with a window into multiple world cultures for whom French or English is a primary language of communication and cultural production.
- A diverse, multicultural student body is essential to the pursuit of the School's mission.
- The School values the unique language profile that each student and staff member brings to our community and encourages international-mindedness.
- The School recognizes multilingualism as a fact, a right and a resource for learning.
- International openness is a core feature of the School's Projet d'établissement (School Project), in alignment with the French Education Ministry and the Council of Europe.
- All members of the learning community are encouraged to share their diverse linguistic and cultural backgrounds.
- Language development happens both within and across disciplines, within and outside of the classroom.

2 - SCHOOL LANGUAGE PROFILE

Our school community is defined by a vibrant and diverse linguistic landscape. In over three-quarters of families, students speak French as one of their "mother tongues", while almost half are native speakers of English, and nearly a quarter of our students are dual French-English natives. Beyond these two core languages, our community exhibits its broad international diversity, with nearly a quarter of our students identifying as bilingual in other language pairings, nearly a quarter of our students not listing French as one of their mother tongues, and about one in ten families speaking neither French nor English in the home.

The significantly diverse linguistic profile of our learning community reflects our commitment to fostering intercultural understanding through the admission and retention of a multicultural, multilingual student body, and underscores the importance of supporting mother-tongue development and of providing differentiated instruction to meet the varied linguistic needs of our global learners, in alignment with the French Education Ministry, Council of Europe, CIS/NEASC, and IB standards.

3 - LANGUAGE DEVELOPMENT

Ecole Jeannine Manuel demonstrates its commitment to supporting language development through curricular and co-curricular programs, including but not limited to:

3.1 French-English Bilingual Core

French and English are our core languages of instruction and both serve as languages of learning. Together they provide the means through which students acquire knowledge, communicate and engage with the curriculum. Since our school's founding in 1954, the pursuit of bilingualism in French and English—

defined as "the ability to express oneself and understand, orally or in writing, with native ease and compelling effectiveness"—has been carried out through a two-pronged approach combining immersion with differentiated, structured language instruction, providing appropriate support for learners with different language profiles.

From MS/pre-K/Reception through CM2/5th Grade/Y6, our curriculum is delivered 50% in French and 50% in English. Content is intentionally coordinated across the two languages and divided between them to avoid repetition, enabling students to build, extend and transfer knowledge and skills across both languages.

Reading competency is introduced sequentially, with formal reading instruction beginning in French in CP/1st Grade/Y2 and in English in CE1/2nd Grade/Y3. This approach allows students to establish secure literacy foundations in French before transferring these skills to English.

In Middle School, the curriculum is delivered in both French and English, with subject-specific language allocations designed to ensure balanced bilingual development and academic proficiency in both core languages.

Starting in 10th grade, students enrolled in the BFI track or the IB Foundation Year follow the language requirements of each program.

3.2 Mandarin Chinese Language Program

The School is committed to opening an early window onto global perspectives by introducing a non-European language as soon as reading competency has been introduced in our two core languages (in CP/1st Grade/Y2 in French and in CE1/2nd Grade/Y3 in English).

Mandarin Chinese instruction begins in CE2/3rd Grade/Y4 for all students and is a required part of our program through the end of CM2/5th Grade/Y6. In sixième (Sixth grade | Year 7), students may choose to continue Chinese instruction through Middle School, or begin to study Latin instead. New students arriving in 6th grade may also choose to study Chinese, provided that bilingualism in French and English has already been sufficiently developed.

3.3 Additional Languages

In alignment with the French Education Ministry's objective of three-language mastery, an additional Modern Language is added to the curriculum as a requirement for all students in 5ème/7th Grade/Y8.

The school offers a range of additional modern and ancient languages and provides pathways for students to pursue home or interests-based language study through accredited external partners (eg. CNED).

Students entering on the BFI track (Baccalaureat français international) must continue to study an additional modern language through their final year. For students entering high school on the IB track (International Baccalaureate), the third language is optional.

3.4 Home Languages & Multilingualism

Beyond our two core languages of instruction and the six additional languages offered through our curriculum, the School recognizes and embraces the multilingualism of a significant portion of the student body. Students at Ecole Jeannine Manuel represent over 80 nationalities and 50 home languages.

The School encourages and supports the development of home languages by:

- encouraging all teachers to be aware of the diverse language profiles of their students;
- recognizing that all of the languages a student speaks (taught or home languages) nourish their cultural identity;
- allowing native speakers of languages offered within our curriculum to enroll in these courses when the level becomes appropriately challenging;
- supporting student enrollment in national distance learning programs in home languages when possible;
- recognizing that outside courses or tutoring in home languages may add to student workload;
- supporting student-led language-focused

clubs;

- supporting student-led schoolwide initiatives celebrating language diversity;

The School also encourages the development of multilingual approaches in the classroom, a research-proven factor in improving educational outcomes. As highlighted in the Council of Europe recommendations, it is important to recognize that "the plurilingual and intercultural abilities of every social agent [constitute] a complex whole – an entire repertoire of varied and, to varying degrees, disparate resources – whose diverse components interact with each other and may be used in different ways depending on the overall context and specific situation."

4 - LANGUAGE DEVELOPMENT RESOURCES

4.1 Physical & Virtual Resources

School Library

The School provides multilingual physical and virtual library resources and fosters partnerships with external cultural institutions to support language development. Students in the IBDP have access to a well-developed section for IB-specific material.

Digital Tools

The School provides digital tools and language development applications curated by departments.

Events & Contests Promoting Language Development

The school organizes annual writing, reading, and recitation contests across disciplines and divisions in both French and English.

Afterschool Program / Activities & Clubs

A wide-ranging Primary Afterschool program as well as Middle School Sports Association & Cultural Activities provide opportunities for immersion in French or English in a non-classroom setting. Student-run publications provide opportunities for student expression in multiple languages.

Trips & Travel

Linguistic and cultural immersion is supported through regular domestic and international travel, as well as local cultural engagement.

Parent Association Groups

The Parent Association also plays a significant role in supporting the various language profiles at the school. Language groups representing speakers of over a dozen world languages provide a resource for families looking for outside support for home language development. The Adapting to France Group supports new families arriving in France with language learning and other services to help families adjust to life in France, in conjunction with the French-English Conversation Group.

4.2 Language Certificate Examinations

The School encourages students to validate their language development through external language examinations offered or sponsored by the cultural institutes of the countries where these languages are official national languages.

All students certify their English level by taking the English Language IGCSE.

In addition, YCT and IGCSE (Mandarin Chinese), DELE (Spanish), PLIDA (Italian), GOETHE (German), and DELF (French) are the most frequently pursued examinations in additional languages, all of which (except the Mandarin IGCSE) are calibrated by the Common European Framework of Reference for Languages (CEFRL). The School frequently serves as an exam center for several of these examinations.

5 - LANGUAGE SUPPORT

Beyond the principles of inclusive pedagogical practice laid out in the Inclusion Policy, language support is provided through:

5.1 Social-Emotional Support

The school recognizes that language is a crucial factor in student well-being; support structures are designed to ensure students can negotiate their social standing and feel safe communicating in their preferred language while developing bilingualism in the core lan-

guages and proficiency in additional languages.

5.2 Small Group Differentiation

In the Primary grades, special small group instruction time is carved into the schedule for both French and English. This allows teachers to provide targeted support to students needing support in either language.

5.3 Specific Support for French Learners

As an academically selective school, and in line with the Admissions Policy, admission may be granted regardless of a student's command of French or of English up to and including CP/1st Grade/Y2, however a strong command of oral English is required for entry to CE1/2nd Grade/Y3, and a strong command of both oral and written English is required for admission beginning in CE2/3rd Grade/Y4. Older candidates for admission must also show a strong command of English since both BFI and IBDP high school tracks demand a strong mastery of English.

Students who do not have a strong command of French may be admitted through the Adaptation Program from CE1/2nd Grade/Y3 through 3e/9th Grade/Y10. The Adaptation Program provides French language instruction and language support to students who are new to the French language and/or to the French school system and accompanies them and their families in their transition into our bilingual learning community. Support provided includes and is not limited to:

- Multi-tiered systems of support, as outlined in section 4 of our Inclusion Policy
- Social-emotional support and coaching in adaptation and resilience
- Intensive, level-appropriate French language instruction and transition support to help students achieve the proficiency required for our bilingual curriculum
- Individual coaching and academic support

6 - RESPONSIBILITIES & EXPECTATIONS

6.1 School Responsibilities & Expectations

The School is responsible for:

- Ensuring that the Language Policy reflects the School's mission and educational philosophy;
- Providing an inclusive environment in which all languages and cultures are respected;
- Delivering a high quality bilingual education, with French and English as the core languages of teaching and learning, consistent with its mission;
- Providing support for admitted French and English learners through appropriate differentiation and inclusion, as outlined in our Inclusion Policy;
- Providing support for multilingual learners in the classroom and promoting multilingual approaches to teaching and learning;
- Offering multiple pathways for additional language acquisition and supporting home language development;
- Providing adequate Child Protection and Safeguarding by encouraging students to use their preferred language to report any safety or well-being concerns, ensuring that a lack of communicative ability is never a barrier to reporting bullying;
- Ensuring that teachers in all disciplines understand their role in supporting students' language development;
- Providing language-specific professional development for all faculty to help them support language learners within their specific disciplines to ensure students are not in a "sink-or-swim" environment;
- Ensuring that professional development opportunities are provided in both core languages to support faculty and staff members in adhering to the Language Policy;

- Communicating clearly with all stakeholders about the Language Policy and ensuring that the full Language Policy is publicly accessible on the school website to promote transparency and trust within the community;

- Ensuring that information concerning school operations is accessible to all members of the learning community in both core languages;

- Ensuring that the Language Policy is understood to be a working document and is reviewed annually by the Steering committee.

6.2 Student Responsibilities & Expectations

Students are expected to:

- Adhere to the founding mission of our school by striving for bilingualism in French and English as a pathway to international understanding, and by demonstrating respect for and acceptance of the diverse linguistic and cultural backgrounds of each member of our multicultural community of learners;

- Make sustained effort to develop proficiency in the additional languages they study;

- Recognize that language learning is not limited to the language classroom, but rather extends across the curriculum in all disciplines;

- Value multilingualism, including the 50+ home languages spoken in our learning community, and strive to learn from their peers;

- Adhere to the Inclusion Policy and contribute to an inclusive learning environment by treating every member of our learning community with respect.

- Recognize that, as stated in section 2.4 of the Inclusion Policy, verbal or non-verbal bullying which causes harm, exclusion, or unequal treatment and is motivated by prejudice based on preferred language or language proficiency (one of the 25 criteria protected by French law), including one's perceived accent, does not have to occur more than once to be considered to be a violation of human rights and of French law, and will be subject to appropriate sanctions.

6.3 Family Responsibilities & Expectations

Families are expected to:

- Adhere to the founding mission of our school and understand that bilingualism in French and English provides a pathway to international understanding and requires respect for and acceptance of the diverse linguistic and cultural backgrounds of each member of our multicultural community of learners;

- Understand the School's definition of bilingualism as "the ability to express oneself and understand, orally or in writing, with native ease and compelling effectiveness";

- Understand the value of multilingualism and of maintaining home languages as parts of a whole, contributing to the development of a complex linguistic repertoire;

- Support their child's language development both at home and at school;

- Partner with the School to support language development;

- Respect the school's Language Policy;

- Encourage respect for and acceptance of real or perceived differences in language proficiency and of real or perceived accents, in accordance with the Inclusion Policy.

7 - IBDP-SPECIFIC PROVISIONS

7.1 IB Standards

This Language Policy reflects the aims of the IB learner profile, particularly with respect to helping shape inquiring, open-minded, caring thinkers and communicators, and adheres to the following IB Standards:

Culture 4.1: The school implements and reviews a language policy that is aligned with IB

language policy guidelines. (0301-04-0100).

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

7.2 IB Language Options

The School offers a full range of Group 1 courses in French and in English: Literature and Language and Literature at both SL and HL.

Although the IBDP's main language of instruction at school is English, we encourage the vast majority of our students to pursue a Bilingual or Advanced Bilingual Diploma by enrolling in both English A and French A courses.

French language learners may pursue a Bilingual IB Diploma by enrolling in Economics, which is taught in French, with additional language support provided by the Economics teachers.

In Group 2, the School offers French B, English B, Chinese B and Spanish B, usually at both SL and HL, to allow students to explore additional language options. Students who are passionate about languages are therefore able to follow three languages in the IBDP.

7.3 Placement in IB Language Courses

In addition to the standards outlined above, the School follows the expectations outlined in the DP language courses: overview and placement guidance and IB Language Tenets documents published by the IBO.

When placing IB students in Language A or Language B courses, the school aims to uphold the following principles: "When making language placement decisions, schools must carefully analyse the linguistic profiles of each of their students and make sure that the language courses that they are placed in provide an appropriate level of challenge for them" and "misplacement of students in a language course that does not offer sufficient challenge questions the legitimacy of the work they produce in that course and goes against the principle of equity in assessment. Students who are placed in a language course that is not appropriate for them might gain an unfair advantage over students for whom the course represents an appropriate level of challenge."[6]

As a bilingual school, language development and appropriate language placement are central to our educational philosophy. Parents and students are involved throughout the process and are consulted when language placement decisions are being considered, particularly at the point of entry into the IB Diploma Programme.

Placement in Language A or Language B is determined on an individual basis through a holistic review of each student's linguistic proficiency. This review includes teacher recommendations, written work, classroom performance, and discussions between the student's current teachers, the IB Coordinator, and, where appropriate, the department head, the Head of Adaptation, and/or the Language B teacher. Keeping in mind that cognitive academic language proficiency in an additional language takes an average of five to seven years to fully develop, students' motivation and willingness to undertake the challenge of a Language A course are also taken into consideration.

Language placement decisions aim to ensure that each student is appropriately challenged while recognising that language proficiency exists on a continuum. The school also seeks to preserve the integrity of Language B courses by ensuring they remain appropriate for students developing proficiency in the language. Throughout the Diploma Programme, students' language development is monitored and supported through regular assessment and dialogue between teachers, students, parents, and school leadership, in line with the IB's commitment to multilingualism, intercul-

6 DP language courses: overview and placement guidance, Published Dec 2025August 2020, Updated August 2021

tural understanding, and language learning as a shared responsibility across the curriculum.

ASSESSMENT POLICY

1 - POLICY AIMS AND OBJECTIVES

The School believes that assessment is an essential component of the learning cycle, and uses assessment for, assessment as and assessment of learning, both formally and informally. At the School, we aim for assessment to be a method for both teachers and students to evaluate the student's knowledge and learning, so as to support every student in achieving their learning potential in an agentic manner, as well as a means for teachers to evaluate the effectiveness of their teaching practices.

The School combines the benefits of both the French and IB curricula, with a rigorous and holistic approach to inform its assessment practices. Educators and administrators at the School innovate continuously in an effort to help students learn in better ways. Assessment does not always require a quantitative grade. Broadly defined, evaluation must prioritize constructive feedback that fosters student curiosity, growth, and a lifelong appetite for learning. Effective evaluation empowers students to identify what they have learnt, as well as how and why they have learnt it.. The School values a growth mindset approach to assessment, in which all stakeholders (teachers, students, parents) recognize that assessment is a useful tool in the active process of learning. As such, the School expects that students will be present and engaged for all assessments, completing these to the best of their ability. There is an understanding that making mistakes is a necessary part of the learning process, and when paired with reflection, this can enable students to make progress and develop a balanced approach to become reflective life-long learners.

Assessments of learning, or summative assessments, occur at defined key points and evaluate achievement against outcomes and standards. The School's pedagogical practices especially emphasize assessment for learning, or formative assessment, and assessment as learning, involving metacognitive processes such as reflection, self and peer assessment, which help students take responsibility for their learning.

The learning community shares an understanding that assessment outcomes like grades are an assessment of a student's work or level, not of their person, at a given point on the learning continuum. As a consequence, reported grades and competencies are holistic and criteria or skill-based and must not be the result of an automated computation or a mere mathematical average.

2 - ASSESSMENT AND STUDENT WELLBEING

2.1 Avoiding Work Overload

Teachers and students at the School use an online agenda. Teachers use it to post homework assignments and deadlines, while students and parents use it as an online calendar in order to manage deadlines and stay organized. The School's policy is to give work at least one week in advance and to always announce deadlines in class. Google docs-type calendars may be used in some classes for major assignments so that teachers can gain perspective on a student's assessment timetable before assigning work.

Homeroom teachers (professeurs principaux) have access to individual students' online agendas to manage assignment schedules for their class and avoid overload. Student Council representatives are also involved in helping manage the scheduling of major assignments. In lessons, Homeroom and classes like Study Skills, students engage in activities which explicitly focus on self-management skills, including motivation, time management and study strategies.

2.2 Unassessed Work

The School believes that students learn through and participate in activities that are not subject to assessment. These activities can take the form of inter-school sporting events, drama workshops or DEAR (Drop Everything and Read), a daily reading activity for sixième, cinquième and quatrième (6th, 7th and 8th grade | Years 7-8-9), to name but a few.

2.3 Inclusive Learning Arrangements

To ensure that all students are able to demonstrate their ability under assessment conditions that are as fair as possible, and as outlined in our Inclusion Policy, the School strives to use a variety of methods of assessment including oral, written, individual, group work, self-assessed, peer-assessed, short-term and long-term assignments. When standard assessment conditions put students at a disadvantage, and where a need has been identified by both the School and a learning specialist, assessment tasks may be adapted, using a range of strategies such as access to a word processor, extra time or rest breaks, to allow students to demonstrate learning. See Inclusion Policy for more details.

3 - ASSESSMENT TYPES AND AIMS

3.1 Assessment for Learning

3.1.1 Diagnostic Assessment

Diagnostic assessment at the School provides information to teachers and students about prior knowledge and is a way for teachers to gauge the level of the students upon admission, before starting a learning unit, or when they are assigned to proficiency or academic support groups.

Diagnostic assessment can take on many different forms at the school, from testing primary school children for reading fluency, to asking the students to access an interactive exercise platform, to small quizzes at the beginning of a lesson.

It is good practice for diagnostic assessment to occur informally and very regularly throughout a course.

Examples of diagnostic assessment include, but are not limited to:

- Entrance tests in French, English, and Math
- Tests de positionnement, in French and Math, in CP/Grade 1/Y2, CE1/Grade 2/ Y3, CM1/Grade 4/Y5, 6e/Grade 6/Y7, 4e/ Grade 8/ Y9, 2nde/Grade 10/Y11)
- NWEA® MAP Tests in English Reading, English Language Usage and Mathematics (from CM2/Grade 5/Y7 to 3ème/Grade 9/ Y10)
- Reading fluency tests
- Mid-term report cards and termly conseils de classe
- Placement tests (Math, English, French)

3.1.2 Formative Assessment

Formative assessment at the School occurs continuously during a learning period. Driven by timely and actionable feedback, it ensures both teachers and students understand current knowledge levels and next steps in learning. This type of work may or may not lead to a grade.. Because formative assessment leads to summative assessment, teachers vary their approaches and activities can take the form of group work, in which the collaborative aspect contributes to students' ability to enhance their knowledge of a topic, or self-evaluated work, in which a student can reflect on their own learning by assessing it against a table of clearly defined criteria.

Because the School is home to teachers from different countries, there is great diversity and creativity used in the types of formative assessment. The frequency of formative assessment is high, as it can take the form of group work, oral work, peer-evaluated work, self-evaluated work, homework, classwork, debates, or inter-disciplinary group research projects.

Examples of formative assessment include, but are not limited to:

- Chantier Calcul (Math Workshop, 6th through 10th grade)
- Chantier Orthographe (Spelling Workshop in 6th and 7th grades) ; rewriting in French, writing workshops ; Chantier Grammaire (Grammar Workshop in 9th and 10th grades)
- Differentiated assessments in English, French, and Math, tailored to maintain similar skills-based learning objectives, in order to preserve the coherence of the school curriculum and better track student progress and needs.

- All forms of assessment aimed at identifying needs and helping students progress towards common learning objectives.

3.2 Assessment of Learning - Summative Assessment

In Primary School, common formal summative assessment occurs twice a year: at the end of Semester 1 and Semester 2, for French, English, Maths and Chinese.

In Middle School (Collège | Grades 6-9 | Years 7-10) and in High School (Lycée | Grades 10-12 | Years 11-13), the end of each learning cycle is marked by internal summative evaluations that assess the skills and knowledge students are expected to have mastered. A General Exam Session (Compositions groupées) takes place twice per year, generally in December and March/April.

In High School, the aim of these examinations is to help prepare students for their final (externally evaluated) exams, in both the French baccalaureate track with Advanced Placement Exams (APs) and in the IB Diploma Programme (DP). Accordingly, GES are mock exams that follow the format and schedule of the real examination so students are well prepared. The school also organizes regular practice exam sessions for individual subjects between the two GES.

In addition, students have practice examination sessions for various other official (external) examinations, such as the IGCSE (English Language and Literature), YCT (Chinese – Confucius Institute), DELE (Spanish – Cervantes Institute), and the Goethe Institute examinations (German).

Examples of internal summative assessments include, but are not limited to:

- Regular testing in class
- Practice exam weeks
- General Exam Sessions (Compositions groupées) with use of a common marking scheme

Examples of external summative assessments include, but are not limited to:

- French baccalaureate with Advanced Placement exams
- International Baccalaureate
- IGCSE English First Language and English Literature
- Language certifications:

– Diplôme d'Études en Langue Française (DELF)

– Progetto Lingua Italiana Dante Alighieri (PLI DA)

– Goethe Institut Deutsch Zertifikat

– Cervantes Institute (DELE)

– Confucius Institute (YCT)

– IGCSE Chinese

3.3 Assessment as Learning

Assessment as learning is the idea that students are able to learn and build skills through assessments, taking place through activities such as self-assessment and peer-assessment, reflection, metacognition, and goal-setting.

In addition to the work done in lessons, assessment as learning activities are further supported and developed through study skills classes and homerooms, where students explicitly focus on specific methods and techniques they can apply to their work.

4 - DIVISION-SPECIFIC ASSESSMENT PROVISIONS

4.1 Primary and Middle School

In the Primary and Middle School years, no numerical grades are given and evaluation is skills-based, according to local French Ministry of Education mandated requirements. The Primary years mostly focus on reading, writing, comprehension and oral expression in both languages, math fundamentals, as well as , achievement standards in maths and scientific literacy and early Chinese (Mandarin) language acquisition.

Teaching and learning differences in cultural and pedagogical perspectives on assessment

are reflected in our dual language teaching as outlined in our Language Policy. The French and Anglo-American points of view enrich the learning experience of students through their contrast and complementarity. The positive tension between these approaches presents cognitive challenges as well as social and emotional learning opportunities.

During the Primary and Middle School years, the following progress descriptors are used:

Not yet: The skills required are not yet in place

Emerging: The skills required are improving, but remain tentative

Proficient: The skills required are confidently applied to familiar situations

Very Proficient: The skills required are applied effectively to new situations

4.2 High School: French and IB Tracks

In the High School, grades are given according to the French system, i.e. out of 20. The School's grade conversion scale for grades given out of 20 is based on the scale suggested by the French Embassy in the US and endorsed by the Fulbright Commission.

A+	16-20
A	14-15
A-	13
B+	12
B	11
B-	10
C+	9
C	8
C-	7
D+	6
D	5
D-	4

IBDP students are assessed according to the IB 1-7 scale, in each of their subjects Group 1-6, with 7 being an excellent grade. The Theory of Knowledge and Extended Essay are assessed according to the IB A-E scale, with A being excellent. This document thoroughly summarizes the specific descriptors for each attainment level for each subject.

5 - ASSESSMENT COHERENCE & SCHOOL SELF-ASSESSMENT

In order for testing and assessment to be fair and robust, teachers and department heads write examinations, establish grade or achievement boundaries and discuss expectations as a department. Each department holds moderation meetings in which teachers grade each other's papers in order to ensure harmony in grading methods and point attribution. In preparation for the baccalaureate exams, some departments have papers graded externally, so as to provide useful benchmarking for teachers and students alike.

GES results, as well as results obtained in external evaluations, provide the pedagogical leadership team with rich and critical opportunities to reflect on the effectiveness of teaching practices within the School. Additionally, external evaluations assess the overall performance of students, measured against national and international benchmarks.

Results are analyzed during department meetings, as well as at back-to-school and end-of-year seminars. The discussions and reflections which emerge from these meetings shape the aims and goals of the School's teaching and learning strategies, impact professional development decisions and nurture the on-going quest for best practices and pedagogical innovation that remain a core element of the School's mission statement.

Evaluating the school's effectiveness in fostering student growth and informing our pedagogical strategies, is paramount to supporting our commitment to a growth mindset at an institutional level.

To this end, Ecole Jennine Manuel has decided to implement MAP testing for students from grade 5 to grade 9. The purpose of this testing is to measure students' strengths and

weaknesses in English (language and reading comprehension) and Maths, as well as to track their progress over time. The MAP test will be administered twice a year, in the Fall and Spring.

In accordance with French Law, students from grade 1 to grade 10 also take positioning tests in both French and Maths.

6 - ASSESSMENT INTEGRITY AND TRANSPARENCY

6.1 Pre-assessment

General course criteria and expectations are presented to and discussed with students and parents at the beginning and end of a programme. These can be in the form of a progression map, which students and parents have access to in order to understand the aims of a particular course, or presentation meetings for parents at the beginning of a school year. Specific grading criteria are also consistently made available to students before an assessment is given.

6.2 Post-assessment

Feedback is given to students after each type of assessment. This may be in the form of a class correction, one-on-one feedback during office hours, or an official grade posted on the department website or on Pronote, the online agenda.

Grading criteria should be stapled to the student's work in order for learning objectives to be clear. Grades and evaluations of competencies are recorded on Pronote, which is/are accessible online to students and parents. This allows parents and administrators to have an overall view of a student's progress. These form the basis for assessment in the students' report cards, which are written at the end of each term.

7 - RESPONSIBILITIES AND EXPECTATIONS

In order for these practices to be of the greatest benefit, all members of the learning community should be actively involved with assessment.

It is to be noted that Ecole Jeannine Manuel is committed to maintaining a respectful and supportive learning environment where academic integrity and fair assessment practices are upheld. Any attempts to unduly influence or pressure any faculty member regarding grades will be addressed promptly and appropriately.

7.1 School Responsibilities

- To use a range of assessment strategies, practices and tools to ensure that assessment is appropriate to the needs and abilities of each student and informed by current findings in cognitive science
- To ensure that students understand the criteria by which they are being assessed. These should be clearly explained through class discussion and referenced to written mark schemes and grading rubrics
- To give feedback on assessed work in a timely fashion
- To record marks and evaluations of student progress in Pronote in a timely fashion and to complete mid-termly progress reports and termly reports
- To ensure that parents have access to Pronote and that they receive regular information about their child's progress
- To ensure that all students are able to demonstrate their ability under assessment conditions that are as fair as possible. When standard assessment conditions put students at a disadvantage, assessment tasks should be adapted and use a range of strategies to allow students to demonstrate learning
- To analyze and review assessment data regularly as part of a wider school evaluation and transformational process
- To use Pronote and/or calendars of deadlines to take general workload into account
- To work with students to ensure they understand that assessment is key to learning and that progress rather than perfection is the goal. As such, assessments should be

recognized as opportunities for feedback

- To ensure families understand that reported grades are criteria or skill-based holistic evaluations rather than mathematical averages of a student's work

7.2 Student Responsibilities

- To work diligently, use Pronote and/or calendars of deadlines to submit work in the required format by the due date
- To interact with teachers to ensure they understand how their work will be assessed
- To ensure that all work complies with our Academic Integrity policy guidelines
- To take responsibility for their learning and assessment, recognizing and embracing the idea that assessment is an opportunity for learning and feedback
- To communicate with teachers when further support or feedback is needed, including managing deadlines, clarification of feedback, understanding expectations, workload, etc. as outlined in the Inclusion and Academic Integrity Policies
- To understand that reported grades are criteria or skill-based holistic evaluations rather than mathematical averages of a student's work
- To be present and engaged for all assessments, completing these to the best of their ability

7.3 Parent Responsibilities

- To be familiar with and adhere to the School's assessment policy
- To support and encourage their children in good practices
- To work with students to ensure they take responsibility for their learning and assessment, recognizing and embracing the idea that assessment is an opportunity for learning and feedback
- To encourage a "growth mindset" approach to assessment
- To understand that reported grades are criteria or skill-based holistic evaluations rather than mathematical averages of a student's work
- To support their children to be present and engaged for all assessments, and to complete these to the best of their ability

8 - IBDP-SPECIFIC PROVISIONS

8.1 Assessment Policy and IB Standards

The development of this policy has been informed by the aims of the IB learner profile, particularly with respect to helping shape open-minded, reflective thinkers, inquirers, communicators and risk-takers. It has also been informed by the *IB Program Standards and Practices*[7], specifically standard 0404 which states:

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Informed by the IB publication: *Diploma Programme assessment: Principles and practice*,[8] the School understands that:

"Teachers have a responsibility to design and provide ongoing formative assessment that informs students about their learning. Formative assessment also enables teachers to address the needs of individual learners in their lesson planning and design of learning activities. The

7 - International Baccalaureate Organization . "Programme Standards and Practices." IB Standards and Practices, Oct. 2018, https://resources.ibo.org/ib/psp/Standards-and-Practices

8 - International Baccalaureate Organization. "Diploma Programme: From Principles into Practice." Switzerland, Geneva, Apr. 2015

emphasis here, a key component of learning how to learn, is on making the student a better judge of his or her own performance and then helping him or her develop strategies to improve. Formative assessment focuses on assessment as an essential learning process. Schools use a number of practices and instruments to support this including:

• student self-evaluation supported by the teacher

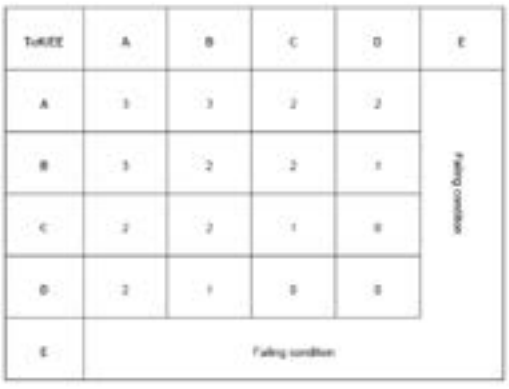
• systematic use of detailed assessment criteria (rubrics, matrices)

• peer evaluation mediated by the teacher (either face-to-face or using an ICT resource such as a blog).

Assessment instruments primarily designed for formal summative assessment at the end of the course can also be adapted and used formatively as part of the learning process. Student self-assessment has been shown to improve both self-confidence and self-motivation (Dweck 1999). Using this technique, students can accurately measure their own proficiency in specified skills against measures of proficiency in generalized skills."[9]

8.2 Assessment in the IBDP DP Core

As noted in Section 4 High School Assessment and Grading Systems, both the Theory of Knowledge (TOK) and the Extended Essay (EE) are assessed on a scale from A to E. Marks obtained in the TOK and the EE are combined according to the grading scale below (issued by the IBO), for up to 3 additional points:



All IBDP students are also engaged in Creativity Activity Service (CAS). The two-year engagements and final portfolio they create is a reflective overview of their CAS experiences that are evaluated by the CAS coordinator continuously throughout the IBDP. At the end of Year 2, the CAS coordinator validates each student's CAS folder by taking into account their experiences and portfolio.

Not meeting CAS requirements is disqualifying for the IBDP.

8.3 Assessment Coherence in the IBDP

In addition to points outlined in Section 5 Assessment Coherence & School Self-Assessment, teachers of the same subject in the IBDP meet regularly with the department coordinator to standardize and harmonize marking and expectations. Department coordinators ensure that teachers who are new to the IBDP are supported to gain an understanding of IB expectations and standards. Specific department meetings are held for the moderation of IBDP Coursework. Department meetings are also organized to ensure consistency and accuracy in issuing predicted grades which align with historical school standards and student work.

9 - PREDICTED GRADES POLICY

Creating a culture of transparency and mutual trust, in which the School's aims and goals are aligned with those of students and families is of paramount importance. One of the School's main goals is to prepare students for the next steps in their academic and professional journeys. The partnerships, relationships and trust between the School and both the IBO and universities, which have been built over the past few decades, through accurate, precise and data-backed predictions, have forged the path and continue to create opportunities for our students. The School works with students to strengthen their growth mindset and their understanding that they are life-long learners who can always strive to progress, improve and grow.

9.1 Predicted Grades for the IBDP

These marks are entered by teachers in April of Year 2 of the IB Diploma Program. It is im-

9 Ibid., p. 78

portant to note that these predicted grades are used by the International Baccalaureate Organization to measure and evaluate a school's accuracy and not the student's level. Through regular assessment, teacher feedback, report cards, Bacs Blancs, bilans intermédiaires and ad hoc meetings with the Head of the IB, Homeroom teachers and Deputy Head, students and families should have a very good sense of the level at which a student is performing. Releasing this predicted grade to students and families so close to the examination session can have a damaging effect, as it can be internalized by the student as a crystallization of their level. This goes directly against the School's philosophy of growth mindset, whereby it is always possible to progress, do better and wherein errors are an opportunity for growth. At a student's request, these predicted grades can be communicated as soon as the IBDP final examinations are complete.

9.2 Predicted Grades for UCAS

Entry into UK universities, Art Schools and Music Academies are, in nearly all cases, conditional on the final results in the Baccalaureate. Universities will study a student's application and then decide whether to make an offer to the student or not. The universities, and departments within them, have different criteria and different expectations and therefore, in the IB, the 'offers' can range from 30 to 42 with specific subject demands.

The role of the school's College Counseling team is to help the student make the right subject choice, then the right university choice, and both will, in part, depend on the grades the student can expect to obtain. The 'predicted grade', while by no means the most important, is a part of the application and is made by the university adviser at the time of the application, usually in the first term of Terminale. It is based on many factors including a full examination of the student's academic performance so far and comments received from teachers in relevant subject areas. It is not necessarily the same prediction as the one the school makes later in April but is a genuine estimation of what will probably happen. We do not share the prediction with the students to avoid unnecessary pressure, but they nevertheless know what the universities are likely to require and so can have a pretty good idea as to what grades were submitted.

To put 'predicted grades' in context, the following is the order of importance of the various elements in an application:

1. Whether the subjects being studied match the subject for which the student is applying,
2. The reference written by the university adviser,
3. The personal statement.
4. The predicted grades.

As long as the predicted grades are within range of the university's expectations or above, they probably play no role at all. If they are off the pace, the application will be put on hold until later in the process but will then play no further role. If they are a long way off, for instance 30 points where 35 are usually required, the application will be rejected. This rarely happens because the collaboration between the adviser and the student has found the most suitable courses and so the application will normally be 'within range'.

9.3 Predicted Grades for Other University Systems

When other universities around the world request predicted grades, these may be issued by the Division Head in collaboration with the College Counsellor.

The School will not issue predicted grades when a student is working with an outside counselor.

ACADEMIC INTEGRITY POLICY

1 - POLICY AIMS & OBJECTIVES

Academic and personal integrity are core components of self-worth, wellbeing and academic achievement. Academic integrity is essential to shaping the growth mindset that encourages intellectual risk-taking and views mistakes as opportunities for students to learn and grow as principled, open-minded, knowledgeable inquirers, and lifelong learners.

The School is committed to promoting personal and academic integrity in all aspects of its curriculum and co-curricular activities. Teaching and learning must help students understand the good practices that underpin academic integrity, and that are governed by honesty, trust, fairness, respect and responsibility[10]. These practices include, but are not limited to:

- creating original work,
- properly citing sources,
- recognizing and respecting the intellectual contributions of others,
- giving credit where it is due,
- trusting one's intellectual reasoning,
- taking risks, demonstrating one's own achievements and abilities, viewing mistakes as opportunities to grow,
- becoming actively responsible for one's own learning,
- submitting work on time,
- understanding and embracing academic integrity as essential to the School's social contract which is founded on trust and respect.

The School is also committed to ensuring students understand what constitutes academic misconduct. These practices include, but are not limited to:

- Failure to acknowledge and cite the works and ideas of others,
- Collusion, or submitting work done as a group as one's own,
- Submitting work that was produced by someone else or Large Language Models,
- Allowing other students to copy work,
- Bringing unauthorized material to exams or failing to follow exam instructions,
- Submitting work past the deadline.

The School recognizes that academic integrity is challenged by perceived parental, teacher or cultural expectations, by peer pressure, competition and, in High School, by the self-imposed pressure to achieve one's higher education placement ambitions.

Each student, parent, teacher and staff member has a responsibility to promote a School culture that fosters sound practices in the field of academic integrity. Being home to students representing over 80 nations and all major cultural traditions, the School recognizes that stakeholders bring different cultural perspectives to the nurturing of personal integrity and academic integrity.

The aim of this policy is for all stakeholders to share a transparent, fair and consistent framework for academically honest behavior and, as outlined in our Assessment Policy, to recognize that meaningful learning occurs when students are creating and receiving feedback on their own, original work.

2 - RESPONSIBILITIES AND EXPECTATIONS[11]

2.1 School Responsibilities

- To teach students about good practices surrounding academic integrity as outlined in Section 2 of this document,
- To teach students how to find and eval-

10 International Baccalaureate Organization . "Programme Standards and Practices." *IB Standards and Practices*, Oct. 2018, https://resources.ibo.org/ib/psp/Standards-and-Practices.

11 See Section 5 for IBDP specific responsibilities.

uate sources of information,

- To teach students how to acknowledge the ideas of others and reference their work,
- To help students understand the need to recognize the work, sources and ideas of others,
- To express confidence in the value of each student's work,
- To foster a growth mindset so that students become confident intellectual risk-takers and view mistakes as opportunities to learn and grow,
- To encourage students to communicate openly with their teachers when they are struggling, need additional support, or anticipate difficulty meeting a deadline, so that challenges can be addressed appropriately rather than through academic misconduct.
- To explain this policy clearly to all members of the school community, explicitly working on it in lessons, through library-led initiatives, Study Skills classes, etc.
- To encourage and celebrate good practices,
- To facilitate ongoing reflection about personal and academic integrity,
- To promote a culture of trust within the framework of this policy,
- To review and, if necessary, amend this policy,
- To explain academic misconduct and its consequences,
- To administer fair and consistent consequences for breaches in academic integrity.

2.2 Student Responsibilities

- To be familiar with this policy,
- To understand the good practices surrounding academic integrity as outlined in Section 2 of this document,
- To work responsibly in groups, ensuring that each group member's contributions and communication are transparent and clear,
- To find and evaluate sources of information,
- To acknowledge the ideas of others and reference their work,
- To communicate openly with their teachers when they are struggling, need additional support, or anticipate difficulty meeting a deadline, so that challenges can be addressed appropriately rather than through academic misconduct.
- To understand the need to recognize the work, sources and ideas of others,
- To adopt a growth mindset and become confident intellectual risk-takers and view mistakes as opportunities to learn and grow,
- To use the tools provided by the school to work in a manner that shows academic integrity,
- To engage in ongoing reflection about personal and academic integrity,
- To avoid behaviors connected with academic misconduct, as outlined in Section 2 of this document
- To understand academic misconduct and its consequences.

2.3 Parent Responsibilities

- To be familiar with this policy,
- To understand the good practices surrounding academic integrity as outlined in Section 2 of this document,
- To support and encourage their children in adhering to the academic integrity practices outlined above, including requiring their children to do their own

work,

- To encourage their children to adopt a growth mindset, become confident intellectual risk-takers and view mistakes as opportunities to learn and grow,
- To support and encourage their children to use the tools provided by the school to work in a manner which shows academic integrity,
- To support and encourage their child in academic good practices,
- To understand academic misconduct and its consequences,
- To support the School's administration of consequences of this policy is breached.

3 - WORKING WITH ARTIFICIAL INTELLIGENCE

As with any transformative technology, Artificial Intelligence (AI) has already begun to have an impact on all learning communities. It has the potential to facilitate the learning experience and to improve learning outcomes. However, students must be aware of its limitations and pitfalls, and must treat any large language model (LLM) or other AI tool as a source like any other, use it ethically and responsibly, and follow official guidelines for citing it. Above all, students must produce work that is the fruit of their own learning, reflection, and personal effort. The use of AI without following proper citation guidelines will be considered a violation of the Academic Integrity Policy.

The school recognizes that artificial intelligence (AI) tools are becoming an integral part of learning and everyday life. We believe that AI can support learning when used ethically, responsibly, and transparently. Work produced, even in part, by AI tools does not constitute a student's own intellectual work. Any use of AI must therefore be clearly acknowledged, and students remain responsible for ensuring that all work submitted represents their own understanding, thinking, and learning.

In particular, the IB has issued the following statement:

> "The IB believes that Artificial Intelligence (AI) technology will become part of our everyday lives—like spell checkers, translation software and calculators. We, therefore, need to adapt and transform our educational programmes and assessment practices so that students can use these new AI tools ethically and effectively. The IB is not going to ban the use of such software but will work with schools to help them support their students on how to use these tools ethically in line with our principles of academic integrity.
>
> However, students need to be aware that the IB does not regard any work produced—even only in part— by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them— which is a form of academic misconduct."[12]

4 - RESPONDING TO VIOLATIONS OF THE ACADEMIC INTEGRITY POLICY [13]

The School prepares students for further education and for their lives outside and after school. Nurturing personal and academic integrity are crucial factors in developing self-worth; consequently , academic integrity is taken very seriously.

The School emphasizes information and prevention at every step of the student's education. In order to prevent academic disintegrity (collusion, plagiarism, duplication of work or gaining an unfair advantage), the School facilitates regular contact and discussions between students and the library, encourages contracts to be drawn up and signed by both students and parents, gives regular presentations to students on how to cite sources and avoid plagiarism, and regularly defines academic disintegrity.

As a School, we aim to create an ethos of trust in which academic disintegrity is known to be an unacceptable breach of trust and where

12 International Baccalaureate Organization . "Academic Integrity." Academic Integrity, Oct. 2019, Updated May 2026

13 See Section 5 for IBDP specific consequences

students are confident that reported instances of academic disintegrity will be investigated swiftly, transparently, sensitively and effectively.

The School Rules and Regulations (*Règlement intérieur*) specify the range of measures that the School may enforce in the event of a violation of the Academic Integrity Policy. Depending on the age of the student, past transgressions and the nature of the infraction, potential consequences include re-submitting work, detention, official warning or suspension. Santions are determined in a manner consistent with the prevailing *Règlement intérieur* by the relevant senior leadership team member who speaks with the student, consults with teachers and other staff members as required, and communicates with parents.

5 - IBDP-SPECIFIC PROVISIONS

Although the entirety of this policy has been informed by the IB learner profile, ATL and the IB's Academic Integrity publication, certain IB-specific provisions are included hereunder and are guided by the three following principles:

"**To maintain fairness.** IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules. For more information see Assessment principles and practices—Quality assessments in a digital age

To maintain trust and credibility. Trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.

To develop respect for others. Students who understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged."[14]

5.1 School Responsibilities in the IBDP

In addition to those listed above, School responsibilities towards DP students include:

- Informing students and their families about deadlines and expectations,
- Implementing and taking a pedagogical approach with the similarity checker Turnitin®, allowing students and parents check that their work is original and cited properly,
- Ensuring that teachers provide a firm and reasonable timeframe for completing work,
- Facilitating open and transparent discussions between students, teachers and the IBDP Coordinator/Head of IB to understand expectations and meet deadlines,
- Supporting teachers in verifying that students' work complies with the IB's expectations concerning academic integrity,
- Bringing concerns about academic integrity to the attention of the IBDP Coordinator/Head of IB,
- Highlighting the importance of respecting deadlines, including for drafts for all coursework, either internally or externally assessed by the IB,
- Highlighting the importance of keeping track of progress on and originality of their work, including drafts, for all internally and externally assessed work counting directly towards official IB examinations,
- At the Head of IB's discretion, and as outlined in our INCLUSION POLICY providing support and accommodations for students who cannot submit work in the given timeframe for valid reasons,
- Ensuring that students are in fair con-

14 International Baccalaureate Organization . "Academic Integrity." Academic Integrity, Oct. 2019, Updated March 2023

ditions and that no student is gaining an unfair advantage by submitting work which is late without a valid reason or lacking in academic integrity,

- Contacting the IBO if, when and as required.

5.2 Student Responsibilities in the IBDP

In addition to those listed above, student responsibilities include:

- Respecting all internal School deadlines,
- Engaging in open and transparent discussions with teachers with the DP Coordinator/Head of IB, to understand expectations and meet deadlines, as outlined in the Assessment Policy,
- Ensuring work is submitted on time in the event of an absence,
- To communicate openly with their teachers when they are struggling, need additional support, or anticipate difficulty meeting a deadline, so that challenges can be addressed appropriately rather than through academic misconduct.
- Consulting IB official subject guides, toolkits and other material, Managebac, *Pronote* or teacher websites to ensure that expectations are clear,
- Ensuring deadlines are all respected, including for drafts for all coursework, either internally or externally assessed by the IB,
- Understanding that missing deadlines is seen as gaining an unfair advantage over their peers,
- Submitting work of academic integrity, for all coursework submitted, both internally and externally assessed by the IB,
- Understanding that submitting academically dishonest work for these assignments constitutes a particularly serious breach of academic integrity and IB regulations and standards and will be sanctioned,

5.3 Family Responsibilities in the IBDP

In addition to those listed above, family responsibilities include:

- Supporting their children to respect all internal School deadlines,
- Supporting their children to engage in open and transparent discussions with teachers with the DP Coordinator/Head of IB, to understand expectations and meet deadlines,
- Supporting their children to ensure work is submitted on time in the event of an absence,
- Encouraging their children to consult IB official subject guides, Managebac, *Pronote* or teacher websites to ensure that expectations are clear,
- Helping their children understand that missing deadlines is seen as gaining an unfair advantage,
- Understanding and helping their children understand that missing deadlines, including for drafts, for all coursework, both internally and externally assessed by the IB, constitutes a breach of academic integrity and IB regulations and standards,that will be sanctioned.

5.4 Consequences in the IBDP

The consequences listed above also apply to DP students.

DP students are supported, encouraged and given the tools to produce work that is submitted on time and is academically honest. The School will administer fair and consistent consequences when these principles are not upheld.

As a School, we aim to create an ethos of trust in which academic disintegrity is known to be an unacceptable breach of trust and where students are confident that reported instances of academic disintegrity will be investigated

swiftly, transparently, sensitively and effectively.

The *Règlement intérieur* specifies the range of measures that the School may enforce in the event of academic disintegrity. Depending on the nature of the infraction, consequences include those indicated in section 4 as well as withdrawal from official IB examinations and/or the IB Diploma Program, and IB Organization notification if, when and as required.

Sanctions are determined in a manner consistent with the prevailing School Rules and Regulations by the Head of IB/DP Coordinator, teachers and other staff members as required and communicated with parents.

ONGOING ASSESSMENT IN THE INTERNATIONAL FRENCH BACCALAUREATE (BFI)

1 - REGULATORY FRAMEWORK

Note de service of 07/28/2021 published in the BO (Bulletin Officiel) of 07/30/2021

Note de service of 08/25/2025 published in the BO of 08/28/2025

FAQ "Projet d'évaluation, baccalauréat général et technologique", of 10/20/2021

2 - INTENTIONS

The assessment of subjects leading to the award of the baccalauréat général falls either under a final exam (épreuve terminale) or continuous assessment (contrôle continu), following the principle that a single subject "cannot be assessed in two different ways."

The weight of the subjects assessed via continuous assessment—both for obtaining the baccalauréat and for pursuing higher education, in France as well as abroad—makes it necessary to clarify the assessment policy in effect in the cycle terminal (11th and 12th grades) at École Jeannine Manuel. In continuity with the reflection on assessment that spans our school from kindergarten to the end of high school, this document extends the provisions outlined in the Assessment Policy and Academic Honesty Policy in effect in our institution since September 2018, and will be revised in accordance with updates in guidelines issued by the French Ministry of National Education.

3 - SUBJECTS CONCERNED

3.1 At École Jeannine Manuel, the primary subjects concerned by continuous assessment are:

· The specialty subject (enseignement de spécialité or EDS) dropped at the end of 1re (11th grade), coeff. 8;

· Physical Education (éducation physique et sportive or EPS), coeff. 6;

· Scientific Education (enseignement scientifique), coeff. 6;

· Modern Languages (LVB), coeff. 6;

· Moral and Civic Education (enseignement moral et civique or EMC), coeff. 2;

· Elective courses (Arts, Theater, Modern Language C, Latin in 1re and terminale, along with potentially Expert Mathematics or Complementary Mathematics in terminale), with a coeff. of 2 per full year of study.

3.2 French (français), Philosophy (philosophie), and the EDS subjects kept in terminale (12th grade), although they are subject to a final exam (épreuve terminale), are also taken into account through the student's transcript record (livret scolaire) and must therefore be given similar attention. The same applies to the specific subjects of the French International Baccalaureate (baccalauréat français international or BFI), namely approfondissement culturel et linguistique, History-Geography, and Connaissances du monde.

4. ASSESSMENT PRACTICES

4.1 Assessments—whether formal or informal, diagnostic, formative, or summative—primarily serve to guide students in their learning by developing their metacognitive habits and their growth mindset. For subjects assessed via continuous assessment, it is important to distinguish, while respecting the specific features of each subject, the assessments that play a certificative role—that is, certifying a level relative to a national framework of knowledge and skills.

These assessments, announced as such to students and their families, must account for the progressive nature of learning and must not favor or exclude any format (written, oral, homework, group work, practical work, etc.).

A skill or domain of knowledge must have been subject to at least one piece of feedback before being assessed in a certificative framework.

4.2 In order to guarantee compliance with the national framework, and consequently the fairness owed to students, "traditional" certificative assessments (devoirs sur table, mock exams/examens blancs) will be systematically backed by tests available in the national question bank (banque nationale de sujets or BNS) supplied by the Ministry of National Education.

A student's commitment and independence, creativity, ability to collaborate and communicate, and critical thinking must naturally be taken into account in the trimester grade: these cross-curricular skills form one of the domains of the core curriculum (socle commun de connaissances, de compétences et de culture) that must be mastered by the end of middle school (collège), and their importance is systematically recalled in the introduction of all active high school programs. On the other hand, their assessment cannot be the subject of a dedicated, point-in-time evaluation; rather, it must result from continuous observation and constant interaction among students, and between students and the teacher, throughout the trimester and the school year.

4.3 For a given course, the calculation of the trimester grade is detailed in Section 5 of this document; the annual grade corresponds to the arithmetic average of the three trimester grades.

4.4 Certificative assessments must be defined in terms of quantity, frequency, and format.

4.4.1 Threshold of Significance

To ensure meaningful grades on trimester reports and on the high school student's livret scolaire, a minimum number of certificative assessments must be established for each student per trimester. This minimum number is set at 2 or 3, depending on the subject, except for EMC.

If, at the end of a trimester, this threshold of significance is not reached by a student in one or more subjects, the student may be summoned to an individual assessment, the score of which will serve as the trimester grade.

If, at the end of the school year, a student does not have three trimester grades, they may be summoned by the head of school to an individual exam, the score of which will serve as the annual grade.

4.4.2 Handling of Fraud – Fraud, as well as any attempt at fraud, will be handled in accordance with École Jeannine Manuel's internal regulations (règlement intérieur) and the Academic Honesty Policy. In particular, absences from a certificative assessment resulting from an obvious avoidance strategy will incur disciplinary action and systematically trigger the principles outlined in the previous paragraph.

4.5 Non-certificative assessments, which by definition do not count toward the trimester or annual grade, may also be conducted during the school year. They encourage students to maintain a culture of 'ungraded' assessment, deepen their understanding of the discipline, and, for EDS (in 11th grade/première), help guide their choices for 12th grade/terminale.

4.6 If students are unable to be physically present at the school due to a specific risk, it would be essential to conduct certificative assessments whose validity remains unaffected by the circumstances. To this end, advance planning must be conducted within each subject discipline.

5. Specific Features of Subjects Assessed via Continuous Assessment (Contrôle Continu)

In this section, any mentioned number of certificative assessments should be understood as a minimum requirement, which in no way prevents the teacher from conducting any additional assessments deemed necessary—within the framework of this document—to accurately evaluate student progress; this includes makeup tests (devoirs de rattrapage).

5.1 EDS (Specialty Subjects)

5.1.1 Humanities, Literature, and Philosophy (Humanités, littérature et philosophie)

The trimester grade consists of at least three assessments for each of the two subjects (Literature and Philosophy) within the specialty:

· At least one certificative assessment—such as an interpretation question (question d'interprétation) or reflection question (question de réflexion) matching the format of the baccalauréat exam—will be conducted in class during the first trimester, and during the two mock baccalaureate exams (baccalauréats blancs) thereafter. This score cannot count for more than 60% of the average. Teachers will ensure that, in the first trimester, this assignment follows preparatory work explaining the expectations of the exercise.

· Other written exercises will also be completed (interpretation question, essay, reading reflections, personal research reports, etc.) to allow for a variety of tasks. These will not all necessarily receive a numerical grade but will provide a second written evaluation.

· The trimester grade must also imperatively include an assessment corresponding to the student's oral skills. The latter does not merely reflect a "participation" score, but also evaluates the student's general engagement in class (attendance, positioning within group work, etc.). At least one oral exercise (reading aloud, presentation, reading report, etc.) must be included.

5.1.2 History-Geography, Geopolitics, and Political Science (Histoire-Géographie, géopolitique, sciences politiques)

This EDS is taught in French and English. The trimester grade is compiled from 4 certificative scores: 2 in English and 2 in French.

Two summative assessments chosen from the following three types:

· One may be an essay (composition) on a prompt drawn from the BNS. This assignment may be completed at home or in class under timed conditions.

· Another may be a homework assignment aimed at developing research skills and independent, individual work.

· An oral presentation resulting from individual or group preparation done at home.

An engagement assessment taking into account oral presence: ability to answer questions, relevance of questions asked, and commitment to group work.

5.1.3 Mathematics (Mathématiques)

Each trimester grade consists of:

· A certificative score calculated from common assessments (common test or bac blanc

and chantier calcul);

· A score built from formative assessments completed in class;

· An engagement score: this results from the evaluation of group work, class participation, homework assignments, and effort demonstrated.

5.1.4 Computer Science (Numérique et sciences informatiques / NSI)

Each trimester grade consists of:

· A certificative score, calculated from at least 3 in-class assessments of the "paper exam" (devoir sur table) or "computer exam" (devoir sur ordinateur) type. It accounts for 70% of the trimester grade.

· A project and engagement score. This score is based on the evaluation of project(s) completed individually or in pairs. Student engagement, class participation, and effort put into non-graded submissions are valued here. It accounts for 30% of the trimester grade.

5.1.5 Earth & Life Sciences (SVT) and Physics-Chemistry (Sciences physiques)

The trimester grade is compiled from 2 certificative scores:

· Summative assessments – This first certificative score is built from in-class written tests (devoirs sur table). It counts for 70% of the trimester grade.

· Classroom activities – This second certificative score is built from activities performed in class (experimental or theoretical, group or individual, oral or written). It counts for 30% of the trimester grade.

· Trimester grades may be adjusted based on student engagement.

5.1.6 Economic and Social Sciences (SES)

The trimester grade is compiled from 4 certificative assessments:

· An in-class summative assessment, corresponding to the evaluation of Part 1 and/or Part 2 of the SES specialty exam in Trimester 1, or to the scores obtained on bac blanc exams for Trimesters 2 and 3.

· An in-class formative assessment – A task whose objectives and format may vary (film questionnaire, document analysis work, etc.).

· Group work evaluation – Work carried out either partially or entirely in class, with a written and/or oral component.

· Engagement evaluation – Evaluates the relevance of oral contributions, the student's ability to answer questions orally or synthesize lessons at the end of a session, and commitment to collaborative work.

5.1.7 Visual Arts (Arts Plastiques)

The trimester grade is compiled from at least three certificative assessments to evaluate the diversity of skills expected in the discipline:

· A written assessment (in-class exam and/or bacs blancs) aimed at verifying the student's ability to analyze an artwork or topic in relation to baccalauréat expectations.

· A practical assessment (timed artwork creation or a project developed over multiple sessions) to assess mastery of artistic techniques, creativity, and the ability to execute an original approach.

· An engagement and oral assessment taking into account class participation, oral presentations of research or work, and maintaining a workbook (carnet de travail with sketches, notes, reflections).

· Regular and varied formative assessments supplement these certificative moments to support student progress, though not all receive a numerical grade.

The annual grade corresponds to the arithmetic average of the three trimester grades.

5.2 Physical Education (EPS)

The certificative assessment takes place within the framework of ongoing course evaluation (contrôle en cours de formation or CCF).

During the terminale year, school candidates are evaluated on three tests based on three physical, sports, and artistic activities (APSA).

The candidate's final score is the average of these three tests.

The schedule and modalities of these tests are announced to the students.

In the event of a duly justified absence, a makeup test may be offered to the students concerned.

5.3 Scientific Education (Enseignement scientifique)

The trimester grade is compiled from 3 certificative scores:

· **End-of-module test** – A test is organized at the end of each module. The score counts for 50% of the trimester grade.

· **Activities performed during the module** – Throughout each module, various assignments are evaluated. They take various formats (individual or group work, oral or written, completed in class or finished at home, etc.). All collected work forms the second certificative score, counting for 30% of the trimester grade.

· **Engagement –** The third certificative score evaluates individual student engagement during the module. This score counts for 20% of the trimester grade.

5.4 Modern Languages B (LVB)

Language B subjects assessed via continuous assessment in both première and terminale are German, Chinese, Spanish, and Italian. An evaluation of engagement, oral presence, participation, and consistency contributes to the trimester grade, and all 4 skills—written expression/comprehension and oral expression/comprehension—are worked on and assessed regularly throughout the year, with particular focus on the following:

· Written expression, written comprehension, and oral expression are evaluated with particular focus during Trimester 1.

· Listening comprehension (compréhension orale) is evaluated with particular focus during Trimester 2.

· A written project related to the culture of country/countries where the language is spoken may be completed and assessed during Trimester 3.

· Languages whose learning involves a standardized exam (DELE for Spanish, PLIDA for Italian, GOETHE for German) are also assessed across all three trimesters through tests modeled on these exams.

5.5 Moral and Civic Education (EMC)

One grade per trimester will be assigned to each student, based on the evaluation of three criteria:

· **1st Trimester**: A grade on student research work evaluating the diversity of sources, thereby developing "skills to contribute to cooperative work" while measuring the student's level of engagement in group research.

· **2nd Trimester:** A grade evaluating "the student's public speaking skills" through an oral project presentation and their ability to organize and/or moderate a debate.

· **3rd Trimester:** An overall grade integrating the student's ability to "exercise critical judgment"—particularly their rigor in processing information—evaluating oral engagement and argumentation quality throughout the year during classroom debates.

HIGH SCHOOL DIPLOMA POLICY

1 - POLICY AIMS & OBJECTIVES

Following its international and American accreditations by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC) in 2014, École Jeannine Manuel awards its 12th-grade students a high school diploma at a graduation ceremony held in the final term of the academic year. Recognized worldwide, this diploma symbolizes the international character of the school.

École Jeannine Manuel's High School Diploma validates the academic and co-curricular achievements of its students during 10th, 11th and 12th Grades. In addition, all recipients have shown that they have invested in the school's mission by their involvement in co-curricular activities and the completion of a research project. The requirements of this diploma bring French-track and IB students together through CAS activities and other projects, and unite them in embracing the School's identity.

The purpose of this policy is to define the conditions for obtaining this diploma.

2 - GENERAL REQUIREMENTS

In order to obtain a High School Diploma, each student will have:

- Shown full adherence to the mission statement and pedagogical principles of the school;
- Complied strictly with the principles outlined in the school's academic integrity policy;
- Demonstrated satisfactory attendance;
- Earned a total of 90 hours of co-curricular activities during the three years of high school; and
- Conducted a research project.[15]

3 - REQUIRED CREDITS

In addition to the above-mentioned criteria, each student must earn a total of 18 credits (3 of which are chosen from disciplines outside of the Core subjects defined below).

One credit corresponds to one complete and satisfactory year of study of the subject.

This requirement applies to the French National Education High School programs, the International Baccalaureate Diploma Program (IBDP), the International General Certificate of Secondary Education curriculum (IGCSE), or the École Jeannine Manuel curriculum.

3.1 Students are required to earn credits in the following disciplines:

3.1.1 Core Disciplines (15)

The following disciplines refer to IBDP (SL or HL) subjects, or International French Baccalaureate subjects from the specialty subjects or the common core (*tronc commun*), and include all core 10th grade subjects.

- French[16] - 3
- English[17] - 3
- Humanities[18] - 4
- Mathematics[19] - 1
- Science[20] - 3

15 The Extended Essay in the IBDP; the preparation for the Épreuve Orale Terminale in the French Baccalaureate both satisfy the research project requirement.

16 French A, French B, French Ab Initio in the IBDP; Français or Philosophie or Humanités, Littérature et Philosophie in the French Baccalaureate all satisfy the French requirement.

17 English A, English B in the IBDP; AP Language and Composition, AP Literature and Composition, English Language and Literature or Anglais LVA in the French Baccalaureate all satisfy the English requirement.

18 History, Geography, Economics, Business & Management, in the IBDP; Histoire-Géographie, Histoire, Géographie, Géopolitique, Sciences Politiques, AP Human Geography, AP European History in the French Baccalaureate all satisfy the Humanities requirement.

19 Mathematics Applications and Interpretation, Mathematics Analysis and Approaches in the IBDP; Mathématiques, Mathématiques spécifiques Mathématiques Spécialité with or without Mathématiques Expertes, Mathématiques Complémentaires, AP Calculus BC, AP Statistics in the French Baccalaureate all satisfy the Mathematics requirement.

20 Biology, Chemistry, Computer Science, Physics, Environmental Systems and Societies in the IBDP; Sciences de la Vie et de la Terre, Sciences Physiques, Numérique et Sciences Informatiques, Enseignement Scientifique in the French Baccalaureate all satisfy the Science requirement.

- Physical Education - 1

3.2 Options

One year of study in one of the following optional subjects earns one credit.

- Arts[21]
- Study of another language
- Study of an additional humanities subject
- Study of an additional science
- Study of an additional year of mathematics
- Study of an additional year of physical education

3.3 New Students

For students joining the school during the High School years, the validation of credits gained in their previous school(s) is imperative. These credits are granted by the Head of School after reviewing the student's previous school reports and comments.

4 - AWARDING OF THE HIGH SCHOOL DIPLOMA

École Jeannine Manuel's High School Diploma is awarded to each student, by decision of the Head of School, following the considerations of the second term *Conseil de Classe* which ensures that all the criteria described above have been met.

4.1 Suspension of the diploma procedure

4.1.1 Any student who fails to meet all criteria defined in this policy will not be awarded the École Jeannine Manuel High School Diploma.

4.1.2 Any student who does not fulfill the requirements to obtain the diploma has the right to appeal. They will be invited to an interview with the Head of School to explain the reasons why the requirements were not met.

4.1.3 Following the interview, the Head of School will decide whether to grant the École Jeannine Manuel High School Diploma.

4.1.4 The Head of School will inform the student and their family of the decision within 48 hours following the interview. The Head of School's decision is non-appealable and final; under no circumstances may the school's Complaints Policy be invoked to challenge or overturn this determination.

21 Visual Arts or Theater in the IBDP; Arts Plastiques, Musique, or Théâtre in the French Baccalaureate all satisfy the Arts requirement.

COMPLAINTS POLICY

1 - POLICY AIMS & OBJECTIVES

This is a guide to the formal complaints policy and procedure for use by parents and students. If you have a concern or a complaint about any aspect of school life, including any decisions made regarding your child's schooling, please contact an appropriate member of staff as soon as possible. We will deal with any issue promptly and courteously. This policy applies to all year groups and programs at École Jeannine Manuel ("the School").

2 - INFORMAL RESOLUTION

It is our hope that most complaints can be considered and resolved quickly and informally.

2.1 If parents have a complaint they should contact **their child's teacher or homeroom teacher**, whichever is most appropriate. In many cases, the matter will be resolved straightaway by this means. If the teacher cannot resolve the matter alone, it may be necessary for them to consult the Division Head.

2.2 For any serious subject-related or general academic concern, or for a pastoral or disciplinary matter, the **Division Head** should be contacted first.

2.3 In matters regarding finance, fees and non-academic services please contact the **Head of the Accounting Department**.

2.4 If the complaint relates to or involves the Head of School, the complaint should be addressed to the **Director General** by writing directly to Mrs. Elisabeth Zéboulon.

2.5 If the complaint relates to the Director General, the complaint should be addressed to the **Chairman of the Board** by writing directly to Mr. Bernard Manuel.

2.6 We will do everything we can to ensure that we respond to complaints in a highly professional manner. However, if you feel that an expression of concern has not been handled properly by a member of staff, please contact the **Head of School**.

2.7 The staff concerned will make a written record of every complaint, including the date on which the complaint was received. We will acknowledge receipt of an e-mail notification by telephone, e-mail or letter within five working days upon reception during term time and as soon as practicable in the school holidays. Should the matter not be resolved within a reasonable period (one not normally exceeding two weeks) or in the event that the relevant staff and the parents fail to reach a satisfactory resolution, then parents will be advised to proceed with the Formal Resolution procedure.

3 - FORMAL RESOLUTION

3.1 If the complaint has not been resolved through informal channels, parents may contact the Head of School in writing, by letter or e-mail. Parents should send full written details of the nature of the complaint, any relevant documents and full contact details to the Head of School, preferably by email. Parents may also indicate what they envisage as an acceptable outcome.

3.2 The Head of School will decide, after considering the complaint, upon the appropriate course of action to take. In most cases, the Head of School, or Division Head, will speak to and/or meet with the parents concerned to discuss the matter, usually within ten school days of receiving the complaint, (where a school day is defined as a day during term when the school is in session). The Head of School or Division Head may be joined by another administrator at this meeting, as may be appropriate in the circumstances. If possible, a resolution will be reached at this stage. However, if necessary, the School may carry out further investigations and members of staff or students involved may be interviewed. The Head of School may ask a senior member of staff to act as investigator and/or may involve the Director General, or one or more Board members.

3.3 Written records will be kept of all meetings and interviews held in relation to the complaint.

3.4 Once the Head of School is satisfied that,

as far as possible, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing within ten school days. The Head of School will also give reasons for the decision.

3.5 If a complaint cannot be resolved at the Head of School level, then the complaint may be referred to the Director General or to a panel convened by the Chairman of the Board.

4 APPEALS PROCEDURE

4.1 The School takes complaints seriously and will strive to resolve any complaints as soon as possible and with an open and fair approach. If having discussed the matter with the Head of School, parents still feel dissatisfied then they may contact the Director General directly no later than 90 days after the incident giving rise to the complaint.

4.2 The Director General (or the Chairman of the Board) will convene a panel of at least two board members and one person independent of the management and running of the School to consider the complaint. No member of the panel may have any involvement with any matter detailed in the complaint. Parents can write to the Chairman of the Board and their request will be acknowledged within ten school days and a date for the hearing will be arranged within a further ten school days.

4.3 Whenever possible, the panel will resolve the complaint immediately without the need for further investigation. The panel will make a decision concerning the appropriate course of action during their initial meeting so as to prevent any delays with the resolution of the complaint.

4.4 Where further investigation is required, the panel will decide how it should be carried out. If further documents or information are required, copies will be supplied to the complainant at least two days before the hearing.

4.5 At the panel hearing, the complainant(s) may be accompanied by one other person e.g. a relative or friend. Legal representation will not be permitted.

4.6 After due consideration of all facts they consider relevant, the panel will reach a decision and may make recommendations, which they shall complete within seven days of the hearing or as soon as reasonably possible. The panel will write to the parents informing them of their decision and the reasons for it within seven days of reaching this decision. The panel's findings and any recommendations will be sent in writing to the parents, the Chairman of the Board, the Director General and the Head of School, and, where relevant, the person(s) about whom the complaint was made. The decision of the panel will be final and incontrovertible.

5 - RECORD KEEPING & CONFIDENTIALITY

5.1 Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records relating to the individual complaints are to be kept confidential except where any other legal obligation prevails.

5.2 Written records of all formal complaints and their outcomes (including at what stage they were resolved) will be kept (for at least 5 years where there are no safeguarding or other legal implications) and reviewed at least annually by The Head of School, as appropriate. The written record should confirm any action taken by the School as a result of the complaint, regardless of whether it was upheld. The record will enable the School to identify whether review or change in practice is needed so that patterns can be identified and so that appropriate intervention is made.

5.3 Records of Complaints Proceedings will be processed and retained in accordance with the General Data Protection Regulation (GDPR).

ADMISSIONS POLICY

1 - INTRODUCTION

École Jeannine Manuel ("the school") is an independent co-educational school for pre-K-12 students with campuses in Paris and in Lille. The School is a bilingual school and an international school. As a French school, it is accredited and subsidised by the Ministry of Education. As an international school, it is a UNESCO "associated" school, and an IB World School also accredited by the New England Association of Schools and Colleges (NEASC) and by the Council of International Schools (CIS).

The school was founded in 1954 with the mission to **promote international understanding through the bilingual education of an international community of students.**

The School's aim is to admit a balance of boys and girls and to encourage applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our students for tomorrow's world. The School is committed to equal treatment for all, regardless of an applicant's gender, race, ethnicity, religion, disability, sexual orientation or social background. Additionally, the School is committed to encouraging socio-economic diversity and financial aid, offered in order to make it possible for those who meet the School's admission criteria to attend the school.

Deciding on the right school is very important, and we believe that a personal visit is invaluable. We hold a number of presentations that give a general introduction to the School.

Admission to the School is competitive and the Admissions Committee may deny admission to many bright, talented applicants whom the School would very much like to welcome if it had the space to do so.

2 - ADMISSIONS CONSIDERATIONS

2.1 Nurturing Multicultural Diversity

The first part of the School's mission statement is "To promote international understanding through the bilingual education of a multicultural community of students." Accordingly, the Admissions Committee is sensitive to the need to foster the cultural diversity of the student body which exemplifies a core value of the school.

2.2 Criteria for Entry

Applicants will be accepted on the basis of their academic profile, their ability to cope with the academic challenge of an enriched bilingual curriculum, and their contribution to the School's cultural diversity.

Successful applicants will have met our academic entry requirements. They will also, depending on their level of entry, have demonstrated ability and/or interest in co-curricular areas, and excellence of character. Our admissions process is designed to identify students who are able to benefit from our education and to make a positive contribution towards the life of the School.

The parents of successful candidates will be internationally-minded families who embrace the School's mission statement and are deeply invested in the education and wellbeing of their children.

2.3 Admission to the International Baccalaureate Diploma Programme (DP)

Students already enrolled in the School in *seconde* (10th grade/ Year 11) will be automatically admitted to the Diploma Programme if they so choose. They will be expected to attempt the full diploma and not only individual diploma courses.

For new students seeking admission to the DP, the School has procedures in place to assess candidates on the basis of school transcripts, teacher and school recommendations, interviews and short placement tests. New students will only be admitted if, in the School's judgment, they can successfully meet the challenge of a full diploma curriculum.

IB World Schools share a common philosophy - a commitment to high-quality, challenging, international education - that we believe is important for our pupils.

2.4 Admission Criteria

In the event of there being more applications

from equally qualified applicants than places available, places will be offered in accordance with the following criteria (weighting of these criteria may vary and meeting one or more of these criteria does not guarantee entrance):

- Former students of École Jeannine Manuel and current or former students of its London sister school and their siblings (a full or half-sister or brother, an adoptive sister or brother, or a child of the same household);
- Children of alumni and staff;
- Extra-curricular interests and other talents;
- Other factors

For example, we also make every effort to reserve space for international applicants (eg. university faculty on sabbatical or research fellows) whose families expect to remain in France for a limited period of time and wish to combine a cultural immersion in a bilingual education with the ability to re-enter their own school systems and excel.

2.5 Special Educational Needs (SEN) and disability

We do not discriminate in any way regarding entry, but we are an academically selective school. Providing that we can support students according to their needs, we will do what we can to accommodate them. We welcome students with physical disabilities provided that we can make the site suitable. The School may require a copy of a medical report or psychologist's report to support any requests for special arrangements.

2.6 Admission Decisions

The Head of School is responsible for decisions relating to the admission of students to the School. All offers of a place at the School will be made in writing by the Head or by colleagues on the authority of the Head.

On completion of the contract acceptance form and payment of the initial registration fee, applicants will be registered for entry. A waiting list will be kept until the closing date for receipt of acceptances and places will be offered as places become available. Some students will be placed on a waiting list, this list is not ranked. Students accepted to the school from the waiting list usually have a similar profile to the students vacating their place.

3 - FINANCIAL AID

Financial aid is means-tested financial support for school fees. Funds available for the financial aid program are limited and determined each year by the Board of Trustees.

Financial aid is awarded on a sliding scale up to 100% of the value of school fees. Each application is considered on its own merits, and the level of financial aid, subject to program funding, will be determined by the family's gross income, direct outgoings, value of their property and other assets.

3.1 Financial aid

Financial aid funds are limited and parents are asked to contact bourses@fondationjeanninemanuel.org promptly upon completion of their online application and request a financial aid application if they wish to apply for financial aid. Late indications of financial aid are unlikely to be successful.

4 - ADMISSIONS PROCEDURES

Please consult our website, https://ecolejeanninemanuel.org/en/admissions-procedures/ for detailed procedures for each grade level.

4.1 Applying for future years

Applications are only processed one year before the candidate's desired academic year of entry.

ALL OF THE RULES & POLICIES IN THIS HANDBOOK ARE REVIEWED ANNUALLY AND AMENDED AS NECESSARY BY THE BOARD OF TRUSTEES AND THE HEAD OF SCHOOL AFTER CONSULTATION WITH THE SENIOR LEADERSHIP TEAM, TEACHERS, PARENTS & STUDENTS.

ANNEX

Appendix 1 - Child Protection

What to do if a child at the School approaches you to discuss allegations of abuse.

Any staff member who has contact with children at the School may be approached by a child who needs to talk about something in confidence. Here are some basic principles to follow if this happens to you.

What to do	What not to do
Stay calm Listen, hear and believe Give time to the person to say what they want Reassure and explain that they have done the right thing in telling. Explain that only those professionals who need to know will be informed Act immediately in accordance with the procedure in the CHILD PROTECTION & SAFER RECRUITMENT POLICY. Record accurately in writing as soon as possible what was said and without personal comment Report to the CPO or Deputy CPO. All Division Heads, in both Primary and Secondary, are entitled recipients of all child protection concerns, which they will report to the acting CPO.	Do not panic. Don't overreact. It is extremely unlikely that the child is in immediate danger Do not probe for more information. Questioning the child may affect how the disclosure is received later on Do not make assumptions. Do not paraphrase or offer alternative explanations or suggestions Do not promise confidentiality to keep secrets or that everything will be OK (it might not) Do not try to deal with it yourself Do not make negative comments about the alleged abuser. Do not make personal observations. Do not make a child repeat a story unnecessarily Do not 'gossip' with colleagues about what has been said to you

It is the duty of anyone who works with children at the School to report any suspicions or disclosures of abuse. This includes teachers, teaching assistants, kitchen and lunch staff, office staff, etc. It is not for the individual member of staff approached to decide whether or not a suspicion or allegation is true. All must be taken seriously and dealt with according to the policy and procedures laid down at the School.

Article 434-3 - Modifié par LOI n°2016-297 du 14 mars 2016 - art. 46

Le fait, pour quiconque ayant eu connaissance de privations, de mauvais traitements ou d'agressions ou atteintes sexuelles infligés à un mineur ou à une personne qui n'est pas en mesure de se protéger en raison de son âge, d'une maladie, d'une infirmité, d'une déficience physique ou psychique ou d'un état de grossesse, de ne pas en informer les autorités judiciaires ou administratives est puni de trois ans d'emprisonnement et de 45 000 euros d'amende. Sauf lorsque la loi en dispose autrement, sont exceptées des dispositions qui précèdent les personnes astreintes au secret dans les conditions prévues par l'article 226-13.

Appendix 2 - Code of Conduct - for All Staff and Volunteers

Interaction with Students: Model Code of Conduct for Staff

1. Staff and volunteers should not spend excessive amounts of time alone with children, away from others. Meetings with individual children should be avoided or take place within sight of others. If privacy is needed, the door should remain open and other staff or volunteers should be aware of the meeting.

2. Staff and volunteers are advised not to make unnecessary physical contact with children. However, there may be occasions when physical contact is unavoidable, such as providing comfort at times of distress, or physical support in contact sports or similar. In all such cases contact should only take place with the consent of the child.

3. It is not good practice to take children alone in a car, however short the journey. Where this is unavoidable, it should be with the full knowledge and consent of the parents (or guardians) and the head or a member of the SMT.

4. Staff and volunteers should not start an investigation or question anyone after an allegation or concern has been raised. This is the job of the authorities. You should just record the facts and report these to the CPO or her/his deputy.

5. Staff and volunteers should never (even in fun):

– Initiate or engage in sexually provocative conversations or activity.

– Allow the use of inappropriate language to go unchallenged.

– Do things of a personal nature for children that they can do themselves.

– Allow any allegations made by a child go without being reported and addressed, or either trivialize or exaggerate child abuse issues.

– Make promises to keep any disclosure confidential from relevant authorities.

6. Staff or volunteers should not show favoritism to any one child, nor should they issue or threaten any form of physical punishment.

7. Social networking between students and staff should only be devoted to pedagogical activities, conducted exclusively through official school platforms or channels approved by the School. No staff member, irrespective of their position or seniority, should contact, follow, friend, connect with, or otherwise engage with a child on personal social media accounts (including but not limited to Instagram, LinkedIn, Facebook, Snapchat, TikTok, and WhatsApp) or via any private messaging application. Existing connections of this nature should be discontinued. Anyone under contract with the School needs to ensure, both for the School's safety and their own, that activity on social networks does not bring the School into disrepute, does not bring the staff member into disrepute, does not expose the School to legal liability, and reflects 'safer internet' practices.

8. Staff and volunteers should not use personal mobile phones or personal cameras to photograph or film children. Photographs or recordings of students should only be taken using School-issued devices, for legitimate pedagogical or School-related purposes, and should be stored and shared exclusively through official School platforms. Personal phones should not be used to store, transmit, or retain images of students under any circumstances.

9. Staff and volunteers must respect children's rights to privacy and encourage children and adults to feel comfortable enough to report attitudes or behavior they do not like.

10. Staff and volunteers will be expected to act with discretion with regard to their personal relationships. They should ensure their personal relationships do not affect their role within the School.

11. All staff and volunteers should be aware

of the procedures for reporting concerns or incidents, and should familiarize themselves with the contact details of the CPO or his/her deputy.

12. If a member of staff or volunteer finds himself or herself the subject of inappropriate affection or attention from a child, they should make others aware of this.

13. If a member of staff or volunteer has any concerns relating to the welfare of a child in their care, be it concerns about actions/behaviors of another staff member or volunteer or concerns based on any conversation with the child, particularly where the child makes an allegation, they should report their concerns to the CPO or his/her deputy.

Appendix 3 - Pastoral Care Concern Sheet

Student's Name: D.O.B: Class:
Teacher: Date:
Details of incident/concern:
Action Taken: Signed: ..... (Name and position) Reviewed by CPO ..... (Sign /date)
Final Outcome/ Next steps: Signed: .....

Appendix 4 - Useful References

Key Contacts and Resources

ALLO 119

www.allo119.gouv.fr

08 service d'aide aux victimes

01 41 83 42 08

CPO - Sabine Feibelmann

01 44 37 00 78

CPO – Jérôme Giovendo

01 44 37 00 71

Deputy CPO – Marie-Luce Brunot

01 44 37 01 33

CRIP

01 53 46 86 81

DASES-CRIP75@paris.fr

DASEN Paris

(Téléphone) 01 44 62 40 25

ce.dasen1@ac-paris.fr

Rectorat de Paris

Pôle Académique d'assistance judiciaire

01 44 62 41 51

Service médical

01 44 62 47 30

01 44 62 47 31

01 44 65 47 39

ce.santsoc@ac-paris.fr

Service infirmier

01 44 62 35 68

Procureur de la République, TGI Paris

01 44 32 51 51

Appendix 5 - Learning Support Pathways

LEARNING SUPPORT PATHWAYS



ÉCOLE Jeannine Manuel

updated September 2026

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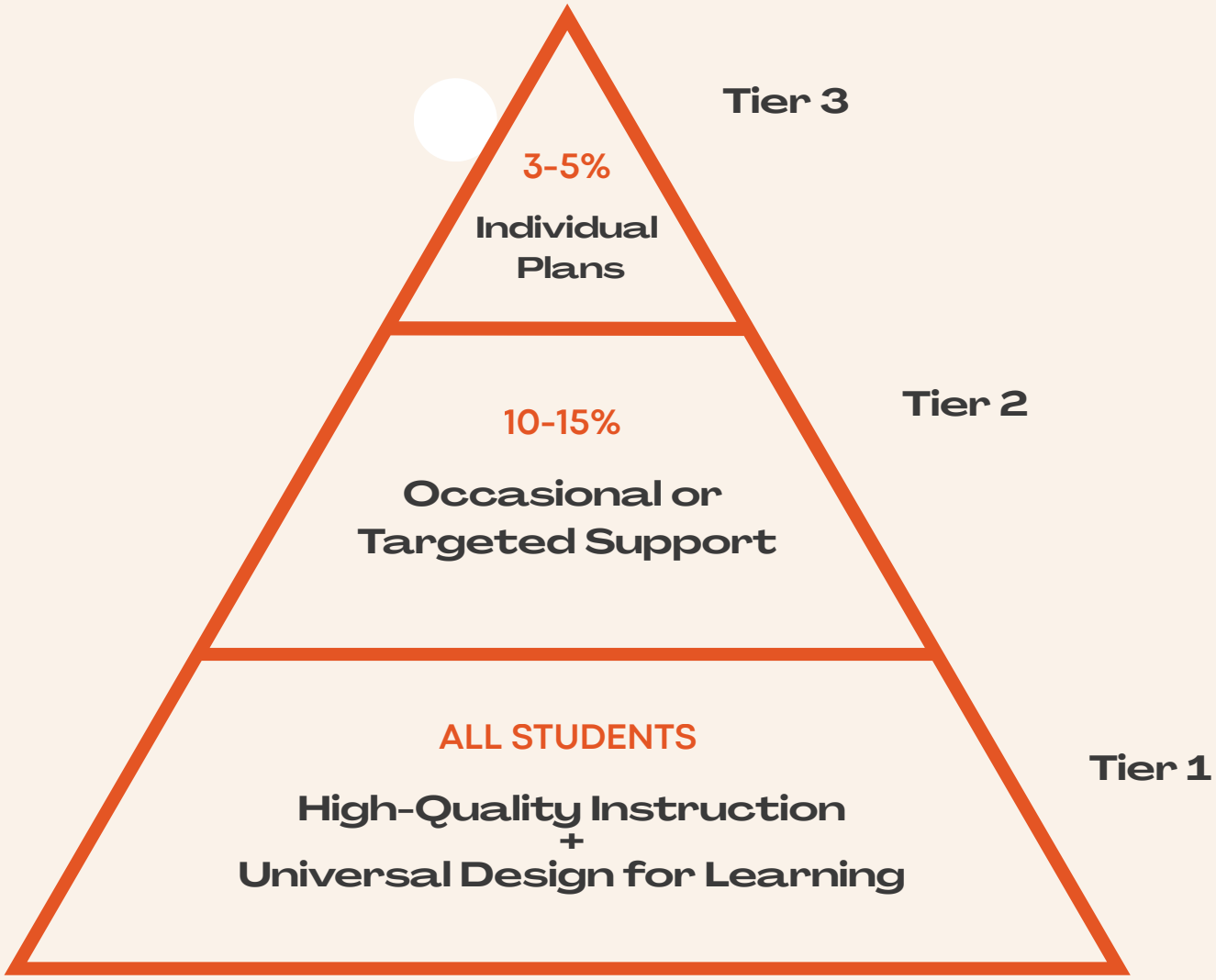
LEARNING SUPPORT AT ECOLE JEANNINE MANUEL



Ecole Jeannine Manuel's approach to learning support is above all **student-centered**, holistic, and takes into account the whole child and their individual circumstances.

We **follow the required protocols of the Education nationale** and over **six different international examining boards,** providing **multi-tiered systems of support** for all students, within an educational landscape whose recommendations for high-quality inclusive learning practices are constantly and rapidly changing.

MULTI-TIERED SYSTEMS OF SUPPORT



The percentages given above are benchmarks provided by the Center for Multi-Tiered Systems of Support, which developed this framework.

TIER 1

HIGH-QUALITY INSTRUCTION & UNIVERSAL DESIGN FOR LEARNING FOR ALL STUDENTS

What is Universal Design for Learning ?

UDL is a teaching approach that makes learning accessible to **all** students by offering flexibility from the start.

UDL is an educational framework based on cognitive science and learning research that aims to optimize teaching and learning for all students by providing **multiple means of engagement**, **multiple means of representation**, and **multiple means of action and expression**.

It provides **multiple ways to learn**—for example, using text and audio, offering visual diagrams, or giving choices in reading levels.

It also allows **different ways to show understanding**, such as writing, speaking, creating a poster, or doing a hands-on task.

By designing lessons with these options built in, **UDL supports diverse learners without needing individual adaptations.** Beyond traditional strategies for differentiation in the classroom, UDL ensures equity of access to learning.



TIER 2
OCCASIONAL OR TARGETED SUPPORT

Occasional support is appropriate when a student needs **targeted**, small-group or **short-term** help, such as focused practice, structured routines, or additional scaffolding.

- Peer Tutoring
- Peer Mentoring
- Accompagnement personnalisé
- Weekly Reports
- Short-term medical/paramedical support
- **PPRE (Programme personnalisé de réussite éducative)**



TIER 3
INDIVIDUAL PLANS

Each program corresponds to a specific type of need.
It follows the **Education Nationale Protocole**.

PPRE (TIER 2)
Programme personnalisé de réussite éducative

FOR: any student showing **insufficient mastery** of skills and/or knowledge.

REQUESTED BY: Family or Teaching Team

WHEN: **Short-term** - Renewable

PAP
Plan d'accompagnement personnalisé

FOR: any student with **specific learning or language disorder**.

REQUESTED BY: Family or Teaching Team, following a medical diagnosis

WHEN: Annual – Renewable

PAI
Projet d'accueil individualisé

FOR: any student with a **chronic condition**, disabling or persistent physical or mental illness, food intolerance or allergies, asthma, etc.

REQUESTED BY: Family or Teaching Team, with medical documentation.

WHEN: Annual – Renewable

PPS
Projet Personnalisé de scolarisation

FOR: Any student with a **disability** recognized by the **MDPH**

REQUESTED BY: Family + ESS (équipe de suivi de la scolarisation = Teaching Team + Doctors)

WHEN: Annual – Renewable

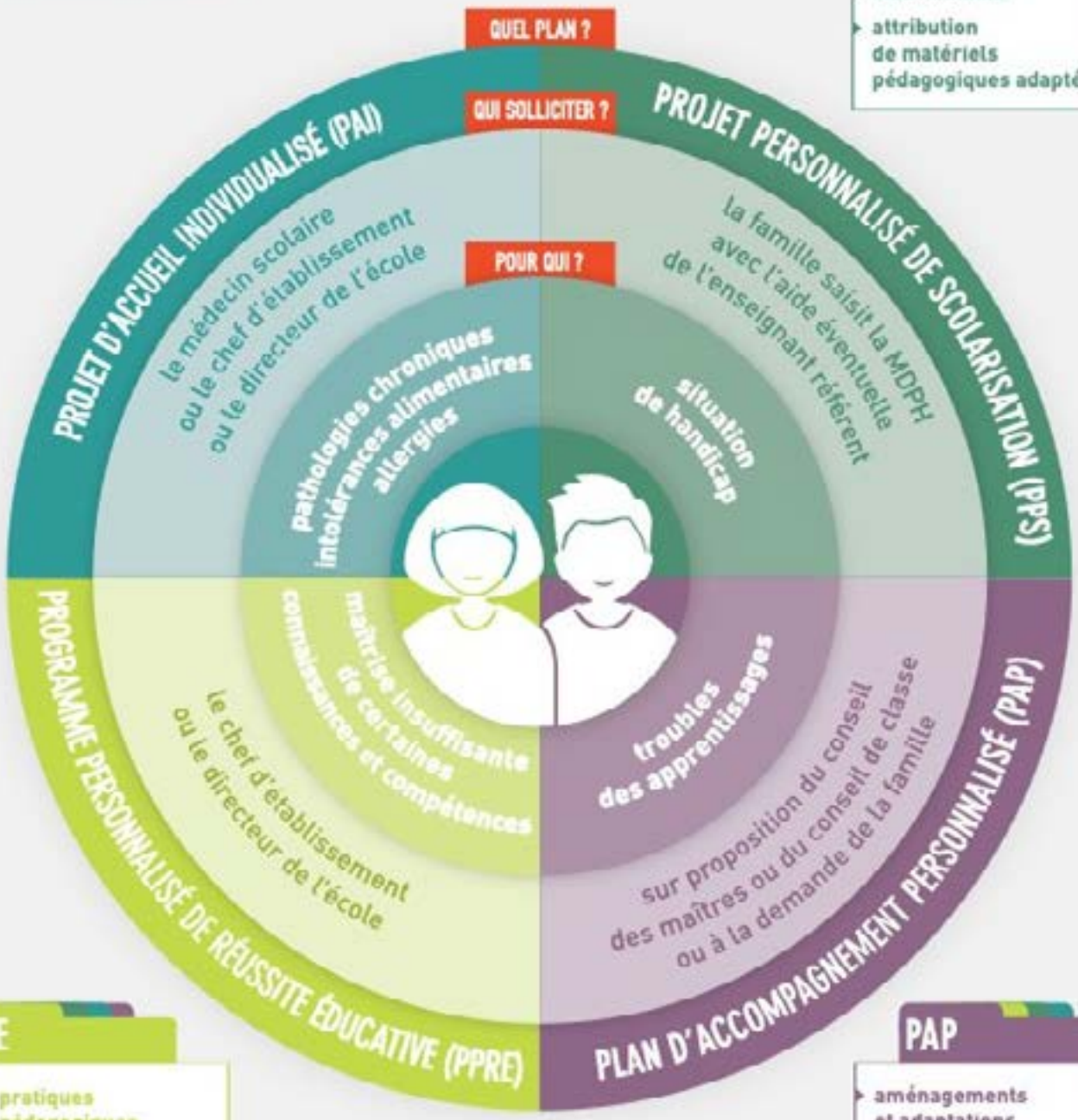
Quel plan pour qui ?

PAI

- aménagements de la scolarité
- traitement médical
- protocole d'urgence

PPS

- orientation ou accompagnement
- aménagements et adaptations pédagogiques
- aide humaine
- attribution de matériels pédagogiques adaptés



PPRE

- pratiques pédagogiques diversifiées et différenciées

PAP

- aménagements et adaptations pédagogiques

Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche / décembre 2014

PPRE
PROGRAMME PERSONNALISÉ DE RÉUSSITE ÉDUCATIVE

The PPRE (the personalized educational success program) allows **any student experiencing academic difficulties** to receive specific educational support during school hours.

- When you, the teacher, or the teaching team notice that your child is experiencing **significant learning difficulties**, the implementation of an Individualized Educational Support Plan (PPRE) will enable them to receive **specific educational support** in order to:

  - overcome their difficulties;
  - make progress in their learning;
  - master the knowledge and skills of the common core curriculum;
  - regain confidence.

- **Short-term** educational support program (generally covering a period between two school breaks)

- **PPRE Form**

- **Contact: Your child's Division Head**

- **Deadline: ANYTIME**

PAI

PROJET D'ACCUEIL INDIVIDUALISÉ

The Individualized Care Plan (PAI) is designed **for students with long-term health conditions** that are not officially recognized as disabilities by the Maison départementale des personnes handicapées.

- A PAI can be put in place at any time at the request of a parent or legal guardian

- **The child's therapeutic needs are specified in a prescription written by the doctor who treats your child**. The PAI provides detailed information on the following points:

  - diets to be followed;
  - administration of medication;
  - exemptions from certain activities incompatible with the child's or adolescent's health;
  - alternative activities offered;
  - the emergency response sheet.

- It may be renewed from one year to the next;
  it may be adapted according to the condition;
  it may be reviewed in the context of a school outing or trip; it must follow students on all outings & trips.

- Note that **students are not allowed to carry their own medication while at school**. Any medication that needs to be taken during the school day must be deposited at the Nurse's office with the prescription and a signed PAI.

- **PAI Form**

- **Contact: School Nurse, infirmerie@ejm.net**

- **Deadline: AS SOON AS IT IS NEEDED**

PAP

PLAN D'ACCOMPAGNEMENT PERSONNALISÉ

The personalized support plan (PAP) is intended for students who experience **long-term academic difficulties** caused by one or more **barriers to learning** that persist over a long period of time **without being recognized as a disability by the MDPH.**

The PAP is the equivalent of an Individualized Education Plan (IEP) in many Anglo-American schools.

- If you are concerned about your child's learning, please contact your child's Division Head.
- Concerns raised by parents, teachers, or Division Heads may lead to recommendations for outside assessment by an appropriate specialist, if Tier 2 support is insufficient to remove barriers to learning.
- If a diagnosis is established and validated by a medical doctor, the assessment results, and accompanying recommendations for in-school accommodations will provide the basis for a PAP.
- The impact of educational accommodations is evaluated regularly, based on teacher observations of student work and progress. The PAP will be reevaluated and maintained annually, as needed. Certain exam boards require confirmation from the Teaching Team to confirm the need for accommodations.
- **PAP Form** (Must be signed by a medical doctor.)
- **Contact: Your child's Division Head**
- **Deadline: At least 3 weeks before internal exams (Compos)**

PPS
PROJET PERSONNEL DE SCOLARISATION

The personalized education plan (PPS) is intended **for students recognized as having a disability by the Maison Départementale des Personnes Handicapées.**

- The PPS applies to all children whose situation meets the definition of disability as set out in Article 2 of the 2005 law: “any limitation of activity or restriction of participation in society experienced by a person in their environment due to a substantial, lasting, or permanent impairment of one or more physical, sensory, mental, cognitive, or psychological functions, a multiple disability, or a disabling health condition” and for whom the MDPH has ruled on the disability status.

- The **family** (or legal representative) contacts the Maison Départementale des Personnes Handicapées to request a PPS.

- The Division Head is responsible for implementing your child's PPS once they have been notified of the MDPH decision. Once approved, the PPS is given to the reference teacher appointed by the MDPH. The reference teacher is responsible for monitoring the PPS.

- The PPS is evaluated annually and revised at least once per school cycle. It may also be revised at the request of the family; or if the young person's situation changes.

- **Contact: Families contact the MDPH directly.**
  Please inform your child’s Division Head of any requests made to the MDPH.

- **Deadline: AS NEEDED**

EXAMS

Parents request

It is the responsibility of **parents** to request accommodations **directly** to the **Paris Rectorat** for the **BFI.**

BFI - 1ère and Terminale

RECTORAT DE PARIS

DEADLINE: MID-DECEMBER OF 1ÈRE***

The accommodations requested for the exam must be consistent with those granted during the school year within the institution.

Please note that having certain accommodations in class does not automatically entitle you to the same accommodations during the exam. They must be requested through the proper channels.

Parents may contact the **College Board** directly to request accommodations for the **AP** or **SAT** exams. However, requests made through the school tend to be processed faster.
Once you have all of your paperwork ready to go, **please contact our exams officers** at examens@ejm.net for help with the College Board.

GENERAL INSTRUCTIONS

STUDENT ELIGIBILITY FORM

AP Exams - 1ère / 11th Grade

DEADLINE: MID-JANUARY of 1ère***

SAT Exams

DEADLINE: 7 weeks before the testing date

***Check each website in September for specific deadlines

EXAMS

School request

The **IB** and **Cambridge** (IGCSE) **do not accept** requests sent directly by families. The official request **must be submitted by the school** and **must be supported by evidence** in the classroom and teacher testimony.

IB DP

DEADLINE: Before September 30th of 1ère

Please contact the IB Pedagogical Team.

IGCSE

DEADLINE: Before December vacation of 3e or 2nde for May exams

Please contact the 3e/2nde Pedagogical Teams.

LANGUAGE EXAMS

DEADLINE: September of the year of the exam
Please remind your child's language teacher of any accommodations they may need on any language certification exams (Plida, Goethe, YCT, DELE, DELF).



FAQ

Where do I start?

If you are concerned in any way about your child's learning at Ecole Jeannine Manuel, **please contact your child's Division Head/Director(trice)**.

How do accommodations support equity?

Providing accommodations doesn't give a child extra help. It ensures that differences in how a child's brain works don't stand in the way of their ability to learn and show what they know. It's not an advantage, it removes barriers to learning.

Do I just need a doctor's note?

Accommodations are granted in order to compensate for real handicap and learning differences. It requires medical documentation and proven classroom use to be approved by exam boards. This can take the form of a pediatrican or generalist validating recommendations made by a non-medical specialist (neuropsychologist, psychologist, orthophoniste...)

Only the needed accommodations.

Within the MTSS, the effectiveness of accommodations will be evaluated regularly, with the help of teacher observations and student feedback. We aim to provide accommodations that truly support your child's needs and that truly serve to remove barriers to learning.

If my student has a PAP, will it guarantee him accommodations for exams?

Having accommodations at school doesn't automatically guarantee your student will get accommodations for exams. ALSO, some exam boards, like the Maison des Examens, **may** apply an "all or none" approach, requiring the student to use a computer for math, for example, if keyboard use has been requested, even if is only of help for long essay writing. Please contact the exams officers for help with specific situations.

The school can only do so much.

BFI, AP and SAT students have to submit their own applications. The school can only submit requests on behalf of parents for IB and IGCSE. In either case, it is up to parents to make sure that all of the necessary paperwork is completed and that the relevant diagnostic testing has been completed within the past five years.

Each exam is different.

You can get accommodation for one exam and see your application refused for another. Each exam board has its own philosophy and process.

For all official examinations, please reach out to our exams officers with any questions: examens@ejm.net

