



**LE ROSEY**

Le Rosey's 130<sup>th</sup> School Year

# PARENTS' HANDBOOK

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2009-2010

A Brief Guide to Life at Le Rosey

A bilingual, international boarding school, based on holistic educational principles and with a long-standing commitment to what are nowadays called “multiple intelligences”, is by definition a complex place. To make it all work Le Rosey naturally encourages the collaboration and understanding of its parents.

This booklet is designed to help parents appreciate the nature of life at Le Rosey, to facilitate communication with the school and to plan visits, departures and weekends.

This Handbook does not, however, replace other official school documents such as the *Codes* and the *Academic Guides*, and parents are welcome to request further documentation from the school or to follow up on the links offered in the following pages.

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## UNDERSTANDING LE ROSEY: SOME ESSENTIALS.

No two schools are exactly alike but Le Rosey can reasonably claim to be unique. Different things stand out as vital to understanding the school.

### 1. The Codes

The Codes set out the basic principles of school life. As well as detailing Le Rosey’s disciplinary system and school rules, daily schedules and the Honour Code, they also provide details of many of the subjects covered in this Handbook. All students are bound by the rules in the Codes, and they officially recognize this by signing them at the beginning of the academic year. It is also important for the Codes to be recognized and upheld by parents who, in collaboration with the school, will do their utmost to ensure that they are respected by their children.

### 2. Bilingualism and Biculturalism

Le Rosey is a French-English bilingual (or dual-language) school. In practical terms this means that all students study both French and English at an appropriate level, and that, as soon as is possible, they begin the study of one or more academic subjects in their second language.

In cultural terms, however, the school’s bilingualism has an enormous impact on everyday life: both languages are used on a daily basis; much of the terminology used is French; and the school’s character and philosophy owe as much to French as to American or British models.

### 3. The different Sections and Classes (Codes C-6)

Unlike numerous other boarding schools across the world, Le Rosey believes that it is both stimulating and educationally beneficial to accept students of both sexes from age 8 to 18. For those accustomed to the US or British terms, the names given to different age-groups at Le Rosey can be initially confusing. Le Rosey follows the French model, so grade levels or year groups are called *classes*; as students get older, the number of their *classe* “counts down” to graduation. What is more, the educational programme is divided into four different stages or sections:

Typical Age	Le Rosey Classe	Le Rosey Section	USA grade	UK year	Spain grade	Switzerland grade (Geneva)
8-9	9 <sup>e</sup>	Juniors (although pupils in class 6 follow a “secondary” academic programme)	3	4	Primario 3	4 P
9-10	8 <sup>e</sup>		4	5	Primario 4	5 P
10-11	7 <sup>e</sup>		5	6	Primario 5	6 P
11-12	6 <sup>e</sup>		6	7	Primario 6	7 <sup>e</sup> C.O.
12-13	5 <sup>e</sup>	<i>Nouvelle Section Cadets</i>	7	8	ESO 1	8 <sup>e</sup> C.O.
13-14	4 <sup>e</sup>		8	9	ESO 2	9 <sup>e</sup> C.O.
14-15	3 <sup>e</sup>	<i>Jeunes Seniors</i> (the pre-Bac programme)	9	10	ESO 3	1 <sup>ère</sup> Collège
15-16	2 <sup>e</sup>		10	11	ESO 4	2 <sup>e</sup> Collège
16-17	1 <sup>ère</sup>	Seniors (the French Bac or the International Baccalaureate)	11	12	Bachillerato 1	3 <sup>e</sup> Collège
17-18	t (terminale)		12	13	Bachillerato 2	4 <sup>e</sup> Collège

There are clearly differences between what is acceptable for an eleven-year-old and an eighteen-year-old, and Boarding House rules, academic options and timetables vary according to the student’s section and *classe*. Again all the details are in the Codes and even if the rules seem quite complicated, the essential principles are simple: increase students’ freedom as they become more mature – and as long as they demonstrate a sense of responsibility.

### 4. The School Day and the Blocs (Codes E-1, E-4, E-5, E-6 and E-7)

The Codes provide a complete guide of the school day but it is useful to bear in mind that it is split into three parts: first, the academic *bloc*, from 8.00 a.m. to 3.30 p.m.; second, the sports-arts or “CASC” *bloc* (the time for “co-curricular” activities) from 4.00 p.m. to 6.00 p.m.; and, third, evening study hall from 6.00 p.m. onwards – a *bloc* which may also include rehearsal time and cultural activities. Study hall time naturally varies according to the section a student belongs to.

## 5. Gstaad

### *(Gstaad Adjustments to Codes distributed in January)*

Perhaps the key difference between Le Rosey and any other school in the world is the winter term. Since 1916, Le Rosey has spent the second term in the mountains, and the benefits of this – in terms of health and the reinvigoration which a change of scene can provide – are enormous. Many aspects of school life at Le Rosey's alpine campus are the same as they are at Rolle: the male and female campus arrangement remains and students' academic programmes continue as normal, for example.

On the other hand, there are a number of important changes which parents should be aware of. Most importantly, the daily schedule is altered so as to provide four full skiing afternoons per week by redistributing lessons. This means longer mornings as well as classes on Saturday morning – and subsequently a shorter weekend. There are also adjustments to the Codes to take account of the new daily schedule (particularly when planning weekends; see p.27), the greater distance between the boys' and girls' campuses, and the situation of the school in the centre of a busy, if exclusive, alpine ski resort.

The Gstaad term is also quite tiring for students and teachers so it also slightly shorter than most schools' second term, meaning that Le Rosey's Easter vacation often falls at a slightly unusual time. Parents should be aware of this when planning holidays.

## 6. Exeats and Weekends

Many boarding schools (particularly, but not only, in the UK) have Exeat weekends when all students leave campus and return home. The other weekends of the term are spent on campus. Le Rosey's system is entirely different.

Because the vast majority of Rosey students come from all over the world, most would be unable to return home for a weekend; what is more, if parents or close relatives come to Switzerland to visit, it makes no sense to block a student on campus when they could be spending the weekend with their family. Thus, although a small number of weekends must be spent on campus, the others may be spent off-campus with the family. Nevertheless, the rules governing these arrangements are extensive; they are explained in detail below.

## 7. The Study Group System (Codes E-2)

Parents will soon become aware of Le Rosey's study groups since they affect students' lives to a considerable extent. Essentially, students' academic results and attitude and effort grades place them in one of five groups: Highest Achievement, *Honneur*, *Privilège*, Passable and *Insuffisant*. The better the results obtained, the more privileges students enjoy. The system is particularly important when parents are planning visits, weekends and departures.

## 8. 100% Boarding

Le Rosey is a 100% boarding school and the long-term advantages of boarding – *camaraderie*, school spirit, and independence – depend upon students' presence at school outside study and sports time, and often at weekends. What is more, we are a very international school (more than 50 nations with a maximum of 10% of students from one country or group of countries), and having a diverse student body from the four corners of the world makes it extremely difficult but doubly important for rules to be applied equitably. Communication between school and family should be easy and constructive but we also pride ourselves on our ability to follow the rules and, if necessary, to refuse requests that do not respect the spirit of the school.

## LIFE ON CAMPUS.

### 1. Boarding

Unlike traditional British boarding schools, Le Rosey does not place students in houses of mixed ages run by a Housemaster or Housemistress with the aid of an assistant. Nor does it follow the US system of dorms with student proctors. Instead, *maisons* (or *chalets* in Gstaad) are organized according to age groups, where boys or girls of particular year groups or grade levels live together with full-time teaching members of staff.

There are four boys' *maisons* on the Rolle campus and three *maisons* on the girls' campus. There is also a separate mixed Junior *maison* on the Rolle campus. All *maisons* have a teacher (and usually his or her family) in charge, although authority for boarding on each campus ultimately resides not with them, but with the Directors of Boarding or *Directeurs d'internat*.

Normally, the boys or girls of two year groups are housed together, meaning that each *maison* can have its own age-specific character, activities and rules. The *maisons* usually have various floors (or *étages*) and there are at least two teachers living on each floor. The average ratio of students per resident teacher is 10:1. Students of a particular age or year group are, as far as possible, housed on the same floor.

At present, the distribution of ages and houses is as follows:

Rolle, Le Rosey Boys' Campus			
Maison	Ages	Section / Classes	Chef(s) de maison
Driancourt	12-14	Cadets cl. 5 and 4	Mr and Mrs Newbery
Whitehead	15-16	Jeunes Seniors cl. 3 and 2	Mr Zürcher; Mr and Mrs Spencer
Vuilleumier	16-17	Seniors cl. 1	Mr and Mrs Bérubé
Norton	17-18	Seniors cl. t	Mr and Mrs Norton
Rolle, Le Rosey Junior Campus for Boys and Girls			
Hughes	8-11	Juniors, cl. 9 to 6	Mr and Mrs Bacher; Mrs de Martino
Rolle, La Combe Girls' Campus			
Grande Combe	12-14	Cadets cl. 5 and 4; some cl. 3	Mr and Mrs Recoing
Stickel	15-16	Jeunes Seniors cl. 3 and 2; some cl. 1	Mr and Mrs Halsey
Mottiez	17-18	Seniors cl. 1 and t	Ms Roux

Boarding House rules can be found in the Codes but parents are encouraged to contact the *Directeurs d'internat* for more precise indications of internal norms and timetables.

In Gstaad, students change from *maisons* to *chalets*. Where possible, arrangements mirror those in Rolle but *chalets* are smaller and therefore more numerous. At present, the Gstaad arrangements are as follows:

Gstaad, Le Rosey Boys' and Juniors' Campus				Schönried Girls' Campus			
Chalet	Ages	Classes	Chef(s) de maison	Chalet	Ages	Classes	Chef(s) de maison
Roberti	8-11	Juniors	Mr and Mrs Bacher	M.-Françoise	12-14	cl. 5, 4 and 3	Mr and Mrs Recoing
Rübli	12-14	cl. 5 and 4	Mr Bowman	Meiteli	14-15	cl. 3 and 2	Ms Liddell
Meirisli	14-15	cl. 3 and 2	Mr and Mrs de Martino	Henry	15-16	cl. 2 and 1	Mr and Mrs Halsey
Jacqueline	14-15	cl. 3 and 2	Mr and Mrs Spencer	Anne	16-18	cl. 1, t	Ms Roux
Ried	14-15	cl. 3 and 2	Mr and Mrs Bérubé				
Riedhus	16-17	cl. 1	Mr Pesse				
Castimaz	17-18	Terminale	Mr and Mrs Norton				

## 2. Rooms

It is deliberate policy at Le Rosey for students to share rooms in the belief that this is of value both academically and socially. In general, bedrooms are for two students. In Rolle, however, most class t students have single rooms to ensure optimal study conditions. Nearly all rooms have en-suite bathroom facilities.

Because of Le Rosey's two-campus system, students obviously change rooms – and often roommates – twice a year. Students request rooms and roommates for the following term about halfway through the first and second terms. In general, students' wishes are respected, although the directors of boarding make the final decision based on academic and disciplinary records, study groups and the advice of boarding house and academic staff.

Many students and parents request rooms with speakers of another language, particularly French, and although this cannot be guaranteed, the school attempts to satisfy such demands.

### 3. Activities and the Agenda (Codes E-7)

During the week, there are very many on- and off-campus evening activities. Broadly speaking, study hall is compulsory most nights of the week but all students have the right to sign up for an evening activity for all or part of one evening. Some of these have an academic slant (the Speakers' Program, the *Académie*, the Model United Nations, etc.), some are artistic (music and theatre rehearsals or visits), some are sporting (soccer, unihockey, karting, etc) and some are recreational (such as a *sortie* with a teacher). All students have an agenda which is checked by their *chef de maison*, since the rules regarding the number of activities possible vary in line with the students' section and study group.

### 4. Health (Codes C-2)

Both the boys' and girls' campuses have two full-time nurses and an infirmary. The rules regarding appointments and visits are explained in the Codes. The school also has close links with local doctors in both Rolle and Gstaad and arranges visits as and when necessary. There are excellent university teaching hospitals and specialists nearby in Lausanne, Geneva and Bern, as well as smaller hospitals in Nyon, Morges and Saanen. Private clinics in Genolier and Lausanne are also easily accessible, as are excellent dentists and orthodontists. Please note that all Rosey students' obligatory accident insurance covers private treatment in hospitals and clinics. Further details may be found in the Financial Conditions.

Parents are immediately informed of all serious illnesses and accidents, and are obviously consulted before surgery unless immediate emergency treatment is required. Le Rosey is prepared for health emergencies such as Avian Flu.

It is, of course, extremely important for the school to be informed of any long-standing complaints, conditions and treatments, and medicines must be handed over to the nurses who supervise ongoing treatment. No student can attend Le Rosey without providing the school with a health form duly completed by their family doctor, and those parents who accompany their children when they begin school are requested to see the nurses.

Many students continue important medical, dental or orthodontic treatment in their countries of origin but parents are requested to ensure that all such appointments are arranged to take place during the school holidays.

Le Rosey also believes in a pro-active approach to health. Following the old adage of "a healthy mind in a healthy body", all students play sports and participate in expeditions. The school day, and particularly lights-off times, are also intended to ensure that students get sufficient exercise, activity and, crucially, sleep – and parents are encouraged to maintain similar if less stringent *régimes* during weekends and the school vacations.

### 5. Safety (Codes C-2)

Le Rosey believes in stretching its students and making demands on them, but at the same time, safety is the most important concern, and Switzerland deserves its reputation as a safe country. Yet this is an area where there can be no room for complacency. With the enormous number of activities, excursions and expeditions throughout the year, safety considerations are paramount and rules and procedures are strict – although the school cannot take responsibility for those students who do not follow instructions. This is a prime concern on expeditions and throughout the winter term when students are exhaustively briefed on safety and must follow strict rules regarding helmets, *hors-piste* skiing, etc. Parents who would like further details are invited to contact the sports or expeditions department.

During the night, security guards patrol the campus and may be called should the need arise. Personal bodyguards, however, are not allowed on campus.

### 6. Food

All meals are taken at school in either the boys' or girls' dining hall. Attendance at lunch and dinner is compulsory for all students; all boys and some girls are required to check in for breakfast. Lunch and dinner are taken at designated places in the company of teachers rather than in the *maisons*. During the week, with the exception of Monday lunchtime, meals are served at table, usually by students according to a duty rota.

Menus on the boys' and girls' campus differ, although both offer a large choice of self-service salads usually as a principal or alternative first course in addition to the main course and dessert. The style of food is French with an international accent. Despite inevitable student complaints, the standard of food served is high, and student food committees have regular meetings with the chefs to voice their opinions and preferences. Vegetarian dishes are available at every meal and, wherever possible, provision is made for special dietary requirements, including those dictated by religious belief – snack breakfasts are provided the night before during Ramadan, for example.

The school intends that meals should be both healthy and balanced and does not allow deliveries of take-away "junk food". Healthy snacks are available from the cafeteria where students are offered free freshly-squeezed orange juice at all times of the day. There are also drinks machines on campus but these offer only healthy alternatives to Coke and the like – such as flavoured mineral waters and fruit juices. Water fountains are to be found across the campus.

Most *maisons* also offer large and well-appointed student kitchens for suppers or cooking activities.

All staff pay particular attention to students' eating habits and there is sensitive supervision of those deemed susceptible to eating disorders. Any parents with particular concerns in these or related areas are encouraged to contact the school directly.

## 7. Alcohol (Codes B-6)

In line with European practice, Swiss law authorizes the consumption of beer or wine by 16-year-olds and of spirits by 18-year-olds. The school's policy is much stricter than this but alcohol is not entirely banned. Le Rosey students are not allowed alcohol of any sort on campus (except at specially organized wine-tasting sessions), yet senior students, when they are on *sortie* with a member of staff, may drink in accordance with Swiss law and within the limit allowed for driving. Any student suspected of drinking in excess of this or of under-age drinking is tested and is liable to heavy sanctions.

## 8. Smoking (Codes B-8; D-5)

In accordance with Swiss law, smoking is not permitted on campus.

## 9. Drugs (Codes B-1)

Le Rosey's rules on drugs are strict and inflexible. Any student found guilty of any consumption or possession at any time is immediately expelled with no possibility of appeal. All students have to be ready to undergo drug tests at any time: some of these are "sweat tests" using the latest technology but the most numerous are random urine tests, over 400 of which are carried out every academic year, in the belief that we cannot be too careful in this area.

## 10. The Dress Code (Codes C-3)

Le Rosey's policy on school uniforms and dress code is intended to prepare students for life after school. Full formal uniform has to be worn on a number of school occasions every year; and, during the week, students are expected to dress slightly more formally for dinner (jacket and tie for the boys and blouse and jacket for the girls). At all other times, students may dress casually but must respect a number of basic rules regarding tidiness, hair length, revealing clothing and so on. Full details are in the Codes.

## 11. Discipline and the *conseil de discipline* (Codes B; D-7)

Discipline at Le Rosey is based on the school's guiding principles; it is not an end in itself but a means of ensuring a harmonious community life. Our aim is to ensure that it is seen as such and that rules are applied conscientiously, fairly and humanely – but also firmly. The Codes provide details of the essential school rules and sanctions. When a student's disciplinary record becomes a matter of serious concern or if a major rule is infringed, then he or she is called to appear before a *conseil de discipline*, made up of members of the direction, the adults concerned and student representatives. The decision taken by the Council is immediately communicated to the pupil and his or her parents. There is no system of appeal.

## 12. The *Comité*

Le Rosey does not have a British-style prefect system, but it does have group of twenty students (ten boys and ten girls) called the *Comité*, whose role is to represent the students and student views to the direction of the school. Although the *Comité* is expected to set an example to students and to support the school and its ethos, it does not exist to help apply school rules around campus, nor are its members given disciplinary powers.

The *Comité* is elected on a yearly basis entirely by fellow students. In the winter term, students in classes 2 and 1 can put themselves forward for inclusion on the *Comité*. At an after-dinner session on each of the two campuses, candidates give short speeches to all other students who afterwards vote. The Directors of Boarding act as tellers, but neither they nor any other member of the school have a say in the outcome of the vote. The ten students with most votes on each campus become *Comité* members and the four students (two girls and two boys) with the highest votes become presidents and vice-presidents respectively.

The results are normally announced at the Saint Valentine's Ball or Charity Gala in February when the previous *Comité* (predominantly class 1 students preparing for examinations) finishes its duties.

The work of the *Comité* covers three essential areas:

1. Social events: the *Comité* organizes a large number of discos and weekends including the Ascension Day (now officially called the *Fête sportive*).
2. Student support: as well as welcoming new students in September, *Comité* members regularly visit *maisons* to hear student concerns which they then raise with the direction of the school.
3. Discipline: as well as being consulted about disciplinary matters, the *Comité* is often involved in resolving student issues internally; and two student *Comité* members attend all *Conseils de discipline* both as advocates of the students and as advisors.

Being a member of the *Comité* is a privilege and a responsibility and can be time-consuming, but it obviously has its rewards in terms of the leadership qualities it develops and the prestige of the position.

### 13. The *Comité Solidarité* and Charity Projects

Le Rosey has a serious and long-standing commitment to charity: *Solidarité* and Service are official components of the school's CASC and the IB diploma CAS programmes respectively, and, apart from individual students' work on behalf of people both in the local community and further afield, the school also has its own student *Comité Solidarité*. Two presidents (male and female) are chosen by the direction from a list of volunteer Committee members every year. It is the job of the Committee to organize fund-raising activities for charities of their choice every year, with a special accent on the Rosey-Abantara Project in Mali.

Activities range from sales of cakes and drinks, to sponsored walks and "silent lunches" to auctions and broader appeals. Very considerable sums have been raised over the past few years, with substantial donations made to various disaster appeals, local charities, the Rosey-Abantara School in Mali and many other charity appeals many of them initiatives undertaken by alumni.

## ACADEMICS.

Le Rosey makes considerable academic demands on its pupils. Fundamental to the school's approach are four key obligations. All students must:

1. sit one of two rigorous and externally assessed, graduating exams: the French *baccalauréat* or the full diploma of the International Baccalaureate (IB)
2. follow the school's bilingual policy and language policy in general
3. include sporting artistic, and cultural activities in their education
4. agree to link their daily autonomy to academic results.

Despite this pressure, success rates are extremely high. This means that students are often under academic pressure, and promotion into the following year cannot be guaranteed.

Full details are to be found in the Academic Programmes and Curriculum Guide booklets available from the school or on the school website. The following are responses to frequently asked questions.

### 1. Marking Periods and Reports (Codes E-3)

The school year at Le Rosey is divided into marking periods (which, for historical but completely illogical reasons, are called *vingtaines*). There are usually five such periods (of unequal length) over the year. Marking periods finish in October, December, March, May and June.

At the end of each marking period, each subject teacher gives students a grade out of 7 (or from 0-20 for the French baccalaureate classes) and *Attitude* and *Effort* grades. These grades are based on work done in class, class tests and homework over the *vingtaine*. These are published on the marking period report or *bulletin* which can be accessed over the internet using an individual code provided by the school. All parents are also sent a pdf version of the report by email (or on request only a hard copy by post).

The meaning of the grades is explained in the Codes and on the report itself, but more information is provided below.

Of the five reports each year, three – published at the end of each term – provide comments from each subject teacher as well as an overall comment from the Class teacher or Headmaster. The others provide grades, attitude and effort grades and a single overall comment.

In December and June, the students also sit internal school exams which are based on the work of the whole term or the whole year. Students receive grades out of 7 for each exam. In total, therefore, a complete end-of-year report will provide seven sets of grades – one for each marking period and one for each of the two exams, with the exam grades counting double in classes 3-t.

## 2. Passing the Year and Repeating the Year (Codes E-3)

Most Le Rosey students get a passing average of 4 out of 7 or above, and automatically pass the year. A small number of students, however, do not. This means that they are usually asked to repeat the year.

In some cases, these students are advised to look for another school with more appropriate programmes of study, and Le Rosey does its best to help in the process.

At the end of Class 2, the final year of the Pre-Bac programme, however, the process is slightly more complex and the teachers' Council, Heads of Department and Guidance Counsellors advise the Director of Studies whether a student is able to follow the IB or French Baccalaureate programme successfully. Occasionally, students who obtain an average of over 4 are not admitted on the IB programme if Le Rosey feels that they are not capable of undertaking the full IB diploma programme successfully. The Headmaster or Class Teacher always contacts the family of a student in danger of not passing the year as soon as any danger is apparent.

## 3. Understanding the School Report

Most of the report is self-explanatory but there are one or two points that sometimes cause confusion.

Name: ██████████  
 Class: 3

Subject	Coeff.	Teacher	Oct.	Dec.	Dec. EXAM	Feb.	April	June	Final EXAM	Student's Avg.	Year Group Avg.
Français 1 écrit	2	Conraux F.	5 A	5 A	4	5 A				4.8	4.9
Français 1 oral	1	Conraux F.	6 A	5 A	4	4 A				4.8	5.3
English 1	3	Grant G.	6 A	7 A	7	7 A				6.8	5.5
Mathematics 2	3	Bekenkamp A.	6 A	5 A	6	6 A				5.8	4.6
Physics	2	Robinson A.	5 A	6 A	4	7 A				5.5	4.3
History	2	Roe J.	6 B	5 B	7	5 A				5.8	5.0
Economie	2	Lebaz J.	6 A	7 A	7	5 B				6.3	5.5
Deutsch 2	2	Haase G.	5 A	5 A	5	5 A				5.0	5.8
Italiano 3	2	Vonlanthen D.	5 A	5 B	4	6 B				5.0	4.8
Report average			5.6	5.6	5.5	5.7				5.6	
Class average			5.1	5.0	4.4	5.1					

1. The Coefficient or relative weight given to each subject

2. The grade and effort grade for each subject in the *vingtaine*

3. Examination grades (which count double)

4. The columns showing the average in each subject over the year for the individual student and the rest of the class.

5. The CASC bonus

6. The average grade for the marking period with the CASC bonus included which decides the "study group"

CASC Bonus: 0.2

This month's average including bonus: 5.9

Study group: Honneur

Unauthorised absence from class: 0

General average up to and including this report: 5.6

7. The General or overall end-of-year average (updated on each report): the mark which decides whether the year is being passed or not or whether there is a danger of having to repeat. This figure ignores any CASC bonus.

## 4. What do the Grades Mean? (Codes E-3)

The 1-7 system is generally simple to understand but sometimes confuses parents accustomed to something different – particularly those familiar only with a US system of percentages, letter grades and GPAs. The guide followed by teachers is as follows:

- 0 Work not handed in or student cheated.
- 1 Very mediocre Work handed in but effectively worthless.
- 2 Mediocre Very poor work, well below the standard required.
- 3 Insufficient Weak or unsatisfactory work, not meeting the standards required.
- 4 Passable Acceptable or satisfactory work, meeting the standards required.
- 5 Good Satisfying or good work, comfortably meeting standards required.
- 6 Very good Very good work: exceeding the standards required.
- 7 Excellent Outstanding (if not flawless) work, well above standards required.

It is important to appreciate that a grade of 7 is not easy to obtain, even for very good students – particularly in the “High School” years. This means that the “straight A student” does not become a “straight-7 student”. In fact, an average grade of 7 across all subjects is almost impossible at the IB (less than 0.02% of candidates across the world achieve it), and for Ivy League colleges or Oxbridge an average grade of 6.5/7 is enough to be taken very seriously indeed.

The overall report average for the marking period provides a clear indication of general progress and this is reflected in the Study Group System. This is fully explained in the Codes.

## 5. Effort Grades (Codes E-3)

From September 2009 a new “Attitude” and “Effort” grading system is being introduced so as to provide more feedback to parents, students and the administration of the school. The *vingtaine* report includes a second page giving a grade of 1 to 4 in five different attitude and effort criteria for each academic subject, sport and the boarding house. Although complex to describe, the system offers an extremely easy-to-read visual summary of each student’s attitude and effort in and out of class.

The attitude and effort grades in all subjects are summarized through a single letter grade according to the traditional scale: A = Excellent • B = Good • C = Just acceptable • D = Needs improvement • E = Immediate change required. This letter, taken in conjunction with the average achievement grade, determines the student’s “study group”.

## 6. Finding Out More about Grades

Although most parents find the reporting procedures enough, there are occasions when it is important to know more. In such cases, Le Rosey provides interim reports and updates. Parents should contact the Director of Studies or Class teacher directly and appointments to meet all teachers can normally be arranged through Mme Llewellyn (for further details, see the Who’s Who). Of course, many parents also visit the campus during the standard times of the year (December and February) when we arrange meetings with teachers (see below and School Calendar).

## 7. Transcripts

When students leave Le Rosey or when they apply to universities and colleges, we provide an official transcript (a set of grades without comments or bonuses).

## 8. “Prep” or Homework

Students are naturally expected to work in the evening in “Study Hall”. The duration of study hall in the different sections (detailed in the Codes) indicates how much they are expected to do. Senior students, particularly those preparing the IB, also have a lot of other work which sometimes needs to be done at weekends. French Bac. and IB students also have Saturday morning practice exam sessions (or on Monday afternoon in the Gstaad term). What is more, IB and French Bac students also have to produce substantial pieces of work (the Extended Essay or the *TPE*, for example) which demand research and preparation during holiday periods.

## 9. Learning Support

Le Rosey is sympathetic to learning differences, although students needing learning support are relatively few, and the school’s policy therefore operates on a case-by-case basis. We obviously depend on parents to inform us of any particular problem, but the Study Group system is also designed to identify and to offer help to students who need it.

Study Skills classes are provided for those (usually younger) students who are making slow progress – perhaps because of a different educational background or difficulty with English or French. There are also special tutored study hall sessions for younger students, and a number of specialized staff are available to provide extra guidance usually on a private classes basis.

Students with specific difficulties (the most obvious is dyslexia) are usually referred to an educational psychologist in Geneva so that these difficulties can be reliably identified. Such testing also allows the school to notify examination boards of these difficulties and for the students to be awarded extra time in both internal and external examinations.

## 10. Gifted and Talented (GAT) Students

A relatively high proportion of Le Rosey students could be classified as GAT pupils and many have been officially identified as such. Many of the challenges faced by GAT students, however, seem to pose far less of a problem at Le Rosey than they might elsewhere. The academic programmes which the students must follow – in small classes – are naturally challenging and many students are encouraged to take the most demanding versions of these. What is more, the activities on and off campus outside normal study time are designed to stimulate, develop and complement traditional academic learning.

Most importantly, however, the fact that Le Rosey is a bilingual school is in itself an appropriate challenge for gifted students. Over the past two years, moreover, the school has provided extensive training for teachers so as to sensitize them to the needs of these students and to provide them with a host of teaching ideas and techniques.

## 11. Extra Classes

Many students and their parents ask for extra classes or *cours privés*. These can serve a useful purpose when students are trying to “catch up” or fill in the gaps in a particular subject area, although we discourage pupils from becoming dependent on them.

Furthermore, we cannot of course guarantee that teachers will be available in all subjects (and there is a particularly heavy demand in French and Mathematics) – and it is also possible that we may discourage or limit extra classes if we do not feel they are appropriate. These classes are charged to parents as extras, and for this reason we ask for formal approval before arranging them.

## 12. Extra-Curricular Languages

Le Rosey offers as many as 20 languages (including Dutch, Korean, Mandarin Chinese, Turkish, Arabic, Russian, Japanese, Bulgarian, Rumanian, Portuguese, Swedish, Greek, Hungarian, Hebrew and Polish) although not as a part of the regular programme.

They are taught by specially recruited “external teachers” (most with many years’ experience of working with Le Rosey), usually as students’ mother tongues in the IB or Pre-Bac programmes.

When they are an obligatory component of the IB, they are charged at a special “forfait” rate – although many are also taught under the standard *cours privés* system.

Further details are available from the Directors of Studies or the Head of Languages (see the Who’s Who).

## NON-ACADEMIC ACTIVITIES AND “CASC”.

### 1. The Sports-Arts *Bloc*

Sports and arts are fundamental part of life at Le Rosey, both as naturally healthy but also as character-building activities. During the autumn, winter and spring terms, four afternoons per week are set aside for an enormously varied range of sporting or artistic activities. In winter, of course, the academic timetable is redistributed over six days so as to allow four afternoons of skiing before the *pistes* close.

Students are invited to make choices based on their interests and abilities – and those who want to vary their activities and sample new sports are encouraged to do so. The school sets a minimum number of hours of sport per week which varies according to the age and class of the student. In general, older students’ obligations are lighter because of a heavier academic load, extra classes and practice examinations.

Le Rosey has a strong commitment to competitive sport and has an enviable record in inter-school competitions in Switzerland and the *Suisse Romande* in particular. Although there are different teams for different ages, Le Rosey, unlike many US prep schools does not, however, oblige all students to be members of teams; instead there are strong “first” teams in all the principal boys’ and girls’ sports.

Those students who are in teams usually devote most of their afternoons to sport, and are often called to compete at the weekend or at day-long tournaments. Parents are naturally welcome to attend fixtures.

### 2. Music and Theatre

There is an expectation that all students will participate in some artistic activity at Le Rosey. Although there are musical and

theatrical activities available for students in the afternoon Sports-Arts block, many other musical and dramatic activities take place at other times of the day. Choir and orchestra rehearsals take place before dinner in first study hall, instrumental lessons can take place during a student's "free" periods during the day, while students involved in all-school dramatic productions may have special schedules.

The most important theatrical and music events of the year are the Christmas Concert, the French-speaking drama production at Christmas, the Gstaad Charity Gala, and the English-speaking drama production on the eve of graduation.

### 3. Learning to Play an Instrument

All Rosey students are strongly encouraged to continue or to begin learning to play a musical instrument. Le Rosey has an extensive team of teachers (most of them professional musicians) who come to school at times arranged for classes through the Music Department. These normally take place during students' "free" periods during the academic block.

Music classes and musical activities are included in the school fees, but the cost of individual instrumental classes is covered by a termly *forfait* payment for one music class per week throughout the term. Parents requiring further information should contact the Head of Music (see the Who's Who for further details).

### 4. School Trips

Every year – in spring for the Juniors and in autumn for the rest of the school – students are encouraged to participate in the week-long *Voyages Culturels*. These are educational trips, often closely linked to a particular aspect of their academic programme, although there are also university guidance trips to the USA and UK as well as "Humanitarian" trips which often tie in with Le Rosey's own charity projects.

These *voyages* are not compulsory (and they are billed as extras) but they are strongly recommended as an enriching part of the students' education. Students who do not participate normally return home for a "half-term" week. Parents are fully informed of the trips available about two months before they take place, and it is important for the school to receive a quick and unambiguous decision regarding participation. In many cases, this is vital to allow the school to obtain the necessary visas or to arrange vaccinations. We also recommend each family to take out cancellation insurance which covers withdrawal for illness for example, since we cannot reimburse students who drop out unless his or her place is filled by another student.

### 5. Weekend Trips

During the first and third terms, the school organizes a large number of weekend trips. These are usually to major European cities and they usually have a specific educational focus, such as theatre trips to London, Paris and Vienna or cultural / history trips to Berlin, Barcelona and Rome, as well as art trips to Madrid and music trips to Salzburg. There are also special sports trips to the Barcelona Formula 1 *Grand Prix* and to London to see a top Premier League match.

Students usually leave Le Rosey after classes on Friday and return on Sunday evening. None of these weekend trips are obligatory and parents are requested to send written permission for their children to participate. It should be noted that the same cancellation rules and insurance recommendations apply to these trips as to the mid-term trips. Weekend trips are billed to the parents at the end of term.

### 6. Educational Visits

In term time there are naturally numerous field trips and visits linked to specific classes. These can be very small-scale local visits to the theatre, college fairs or elsewhere, although there are occasionally longer visits connected with a particular activity. In the past, these have included the Model United Nations, a special IB CAS conference in Istanbul, an Environmental Science trip to the France, a university guidance trip to London, and Theatre Studies trips to Stratford-Upon-Avon and Terezin Concentration Camp. Obviously, we request parents' authorization for any visits which require more than a day off campus or which are relatively expensive.

### 7. Honour Trips

Le Rosey organizes trips for those students who figure regularly in the Honour group so as to reward them for their commitment to excellence and to offer them the exceptional experience of participating in unique educational and cultural

trips. These trips, with their visits, classes and lectures, focus on a central theme. Each trip is organized and managed by Le Rosey's Director-General, with the help of one or more specialists. The cost of the trip is covered by Le Rosey, and parents need only to pay for the airline ticket. These trips take place during term-time meaning that participants must make a special effort to catch up on work missed. Three of the themes proposed have been: "The Mediterranean, a crucible of civilization", "How can we construct a lasting peace in the Holy Land, at the heart the Jewish, Christian and Muslim faiths?" and "Eco-tourism and the challenge of sustainable development in the Massai homeland".

## IT AND COMPUTING (CODES F).

Although very many public access computers are available across the campus, notably in the library and cafeteria, Le Rosey recommends that all students from Class 5 onwards have a laptop. Occasionally these are required in class (and some students use them for note-taking as a matter of course), but they are almost essential for work outside class.

- Which computer to buy and where

It is recommended that students purchase a computer from the school shop, where prices are competitive and proper installation of essential software can be guaranteed. Students can bring their own computer, although all computers must have an English or French operating system and it must be handed over to the school IT service so as to install anti-virus software and to enable wireless access to the internet. As a point of interest, about 60% of Rosey students use Macs.

- Internet access

There is wireless access to the internet across campus during the day and (generally speaking) until *coucher* time.

- Printing

Students may, of course, bring their own printer, but laser printers are available to students on the network across the campus.

- Leisure use

A boarding school is home for students during term time and Le Rosey understands that many students use their computers for communication, downloading music, games and watching DVDs. There are, however, clearly-set limits to the times at which these activities are acceptable. Staff are asked to be vigilant as to excessive leisure use of a computer and may confiscate laptops if they feel that they are affecting sleep patterns, social integration or working habits.

- Public access computers

There are very many public access computers across campus – particularly in the library but in boarding house as well – for students to use if they should need to.

- Acceptable use policy (Codes F)

Le Rosey has a simple Acceptable Use Policy, incorporated into the Codes.

## THE PASTORAL SYSTEM AND COUNSELLING.

From the time a hundred years ago when every student was greeted as he entered the dining hall, Le Rosey has a long tradition of personalized attention and closeness to the students. Of course, with the growth of the school, things are no longer so simple, although with approximately 400 students, Le Rosey is not large and it is still common for members of staff to recognize nearly everyone on campus.

Although the pastoral and guidance system provided by the school depends to a certain extent on a sense of community and mutual recognition, there are also a number of structures and personal roles directly related to helping the student adapt, integrate, participate and then move on to college or university.

### 1. University and College Guidance

Le Rosey students are supported by a coordinated pastoral network. The two most important elements of this network are the boarding house *chef de maison* and the "class teacher". The *chef de maison* and his or her team are in daily contact

with each other and with the directors of boarding to exchange impressions of students' progress and integration into boarding house life. From an academic point of view, the Class Teachers monitor progress and consult with other teachers and the boarding house teams. The size of Le Rosey means that this happens naturally and quickly.

There are other, vitally important, pastoral carers:

- the nurses, who are particularly attentive to possible emotional problems and who are often the first point of contact
- the Directors of Studies and Guidance who follow all aspects of students' progress
- the Directors of Boarding who have an overall view and often a profound understanding of a student's development and possible problems
- the Student Committee (or *Comité*) who have a system of visits and responsibilities and are particularly sensitive to student difficulties and issues
- both the *Directeur Général* and the Headmaster follow a genuine "open-door" policy and are ready to see students at all times and without an appointment.

In particularly difficult cases, the school has regular contact with professional psychologists, and organizes counselling for those students under acute duress.

It is our policy to inform parents of concerns where appropriate, although, under normal circumstances, students' requests for confidentiality are respected.

Where parents have particular concerns, they are urged to contact the school. There are many points of contact in the school – the Directors of Boarding, the , a particular teacher, the Class Teacher, etc., but in case of doubt, we recommend contacting the Headmaster directly who will pass concerns on to those in key positions.

## 2. University and College Guidance

Effectively all Le Rosey students attend university, and the school has two full-time counsellors to advise and guide the students through the increasingly complex and, above all, competitive world of college and university entrance. The USA, UK, France, and Switzerland are the most popular destinations, but a substantial number of students move on to universities across the world. The Guidance Department has a complete orientation programme which is explained to parents at the Gstaad February meeting (see Calendar); and their booklet (also available on CD ROM or via the internet) provides full information.

## THE ROLE OF PARENTS.

Schooling is always a partnership, and with the benefits of modern communication, the links between parents and the school are much stronger than they used to be. We are always ready to listen to parents, and we particularly welcome a constructive dialogue.

### 1. Communication

A full list of contact names, addresses and telephone numbers can be found in the Who's Who. Although faxes are required in certain cases (weekend permissions, for example), as a general rule, email tends to be the most effective way of contacting anyone at the school. Telephone calls are naturally preferred for emergencies, and during the day a call to the school will be transferred. During the week from 5.00 p.m. to 8.00 a.m. and on Saturday morning after 1.00 p.m. (European time) the switchboard closes, but messages are taken.

Parents should remember that their children are only allowed to use their mobile phones when they are in their room and certainly not during class time or study hall. And, of course, particular care should be taken with time zones if children are to get the sleep they require!

## 2. Parents' Obligations

Parents' support for the rules and regulations of Le Rosey is a guarantee of proper educational process. Parents' lack of respect for the rules naturally encourages their children to do the same and is often the forerunner of serious problems. In the interests of fairness, we ask all parents to:

- respect departure and arrival dates (and times of the day). The vast majority of our parents and students follow the calendar: infractions are always punished (a weekend restriction for every day late after holidays, for example)
- keep the school calendar in mind when arranging family celebrations. In a school of nearly 400 students, there are literally hundreds of cousins, grandparents, siblings and family birthdays. For obvious reasons, these hardly ever constitute a valid reason for absence
- respect the rules regarding weekends, visits and sorties with your children. These are extremely reasonable but it is vital for Directors of Boarding to be informed in plenty of time and through the appropriate channels. They are quite naturally strict about these rules since they concern students' security. The relevant fax forms can be downloaded from the school site
- not to accept or turn a blind eye to any false weekends (when for example children stay at a hotel supposedly under the responsibility of parents who turn out to be on the other side of the world); quite apart from the moral dimension of such behaviour, weekends of this sort lead to a *Conseil de discipline*
- try to ensure educational continuity during students' off-campus weekends, by insisting on appropriate times for returning home and by checking on what students are doing; this is one of our major concerns and we are ready to discuss individual worries with parents
- do not give children too much money or a credit card without spending limits: there is no surer way of undermining the values we want to give a child or of taking away their motivation to succeed on their own
- support the School! Many students say they do not want to go on expeditions or watch school matches (although they're nearly always glad when they do – especially in years to come) but it makes an enormous difference if parents support this side of school life.

## 3. Parents' Days

Le Rosey doesn't have a "Parents' Weekend" as such but there are a number of special occasions throughout the year when very many parents visit the campus – partly to enjoy special events but also to consult members of staff about their children's progress. In 2009-10 these are:

### 1. The Parent-teacher meeting and Christmas Celebrations.

This takes place on Saturday 5<sup>th</sup> December 2009. From 9.00 to 1.00 pm the parent-teacher meetings give parents the chance to circulate and meet their children's teachers individually. In the late afternoon the Xmas concert is followed by dinner and the school's French-speaking drama production. This is a popular event attended by approximately 800 people.

### 2. The Rosey Races and Rosey Gstaad weekend.

This takes place from Thursday 18<sup>th</sup> to Sunday 21<sup>st</sup> February 2010. On Thursday at 4.30 p.m. there is a Guidance and Orientation presentation helping parents to understand educational choices for their children, especially those about to begin the IB or French Baccalaureate, or others ready to apply for university. This is followed by an aperitif and gives about 100 parents every year the chance to talk to a selection of key teachers about their children's future. On Friday, all parents are invited to the Rosey Races – one of the highlights of the year – and followed in the evening by the Le Rosey Foundation Charity dinner. The Gstaad Long Weekend begins after the Races and continues until Sunday evening, with many alumni (AIAR) events taking place on Saturday.

### 3. The Gstaad Charity Gala.

On Sunday 7<sup>th</sup> March 2010 in Saanen Church the school presents its winter concert with a variety of musical extracts. The proceeds go to charity.

#### 4. End-of-Year Celebration.

This begins on Friday 25<sup>th</sup> June with a series of evening concerts followed by the English-speaking theatre production. International culinary specialities are served around the campus. This is followed on Saturday 26<sup>th</sup> June by prize-giving, the Graduation Ceremony and end-of-year garden party. This event is usually attended by hundreds of parents.

Of course, many parents take advantages of these visits to fix up appointments with teachers – and for those who cannot attend, Mrs Llewellyn will be delighted to arrange these at almost any time of the year.

### ARRIVALS, DEPARTURES & HOLIDAYS (CODES C-5).

**The Golden Rule:** please respect published dates and times.

The dates of school terms and holidays are fixed approximately one year in advance and they are easy to find on our website ([www.rosey.ch](http://www.rosey.ch)). They give the latest and earliest times for departures and arrivals.

An end-of-term departure time of 8.00 refers to the time that the student can leave the campus and NOT the time of a flight. The Gstaad Departure Day is Wednesday, 10<sup>th</sup> March at 8.00 a.m. Please remember that the journey time to Geneva or Zurich airport from Gstaad takes three hours and that it is highly advisable not to book flights which depart before 12.00. The journey time from Rolle to Geneva airport is 40 minutes.

We appreciate that for many destinations there is not always a choice of flights or fares and that dates can be inconvenient, but our policy is that the student is always welcome to come the day before or leave a day later. In the case of a very small number of particularly awkward destinations, we may allow an exception.

Our travel secretary (see the Who's Who) is always ready to help – and she needs to be informed of departure times since she normally organizes airport transfers.

At Christmas, the examinations timetable is finalized about two weeks before the examinations. It sometimes allows some students to leave earlier than the calendar date, but this can never be guaranteed.

An unauthorized late return or early departure entails automatic sanctions for the student – one weekend restriction per day late.

#### 1. What Transport is Available from the School?

Le Rosey transfers students to and from the airport on the heaviest days. We can also arrange for taxis to take students to the airport on different days. The standard Rolle-Geneva taxi fare is CHF 120 and Gstaad-Geneva or Zürich fare is CHF 400. These are the procedures and conditions which apply:

- please fax the flight number and time of arrival in Geneva to the *secretariat*
- for safety reasons, no departure on vacation will be allowed without your written permission, indicating the destination of the student, the departure time and means of transport
- Roséens taking a plane may not leave the campus more than three hours before the flight; and students may not leave campus with a third party without prior agreement
- return from holidays and/or weekends must be direct from the airport to Le Rosey. It is forbidden to make a detour via Geneva or Zürich.

#### 2. Weekends (Codes C-5)

**The Golden Rule:** remember the standard weekend.

- *Le week-end* at Le Rosey in Rolle (in the first and third terms) **begins** at midday on **Saturday** and **finishes** at 7.00 p.m. on **Sunday** evening (In Gstaad in the second term it starts at 12.45 p.m.). Friday evening departures are authorized for *Cadets* and for Honour and Privilege students.
- Weekends off-campus must be requested by pupils' parents, or (with parents' written permission) close family members aged at least 25 or parents of other students.

- Weekend invitations must be in the form of a **fax or letter to the Director of Boarding**. For legal reasons, we cannot accept an e-mail. They must arrive before Thursday evening.
- Parents must use Le Rosey's official weekend request forms which clearly indicate legal requirements and provide contact details of the person who will be responsible for the student. The Boarding Director will normally ask to meet this person when the student leaves campus.
- All weekends must be preceded by a check-out (reporting to the director in charge) and finish with a check-in.
- If students receive a punishment preventing or delaying weekend departure, it is their responsibility to inform their parents. Boarding House Directors will usually refuse to reschedule punishments and cannot be held responsible if parents are not informed in due time by their children.

### 3. Exceptions and Special Cases

- *Cadets* (students in classes 4 and 5) can begin their weekend on Friday at 7.00 p.m. as long as they are with their parents. This rule is designed to encourage and maintain family contact.
- Students in the Honour or Privilege group may begin their weekend on Friday at 6.00 p.m. and return on Sunday at 8.00 p.m. (This privilege is an important incentive rewarding behaviour and academic results and cannot be extended to all students.)
- This privilege does not apply in Gstaad where there are classes on Saturday morning.
- Class *terminale* students can have one weekend per month without a special family invitation (an "auto week-end") as long as parents have given prior consent.
- Once per *vingtaine*, Honour students may use their "Honour Day Off" usually to extend an authorized weekend or a holiday, or to attend family events. Honour days cannot be accumulated from one *vingtaine* to the next.

### 4. Blocked weekends

On some weekends students must be at Le Rosey. These are mentioned on the calendar, and they are basically for four different reasons.

1. **The *Week-end de Connaissance*** is a chance for students to get to know each other and to settle in. It takes place on the first weekend of the first term and usually includes an evening cruise on Lake Geneva.
2. There are several **special weekend events** during the year, and these require a different weekend schedule. They are indicated on the calendar and include the Christmas concert (weekend departure at 11.00 p.m. on Saturday), the Senior Ball in November, the Valentine Ball in February, the Gstaad Gala, etc.
3. **Examination periods.** These are noted on the school calendar.
4. **Expedition weekends.** All students normally have one weekend expedition per term.

### 5. Visiting Your Children at School

Naturally, it's best to plan your visits for the weekend. The normal weekend schedules and rules apply.

We know this isn't always possible and we try to be reasonable and understanding if a mid-week visit takes place, especially if parents live a long way away. In such cases, children may dine with their parents off campus – although they are not excused from class, study hall, sports or normal lights-out time.

In all such cases, however, it is vital to get in touch with the boarding house directors to see what arrangements are possible.

## 6. *Sorties* (Codes C-6)

A *sortie* means going off-campus with or without accompanying teachers, parents or senior students depending on the age and study group of the pupil.

The precise rules are complex, but the guiding principle is to allow students the chance to socialize in a civilized way with their teachers or peers as long as their disciplinary and academic records are in order.

Further details are to be found in the Codes.

## 7. Special Absences

Sometimes family events require the presence of children and we are sympathetic and accommodating in cases of genuine importance or emergency:

- the sooner we hear about these events, the better
- we give preferential consideration to Honour and Privilege group students and to those with a good disciplinary record
- we cannot consider a family birthday or gathering as a “special event”
- if parents insist on the presence of their children even if we are unable to authorize the absence, the student is sanctioned for an “unauthorized absence” on his/her return by being restricted for an appropriate length of time (as is the case for early departures or late arrivals).

## “ROSEY SPEAK”

The Rosey Vocabulary is sometimes a touch confusing for new teachers or students who thought that they had mastered English and / or French before they arrived at Rosey. However it only takes a few months to get the hang of the language, the elegance of which deserves the reader’s attention.

Here are just a few examples:

- Coucher teacher: an intern teacher whose task it is to be in charge of supervising, listening to, and checking up on the students living in his or her building.
- Group *Sortie*: an evening spent away from Rosey by a group of students who are accompanied by a teacher and given a budget and a minibus, as well as a time by which they must be back in their dorms.
- *Vingtaine*: a marking period which is usually between five and seven weeks long. Although a *vingtaine* would generally imply a period of twenty days, at Rosey it ceased to be twenty days long over twenty years ago.
- Check-in and check-out: a procedure which entails notifying a director or a teacher on duty of one’s departure from or return to the campus. Being late for a check-in generally leads to a massive amount of trouble.
- Fitness or *mise en forme*: a punishment for boys only which entails either running around the football pitch, swimming lengths of the pool, or running in the snow at six-thirty in the morning, or finally being made to run cross-country rather than being allowed to go to Apple Pie for a hot chocolate! As you can see, this has nothing whatsoever to do with a weight training room.
- Honour Day: a day on which those students who have made it into the “honour group” may obtain permission to skip classes as a reward for their hard work.
- *Feuille du Jour*: The day’s schedule with all the specifics, private lessons, lists, absences, medical appointments, birthdays, menus: formerly posted up and rectified three times a day, today it reels by on constantly updated giant screens.
- *Midi-minuit*: let loose for twelve hours in Gstaad, actually starting at 12.45 p.m. at the end of classes on Saturday.
- What *étage* are you on? Inelegant Roséenism used to enquire as to the geographical location of another student’s room.

- Chocolat: a fifteen-minute break that divides the morning in two and allows Roséens to mix in the cafeteria or to drink some hot chocolate: we are in Switzerland!
- Caffe: strategic area where Roséens can relax, check the papers or mail, or watch the news, discuss local gossip and, of course, consume sandwiches and drinks prepared with love by Lubo.
- Free: free period between two classes that has no freedom about it and must, according to the school Codes, be used to perfect the Roséen's culture by a highly didactic trip to the library.
- Avant dîner study hall: linguistically audacious expression describing the period between sports/art bloc and the dinner, given over to homework.
- Restriction: successor to the "DP", horrible letters meaning "DéPrivilège", a restriction consists of a suppressed weekend enlivened by hourly reports to the director in charge.
- Soufflé au chocolat: the inevitable Wednesday dessert, and a nightmare for the chef who must serve fifty perfectly risen soufflés simultaneously!
- Alpha, Delta, Sigma, Omega: four competing Rosey teams on the occasion of the *Fête sportive* or for the *Week-end de Connaissance*.
- Grand Jeu: night of varied challenges spent in the mountains finding erased tracks by passing through a herd of bemused cows.
- Ascension Day: with no direct connection with the religious holiday; a crazy day of relaxation, now officially called the *Fête sportive*.
- Dame Blanche: a ghostly and historic Roséen legend.
- Rosey Runner: bus solely used for transporting roséens from one place to another.
- Excusé de Sport: is said of the Roséen who is excused from sport; old hands know a list of symptoms guaranteed to touch the nurse's heart; they also know the "duty days" of the nurses who do not accord the same warm welcome to the usual suspects.