



SCHOOL YEAR 2021-2022

Overview

The school year that is coming to an end will still be marked by the Covid19 pandemic and the formidable pedagogical and organizational challenges that our school community will have taken up to welcome all students in class on a daily basis. We should pay tribute here to the remarkable involvement of all the teams of the high school, the students and their families.

The aim of this document is to indicate the priorities for next year and to give as precise an indication as possible of the practical arrangements for organising the start of the school year.

It will obviously be updated when we know the school opening plan announced by the Ontario government for the month of July.

Staffing and structure

We plan to welcome at the beginning of the school year 2021 a little more than 1000 students which confirms the excellent dynamic that the establishment is experiencing.

The overall increase (+5%) comes mainly from high school (+9%) and elementary (+7%), especially cycle 3 (CM1 and CM2).

These forecasts are fully in line with the 2021/2022 budget established on the basis of 990 students and adopted by the Board of Directors on June 22th.

Educational devices

In kindergarten

The priorities in Maternelle will be to:

- Continue the reflection begun this year on the layout of the classes and the renewal of the furniture for the classes of MS and GS.
- Continue the implementation of the language policy to strengthen the articulation between teaching in French and English;
- Strengthen inter-cycle bonding and articulation (GS-CP)





Elementary

Following the introduction of the international section at the start of the 2020 academic year, the work of bringing the programmes into line in both languages will be continued.

It will also be necessary to finalize the cleaning of cycle 3 classes and the renewal of furniture as part of a team reflection on teaching practices.

Finally, particular attention will be paid to CP and EC2 levels, which will benefit from actions to support the learning of reading and writing.

In college

The implementation of the language [policy](#) from the 6ème to the 3ème will be continued around three courses:

- **Adapted and reinforced course in foreign languages (PARLE):** the following subjects give rise to the addition of one hour of teaching in English per level:
 - In 6ème: mathematics
 - In 5ème: Physics chemistry
 - In 4ème: history-geography
 - In 3ème: history-geography
- **Course in international section (SI):** teaching continues in 3rd grade and students will be able to take the international DNB exams.
- **Course in oriental language with the introduction of a teaching of Arabic:**
 - In LVB in 6ème choice with Spanish
 - In LVC (optional) in Seconde

In addition, as part of the development of competence-based education in cycle 3, **6ème are gradeless classes**, thus allowing students to validate the entire cycle 3 according to the same teaching and assessment methods.

Finally, the interdisciplinary practical courses (EPI) are renewed in the form presented in the [map of interdisciplinary practical courses for the year 2021/2022](#):

In high school

The introduction of language [policy](#) continues in the first class according to the same principles as in the Seconde with:

- for students of the PARLE course, the implementation of a one-hour course of moral and civic education in English.
- For students in the international section, the continuation of specific teachings of American literature and history-geography.

At the baccalaureate level, the combinations of specialties have been revised to take into account the profiles of our students and the choices they have made over the past two years. This new map of specialties was adopted in October by the governing board.

The organization of teaching in middle and high schools, including the map of specialties, can be consulted in [the document accessible from this link](#).





Specific projects and arrangements

Apart from the many projects that contribute to the educational wealth of the establishment, some specific projects and devices will be introduced next year or renewed.

Labeling of the high school in *Establishment in sustainable development approach (E3D)*

This project aims to create a common culture around sustainable development and its challenges by engaging in a global approach including teaching, student life, the functioning of the institution, parents and the development of external partnerships.

All classes from the Small Section to the Terminale are involved.

Continuation of web radio

This is a project that includes media literacy, citizen training and the strengthening of oral literacy.

This year's results have been extremely positive and the project is being renewed next year with the aim of extending it to more pupils and ensuring better visibility of all the projects that contribute to media literacy.

Reception and support facilities for pupils

A reflection is carried out to provide adapted responses to the difficulties encountered by students which can be of a very diverse nature.

Between the need for integration of a new student, the treatment of academic difficulty, the consideration of learning disabilities, the improvement of living together and the accompaniment of non-Francophone students or students starting out in English, the answers to be provided are not of the same nature and may require the intervention of professionals to accompany students and teachers.

The proposed mechanism aims to provide a comprehensive, appropriate response indicating clearly identified milestones. [A summary presentation is accessible via this link.](#)

Hours of Class Life (HVC)

A Class Life Hour (HVC) referent is appointed from among the main teachers of a level, from the 6ème to the 3ème.

Its mission is to propose to the main teachers of the same level a program of activities for the hour of class life, according to the priorities / themes defined in pedagogical council.

The aim is to strengthen the psycho-social skills of pupils and to ensure that all pupils at the same level, within the framework of the health course and the citizen pathway, benefit from the same training in this field.

The establishment of this mechanism, like all new ones, will inevitably require adjustments and flexibility.





Position of pedagogical assistant "Inclusion Referent"

The high school has recruited an inclusion referent, positioned within the Student Life Pole, who will work in collaboration with the pedagogical teams and the health manager to support students with special educational needs. This is not a specialist position (example: orthopedagogue) or education assistant but a coordination mission ensured in compliance with the accreditation and the [Qualinclus standard](#) promoted by the AEFE.

human resources

Next year, we will have the pleasure of welcoming 22 new staff to the management, teaching teams and departments:

post	Staff recruited
Deputy Headmaster	Vincent Bonnefille
Primary Director	Claude Filloi
Maternelle	Marie Honthaas
Maternelle	Charlène Fréal
English (Maternelle)	Katie Lucien
Support Teacher	Virginia Baudin
letters	Julien Blaise
letters	Mehdi Alizadeh
SVT	Nicolas Louisot
SVT	Muriel Barthélémy
SPC	Céline Darde
Math/Physics	Étienne Renard
English	Ongoing
History geography	Lionel Teixido
Arts	Karine Hébert
Arabic	Queen Chela
Director PVE	Agnès Collet
Inclusion referent	Maud Ponin-Ballom
Director of Communications	Ongoing
Primary Assistant	Ongoing
Communications Assistant	Clairanne Josserand
Director of Accounting and Control	Ongoing

I would like to take this opportunity to reiterate my thanks to those who will be leaving the establishment at the end of the year and to wish them every success in their professional and personal projects. In particular, I would like to welcome Colette Godet, a professor of literature, and Pascal Adam, a primary director, and wish them a very happy retirement.

Works and facilities

Many works are planned between now and september:

- The development of elementary schools including a slight increase in the number of parking spaces
- The complete restructuring of audiovisual equipment in classrooms including a strengthening of anti-intrusion security;
- The complete renovation of the PS class;





- The change of furniture in cycle 3 and English classes
- The development of two offices and three meeting rooms in the hall;
- The spatial planning of the primary directorate.

Recovery plan in September

School reopening plan

No information has yet been released by the Ontario Ministry of Education on the health conditions under which to operate at the beginning of the school year.

In view of the very strong constraints that have weighed on teaching conditions over the last 18 months, the high school has chosen, validated by a vote of the board of directors, not to offer an alternative to face-to-face teaching to families at the next school year, obviously outside a legal obligation in this direction.

Indeed, the framework for the accreditation of a French institution abroad clearly identifies two reasons that may justify the implementation of distance learning:

- Exceptional circumstances
- A local regulatory obligation

Apart from these two conditions, the introduction of distance learning is contrary to the accreditation criteria. The institution will therefore study the utmost care to update the guide to reopening Ontario schools to be published in July and unless it is required to do so by regulation, will propose an exclusively face-to-face **education at the beginning of the next school year.**

Organization of the start of the school year:

A document presenting the practical organization of the first days of class and precise the dates and times of all the back-to-school meetings is available from [this link](#).

It will be updated in the second half of August to take account, where appropriate, of a plan for the reopening of schools.

While waiting for the pleasure of meeting our students in September, I wish you a very nice summer and, for those who take it, an excellent holiday.

Yours,

Philippe COURJAULT

headmaster

Updated: July 1, 2021

Reference(s) : [https://claudel.org.sharepoint.com/sites/donnees/Direction1/Préparation de rentrées/Rentrée 2021-2022/AS 2021-2022 - Présentation générale - ENG.docx](https://claudel.org.sharepoint.com/sites/donnees/Direction1/Préparation%20de%20rentrées/Rentrée%2021-2022/AS%2021-2022%20-%20Présentation%20générale%20-%20ENG.docx)

