



SCHOOL BOARD REPORT - WEDNESDAY, NOVEMBER 11

Present members:

- Mr. David Ballieu, Principal
- Ms. Blaizot, French Embassy (via videoconference)
- Ms. Karine Sako, Director
- Ms. Sylvie BOURGET, DAF
- Ms. Delphine Castre, Supervisor and Assistant Principal
- Ms. Maëlle Longueville, representative of secondary school teachers
- Mr. Paul Gozdek, representative of primary school teachers
- Mr. Rémi Salomon, representative of primary school teachers
- Ms. Chrystel Delaigue, representative of secondary school teachers
- Ms. Astrid Dessi, parent representative on the school board
- Ms. Anne Marie Langefeld, deputy parent representative on the school board
- Ms. Nana Owusu, parent representative on the governing board
- Mr. Kris Kapoor, parent representative on the board of directors
- Ms. Julie Helleman, parent representative on the board of directors
- Ms. Alice Coles, parent representative on the board of directors
- Miss Lucille Couprie, substitute student elected to the CE
- Miss Zaya Toubou, student elected to the CE

M Ballieu regrets the absence of non-teaching staff representatives. According to Ms. Longueville, they feel they have not been listened to, hence a feeling of weariness. Ms. Dessi offers to meet them to work things out. Last year, non-teaching staff reached out to parents directly.

We must address this question so that all personnel are represented.

Mr. Ballieu specifies that the SB could not be held in the Council room for lack of space. We do not have a meeting room that meets our needs under the specific COVID conditions.

1) Adoption of the minutes of the meeting of July 01, 2020

Adopted unanimously

2) Adoption of the minutes of the meeting of September 17, 2020

Adoption of the protocol for reopening exam classes to students.

Adopted unanimously

3) Installation of different bodies

SEE ATTACHED DOCUMENT

The representatives of secondary school teachers point out that it is complicated to find people to sit on the board, whether teaching staff under a local contract or a resident contract.

Ms. Delaigue specifies that considering its small size, there are too many commissions for our school. We often find the same people sitting at the different commissions.

Mr. Rémi Salomon, for the primary school, agrees.

This year the new teachers did not have time to settle in because of the health situation, it is difficult for them to get involved in the commissions.

Ms. Delaigue asks the Principal whether it is possible to merge some committees / bodies in order to mitigate the issue of staff representatives' availability.

D. Ballieu reminds that, the school catering commission set aside, all committees statutory. They must exist.

He reminds that in large high schools, the load is shared. In a small school, it is more complicated.

It is difficult for us to find people for the school catering board. It holds meetings every two months and therefore its members must be quite engaged.

4) Adoption of the School Board's Rules of Procedure

Adopted unanimously

It is verified that all the reports are made in both languages. French on the site in French and English on the English-speaking site.

5) Year 2020 Back to school report

2017: 560 students

2018: 603 students

2019: 662 students

2020: 648 students (context of the COVID health crisis)

Mr. Ballieu specifies that the decrease in enrolment only concerns kindergarten classes. Enrolment in elementary and secondary schools is growing. Ms. Longueville and Ms. Delaigue underline that the overall decrease in enrolment is quite small considering the crisis.

It is more the result of a lack of enrolment (50 students less in kindergarten) - because classes do not resume until January - than of a departure of students. We hope to resume our growth when we reopen in January.

We had planned on 710 students. In a normal context, we could have achieved the goal, and even beyond. On the other hand, our school cannot materially accommodate 710 students.

Ms. Delaigue adds that some of the teachers believe that the students' level in French is not satisfactory. There is also a problem with some students' level of general knowledge. It is good to want to enrol more people, but we must be mindful of standards. It is more or less easy to help the pupils catch up to a correct level. It all depends on the class the non-French-speaking pupil is joining.

Regarding this very point, the Principal specifies that the growth of the school relies essentially on enrolment in Kindergarten and Elementary school small classes. He reminds that it is the teachers' task to improve the language level of the pupils. The inspections carried out in our school received a positive feedback. Improving quality must be a constant concern.

Our school has invested means to help students integrate into our system. At the primary level, the equivalent of 1.5 FLESCO position has been created.

Until now, our exams results are and have always been very good (100% success rate at the baccalaureate exam).

Following Ms. Dessi's request on the means implemented to help the welcome these new students on board, Ms. Delaigue suggests to hold a meeting on that matter. She specifies that several teachers - including some new ones - share her views. Last year in the COVID situation in particular. We must think collectively and not solely rely on teachers. There used to be an entrance test, we should consider it for our new students.

The principal offers an in-depth and concrete analysis of the selection process. What levels should be concerned? For example, it does not make sense to test the PS and MS levels.

On the other hand, for the 2nde and 1^{ère} classes (High school), there should indeed be a selection process. Students must be equipped to join the school when French is not mastered at all.

Ms. Dessi suggests thinking about it as parents as well.

Mrs. Helleman, on the Board of Directors, confirms that as a parent of a student, this also makes sense. Some parents of Ghanaian students are disillusioned. Parents get disappointed because they speak English only.

Mr. Ballieu calls to take the particular context of distance education into consideration. This topic should be included in a broader reflection on the School Project. Following Ms. Langefeld's request, Mr. Ballieu confirms it is possible for parents to contribute to this reflection.

The administration reminds the school board that some tests - such as APTIS assessments - have been designed to enhance the students' levels. We have reached CM2 scores in English that not many schools have reached. Educational choices have been made and they are bearing fruit.

Following Ms. Blaizot's request, Mr. Ballieu confirms that the increase in Ghanaian students has been steady for 10 years, and currently, it is particularly true at the "kindergarten" level.

Reception arrangements for Ghanaian students:

- Encourage them to join the early level classes
- Increase in the FLESCO set up: from 1 position to 1 and a half and reinforced at GS, CP, CE1, CE2 levels. We can consider 2 positions.
- Extracurricular activities: English for French speakers and French for English speakers.

PEDAGOGICAL STRUCTURE

SEE ATTACHED DOCUMENT

Report on the employment and recruitment profile

Residents

An unfilled position (RES1)

Two PE positions filled

Three RES2 positions filled (French, Maths, Economy)

PDL :

Four Primary School positions (Ms. Gachon, Soulard, Marchisio, Konan)

An English teaching position (Ms Longueville, Violleau, Piat)

A FLESCO position (Ms. Levesque)

COVID effect:

Recruitment difficulties (IBS, Arts)

An English teacher eventually declined the teaching position offer

Resignation of the FLESCO professor

We went back to school on a 100% remote basis until the classes of 4^{ème}, 3^è, 1^{ère} and Terminale resumed on site on October 5th. All other students (primary school, 6^e, 5^e and 2^{nde}) will resume school normally in January 2021.

At the educational level, there have been some changes:

- 1) No Arts teachers so:
 - a. 2 hours of music for the 6^e, 5^e and 4^e
1h History of the Arts in 3^{ème}
- 2) DNL: 1h of History in English in 4^{ème}
- 3) Implementation of the high school reform in Terminale, oral examinations at the end of the year in particular.
- 4) Opening of the British international section in elementary school: 1/3 of all pupils from CP to CM2

2021 Outlook

- ½ Arabic teaching position (elementary school, Second Foreign Language College, Third Foreign Language Lycée): 20% of our students speak Arabic fluently and this can also be very interesting for non-Arabic speakers.
- 1 speech therapist position: assistance in monitoring students with PAP setups and advisory services for teachers.
- A Communications officer

Today we have candidates:

Arabic: 5

Speech therapist: 1

Communications Officer :

Ms Delaigue and Ms Coles agree that it is difficult to recruit local contractors partly because of the financial package. It would be beneficial to have more attractive conditions for local contracts.

Ms. Dessi's question about student attendance during this distance learning period:

Ms. Castre specifies that no student has dropped out of school. The students' work is monitored by the head teachers and the CPE. Assistance has been provided for IT tools when requested, for the 6

èmes in particular. The work of the teachers is remarkable, they follow their students assiduously, both when it comes to work and their presence via videoconferences.

Ms. SAKO confirms that no pupil has dropped out in Primary school either. Most children work on a regular basis. The teachers are very diligent and have helped parents when needed. In primary school, M Huc, also helps parents as well as non-French speaking children.

Ms. Dessi also agrees on the quality and involvement of teachers at work. She also asks teachers about students with a PAP. How can accommodations be made for every child?

Ms. Sako specifies that she has met with the parents of children with a PAP in primary school and assistance has been provided. In secondary school, 13 PAPs have been set up this year after speech therapy assessments (the administration has met the parents). The information has been shared with all the teachers. The written lessons are more easily shared remotely.

Ms. Delaigue congratulated the hiring of a speech therapist because not all teachers were trained in this field.

Ms. Dessi specifies that - unless mistaken - training courses are available online for teachers as part of their continuing education.

Following Mrs. Dessi's request, M Ballieu informs that a training program on the management of dyslexic students will take place. This will be supported with the hiring of a full-time speech therapist to assist students and teachers.

Ms. Castre specifies that working remotely is more difficult for children usually benefiting from the presence of the AVS because with the current health situation, the AVS are no longer available, they have left the country or must take care of their own children.

6) Presentation of the 2019 Financial Account

Following the vote of the 2019 Financial Account, Mrs BOURGET presents the modifications made to the 2019 budget execution which was presented at the June 17 2020 School Board, see the attached modified 2019 budget execution.

7) Adoption of the Terminale Saturday morning tests (specialty lessons) feature

First of all, the Principal specifies that the school wished to offer its students 6 different specialty lessons in Terminale while there are only 29 students. This year, the Baccalaureate training tests cannot be scheduled on Wednesday mornings as in previous years.

We therefore propose a system of tests for specialty lessons on Saturday mornings.

Ms. Delaigue finds that school takes too much of the students' time since some also work Wednesday afternoons. They no longer have time for themselves.

M Ballieu recalls that many high schoolers in France work Saturday mornings There are choices to be made and students must prepare for the exam and then to the pace of higher education. When we look at prestigious schools, we do not wonder about the amount of work for the students. It is good for the students. Without that, we're going to have a hard time maintaining our level of preparedness.

Six Saturday mornings are suggested for this year.

Ms. Longueville and Ms. Langefeld find it normal to have tests on Saturday mornings so that students can benefit from a baccalaureate-type training set up.

YES 12

NO: 1

ABSTAIN: 1

Adopted

8) Minutes of meetings of the pedagogical council and school council

School council report

SEE ATTACHED DOCUMENT

Every first Monday of the month, Ms. Sako will receive 3 parents to respond to their queries

Report of the educational council

SEE ATTACHED DOCUMENT

9) Adoption of the annual guidance education plan 2020 - 2021

Ms. Dessi thanks Ms. Violleau for her work. Nevertheless, she regrets the absence of thematic approaches, based on the Interministerial Convention for equality between girls and boys, women and men in the education system for 2019-2024. .

It is said that we must raise awareness about gender equality. We have not seen any encouragement for professions reserved for men, although that is one of the objectives of the "Path to the future project".

The same goes for a theme on disability making it possible to raise awareness among pupils / college / high school students about disabilities or differences and to jobs accessible to people living with a disability or a particular need.

10) Provisional calendar 2020 - 2021

Calendar of examinations

SEE ATTACHED DOCUMENT

Calendar of events

SEE ATTACHED DOCUMENT

Ms. DESSI would like to seize the opportunity of these events to raise awareness to the issue of difference in schools.

11) Any Other Business

a) Conditions for resuming face-to-face teaching, in the event of a reopening in January

The Principal confirms that all our students should resume school in January. Nevertheless, considering the president's last speech on the health situation in the country, this resumption is subject to caution.

We are working on a reopening protocol, with shifts in recess and lunch breaks. Kindergarten pupils would have all-day courses and would not have lunch at school. Wearing a mask will be compulsory from the age of 6.

The protocol will be adapted to the guidelines of the Ghanaian government and the debates in the different meeting bodies (council of teachers, SB) for its validation.

b) Private lessons given by LFA teachers to some students:

Ms. Dessi asks the school board about classes given by some teachers and paid by parents. Is the administration aware of this? is this allowed?

The Principal specifies that Resident teachers cannot carry out more than their teaching activity for the school except with a special authorization from the AEFÉ director and the diplomatic post. The circular on the matter was posted in the staff room and is accessible on the AEFÉ website.

With regards to local contracts, the Principal suggests the question should be submitted to the teachers' employer, that is to say the APE/ Board of Directors. The HR committee of the Board of Directors will study the matter in order to determine the regulations for local contracts.

To answer Mrs. Longueville's question, Mr Ballieu specifies that it is preferable for teachers to consult the administration before giving private lessons.

Ms. Dessi insists on a break in equality because some school teachers give private lessons to some children during the hours when the teachers are supposed to work with their class (example: at 11 a.m. or 1 p.m.). She understands that it is difficult in this context to define working hours and that teachers cannot be available at all times.

Representatives of secondary school teachers emphasize the difference between teachers offering lessons for children and teachers responding to a request from parents.

Ms. Dessi does not understand the relevance of this differentiation and suggests that the demand from parents is what leads to an offer from some teachers.

It is recalled that a teacher also works outside his/her teaching face-to-face hours.

During COVID, Ms. Sako specifies that teachers have a lot more work than when teaching face-to-face.

Ms. Delaigue specifies that what matters is that the job is done. There is also inequality between children who have tutors at home and those who do not.

Ms. Longefeld informs that very few parents addressed this point.

This point can harm the image of the school. We are aware of the improvements put in place. Should there be working groups, if some teachers are ready to do so?

Many teachers already take separate groups or sometimes single students in videoconferences to help them as much as possible.

Mr. Ballieu concludes with the two following points:

- 1) For residents: no extra activity is allowed if not duly authorized by the AEFÉ.
- 2) Staff on local contracts do not have the same status. The HR commission will have to indicate what is planned for teachers under local contracts. The question of ethics will prevail in the answer given.

The administration did not know about these private lessons.
Differentiated pedagogy is a duty and should meet the needs of the pupils. You cannot pay twice for a service that must be paid for by the school.

c) Support for children with special needs or in difficulty in the context of distance education: Seen previously.

Start : 3 p.m.

End : 6:25 p.m.

Editor



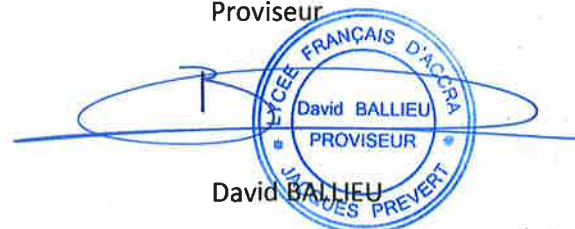
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