



## Summary of the Secondary Education Council (CSD) Meeting on May 30, 2024

**Prepared by the parents present: Caroline Despres and Philippe Fritsch.**

**Note:** This is not an official report.

### **Agenda:**

1. Updating the Student Code of Conduct
2. Health and Sexuality Education Program
3. Anti-Bullying Program (Phare)
4. Implementation and Organization of New Systems for 6th and 5th Grades
5. Miscellaneous Questions

### **Attendees (6 people):**

- **LFIT:**
  - Anne-Laure CAMPELS - Principal,
  - Guillaume JUBLOT - Principal Education Advisor,
  - Jean-Idriss RAGOUVIN - Deputy Principal
- Parent Representatives: Caroline Despres and Philippe Fritsch
- Student Representatives: 1 person
- Teacher and Administrative Staff Representatives: none

### **Meeting Start Time: 4:08 PM**

#### **1. Updating the Student Code of Conduct**

- **Parents:** "Wearing signs or clothing manifesting a religious or political affiliation is prohibited." What are the sanctions?
- **ALC:** No entry ban but potential and proportional sanctions depending on the case.
- **Parents:** "Respect must also be exercised on social media widely used by our students." Can the school control what happens on social media?
- **ALC:** The school cannot control what students write, but in case of reported abuse or inappropriate behavior, there may be intervention and sanction.

- **Parents:** Add to students' rights: "Racist or anti-Semitic remarks are strictly prohibited."
- **GJ:** This is covered by "The freedom to express one's opinion in a spirit of tolerance and respect for others." The code remains deliberately vague to include the maximum number of cases.
- **Parents:** Strict but flexible regime, specify that late arrivals in case of planned absences are also allowed.
- **GJ:** This will be added.
- **GJ:** "It is recommended to keep your child if they show signs of illness." "Recommended" will be replaced by "requested."
- **Student:** Request for permission to use mobile phones and headphones in the library, gym hall, and outside for high school students.
- **ALC:** In mixed areas, it is impossible to differentiate between high school and junior high school students. Therefore, the suggestion cannot be added.
- **Student:** Permission for high school students to leave from 11 AM to 3 PM. Can the hours be extended?
- **GJ:** Four hours are enough to allow students to go out and relax. There would be neighborhood issues if extended. In terms of safety and seismic risk, we know that everyone should be present by 3 PM.
- **Student:** A teacher forbids students from drinking in class due to the risk to computers.
- **ALC:** This will be discussed directly with the concerned teacher to find a solution. Generally, drinking water in class is allowed.

## 2. Health and Sexuality Education Program

- Discussed in the pedagogical council on May 28.
- Reference teachers: Mme Chenevoy (SVT), M. Bérard (SES and trainer in Phare, secularism, health/sexuality).
- National framework by the Ministry of National Education reinforced in 2023.
- Mme Chenevoy worked with a student representative on a program per level. A questionnaire was sent to secondary students to understand their expectations, and the program took into account the feedback received.
- Schools must conduct three sexuality education sessions per year for all secondary students. It is already included in the SVT course for some years, but it is additional for other levels. It's challenging to implement the complete system initially due to a lack of trained personnel. The sessions are conducted in small groups.
- More volunteers needed besides Mme Chenevoy and a nurse.
- Training is necessary to run these programs. Currently, a nurse is undergoing zonal training for several days. No volunteer teachers last September. The number of

sessions will depend on the number of available personnel. A request for training in Tokyo by M. Bérard has been made for next year. Volunteers will be trained throughout the 2024/2025 school year.

- CVCL feedback: Some topics addressed at certain levels may interest other levels.
  - The topic of pornography in second year arrives too late, it's already discussed in 4e grade, so it should be addressed earlier.
  - Social norms in 5e grade could be discussed from the beginning of 6e grade as some comments are already harsh among children ("beautiful-ugly", etc.).
- **Parents:** Adapt the questions (terms used) of the questionnaire according to the levels to avoid crude terms or terms whose meaning is not necessarily known by younger students or that may disturb them.
- **Parents:** Is the topic of gender identity in 1ere year necessary?
- **ALC:** Transgender, gender change, gender identity: each year, students want to change gender and speak about it more freely. The evolution of French law allows schools to respect students' choices but always with parents' consent. The dialogue between children and their parents is sometimes difficult, and the school can play a mediating role in these situations.

### 3. Anti-Bullying Program (Phare)

- Discussed in the pedagogical council on May 28.
- Currently, nine volunteers on this topic (primary and secondary teachers, nurse, school life staff). Four meetings on this topic (two with parents, two without).
- An internal resource bank has been created by teachers, level by level, for other teachers to use if needed, especially homeroom teachers. This bank aims to be expanded.
- Detection is the most challenging part. All cases handled this year were reported by parents. A mailbox has been set up. The system works well in France, but here the box is always empty. Many students don't know it exists, and new communication will be made by the school and students.
- The national questionnaire has been reworked and digitized. Distributed from CE2. Some homeroom teachers address the questionnaire in class. Homeroom teachers must explain the approach, especially for 6e and 5e grades. Currently, 20 responses have been received from students (10 in junior high school and 10 in high school), in addition to questionnaires done in class.
- Mailbox (two returns so far). Placed in front of the infirmary to be accessible but not too visible. Anonymous (requested by Phare) so it has its limits.
- **Parents:** Send a digital version of the declaration form to be put in the red box so students can print it and fill it out at home without having to fetch it from the box.
- **ALC:** Yes, it's possible.

- **ALC:** Bullying situations are always difficult. There is always a history, and tensions sometimes go far back. The idea is to base on discussions and avoid sanctioning the "bully."
- This year, there were four bullying situations, all reported by the victims' parents. In each case, there were numerous meetings with both parties, their parents, witnesses, and friends of both parties. The process took several weeks. The idea is to make the student recognize that their behavior is incorrect and try to change it. Three situations were resolved this way; the fourth one led to a sanction. Parents are informed, and there's often frustration from the victims' parents because they want it to stop immediately with a strong and immediate sanction.
- There will be a need for student action on these themes. Need for student ambassadors: voluntary and trained "mediators." It works very well in France. It will start from next year. Student ambassadors don't handle situations but are first-level mediators.
- Next week, two staff members will go to Phare training in Bangkok.
- Next year, another zonal training plus a training in Tokyo have been requested. The AEFÉ decides the training schedule. Seven staff members to be trained for now, plus potential volunteers next year.

#### **4. Implementation and Organization of New Systems for 6th and 5th Grades**

- Decree of March 15, 2024. AEFÉ note April 12, 2024 for application on September 1st.
- System supposed to be extended to 4e and 3e grades from 2025/2026 but no directive yet.
- The idea is to form "need groups" for teaching French and math. Six groups for five classes in 6e and 5e grades, so additional teachers needed.
- Only whole class courses remain in HG (non-SI), art, PE, and music. Major constraint on timetables.
- French and math: the program is the same for everyone, and the skills required are the same for all, regardless of the need group.
- French: The program approach varies according to the needs of the groups. Groups will be formed for one term with selection criteria: fluency, writing, speaking...
- The placement of students in the groups is done by the teachers. Students can change groups at the end of each term.
- Homework maintained in 6e grade.

#### **5. Miscellaneous Questions**

##### **A. School Trips:**

- **Parents:** Thank the few teachers who organized school trips this year. However, families feel that they are very few, some students had none, and trips were almost

non-existent. Will students be able to participate in events or school trips next year? This year several events were canceled or almost abandoned (ambassadeurs en herbe) despite the mobilization of teachers and parents, due to budget anticipation (soccer tournament). What a disappointment for everyone! Over several years, our children have not participated in any trips outside Tokyo (except for a day at the American base). Projects in Nagasaki or elsewhere have been mentioned but never materialized. It is really unfortunate to study in Japan and not have the opportunity to visit such important sites. The cultural and natural environment of the country is so rich! Parents can contribute.

- **Response:** M. Lamotte supports the preparation of trips. This year, two international departures. Trips are organized by teachers, so the initiatives are theirs. Barriers: some programs are not suitable, much time required for organization, personal risks/responsibilities that teachers do not want to take.

#### **B. Cafeteria:**

- **Parents:** Since the cafeteria opened, many students gorge on pizzas, chips, cookies from 10 AM and often do not eat the balanced meal from the canteen, which gives them very bad eating habits. No control is in place, so if children want to eat fries and cookies every day, they can. In France, this type of catering is banned for the reasons mentioned above, could we not consider doing the same? Shouldn't the cafeteria instead offer fruits and vegetables?
- **Response:** The observation is shared by the administration and teachers. The cafeteria will not be reopened under the same condition to junior high school students next year. Think about a system that limits access to junior high school students, but also to the offer.

#### **C. Swimming Classes in Extreme Conditions:**

- **Parents:** Regarding the swimming classes for the second group of 6e graders, from September to October, classes were maintained despite extremely cold temperatures of 17°C in the morning. In these conditions, teachers themselves do not enter the pool but impose it on children, which is experienced by some students as a punishment. On the other hand, from May to June, temperatures already reach 28°C (in May), considered as summer. In conclusion, shouldn't all students have their swimming classes from May to June? Is it not possible to adjust the schedules alternately between classes to respect the capacity?
- **Response:** The water is heated and should not be cold. The water temperature is checked daily. A cover will need to be purchased to limit heat loss at night, but it is a significant investment. It is not possible to hold all classes only in spring/summer because the pool is shared between primary and secondary schools.

#### **D. AS Football and Other Sports Activities:**

- **Parents:** For the third year in a row, there has been AS football for all levels, except for one, which is always the same group of boys: the 2007 cohort, whether in 3e (2021-22), 2nd (2022-23), or 1ere (2023-24). Aware of the problem, the administration had promised at the June CVCL that this cohort would be prioritized, but despite this promise, there was no AS football for them. After intervention by the CE, only five places were offered to them in December! This cohort entering their final year never had an equitable proposal since the 5e grade, while AS football is by far the most requested. This unprecedented situation raises questions. Why always the same ones? The most basic fairness demands that priority at the start of the school year be given to those who had no AS football proposals in the past two years. This inequitable situation, which persists despite repeated requests from children, discredits the values we claim to instill in them. How can the school offer more sports activities for students next year? What about the sports meetings in the Asia zone to which the Tokyo school has not participated for years?
- **Response:** Conjunctural effect, not targeted at certain levels. PE teachers and others have voluntarily supervised sports clubs following student requests to try to fill the lack of AS.
- On sports meetings: the school's desire is not to not participate, on the contrary. The principle agreement is always voted, but sometimes it cannot be done due to budget constraints.

**End of session: 6:23 PM**