



03

Languages

02

Sections

01

Objective

Excellence



Strategic Plan

“ Grow, learn, and thrive in a demanding and caring school. ”

2023 / 2026



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School's history

95 YEARS OF EXPERIENCE, AND THIS IS JUST THE BEGINNING ...

1925

As emphasized in the "Traité de Versailles", the French Protestant Presence in Lebanon (PPFL) is a French non-profit association established in November 1925 to take over the German Protestant missions in Lebanon.

The "traité de Versailles" clearly states that the primary mission of the Association is to preserve the Protestant character of the concerned missions and institutions.

1927

In October 1927, PPFL took over the existing Protestant school in Lebanon, which became the current French Protestant College (CPF) of Beirut.

2019

In 2019, after establishing the French Protestant College (CPF) of Beirut as one of the most reputable and prestigious French schools in Lebanon, the French Protestant Presence in Lebanon aimed to expand its educational offerings into a new Lebanese region by acquiring Montana International College, which became the Montana French Protestant College.

This acquisition allows PPFL to promote Protestant educational values not only within the French educational system but also in the English-speaking educational system.

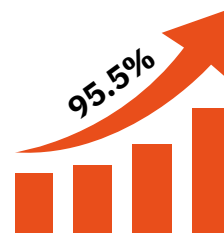
The main principle of CPF schools is to bring together individuals from different backgrounds, cultures, or religions to work together and succeed as a group, forming one family—the CPF family.

RECENT HISTORY OF A SCHOOL IN DEVELOPMENT

CPF Montana becomes an accredited school for all its levels, from preschool to the final year. The institution signs a temporary agreement with AEFE for a period of three years starting from September 2022.

The number of enrollment has been continuously evolving since 2019. At the start of the 2022 school year, there was a staggering growth of 95.5% across the entire school compared to September 2021.

This result is the outcome of the support from AEFE, educational cooperation, the assistance of PPFL, and the trust of the families.



Presentation of CPF Montana

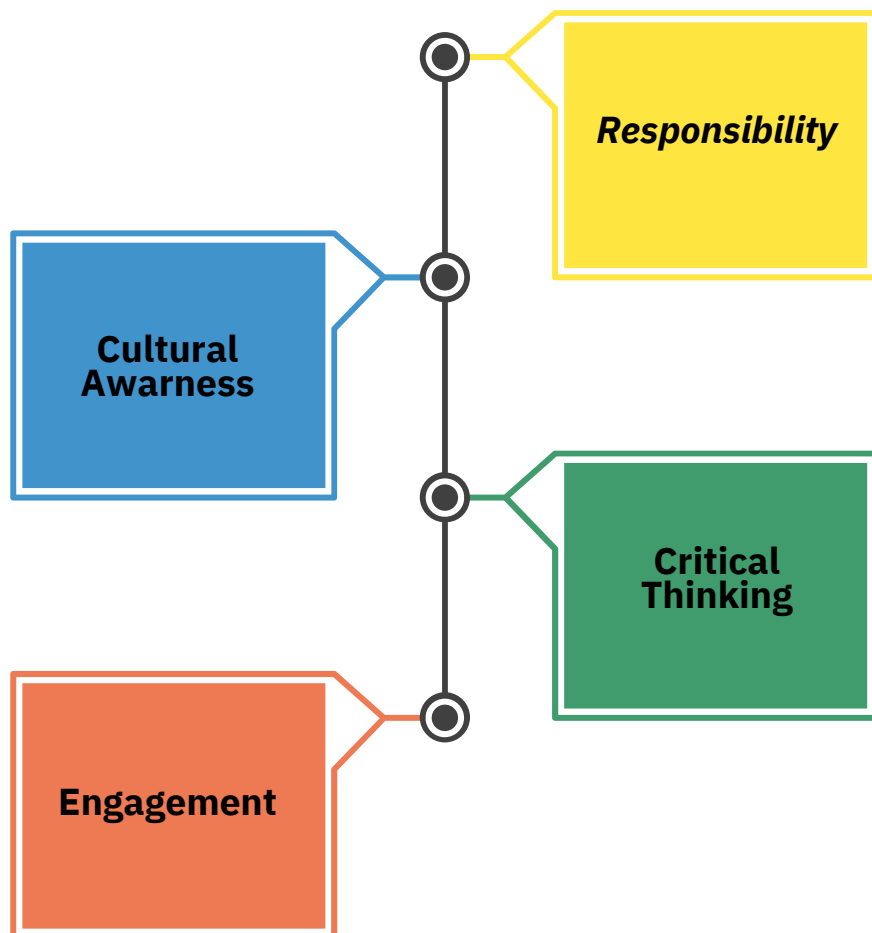
A GREAT MISSION GUIDED BY VALUES

The principle of CPF schools is to learn about each other's differences, accept them, work together, succeed collectively, and be part of the CPF schools community.

The mission of the French Protestant College Montana is to provide an education of excellence in its French and English sections.

The French Protestant College Montana raises awareness among its community members about the importance of social, religious, and cultural diversity in becoming responsible, proactive citizens in a diverse and ever-evolving society.

In complete alignment with PPFL, the French Protestant College Montana promotes the values that have always guided its actions and have transformed individual differences into a collective strength.



Introductory Statement

COMING TOGETHER TO BUILD A MEANING...

While aligning with the strategic orientations of AEFE and the MOPO-OI zone, as well as with national objectives and programs, our school project is an expression of our institution's autonomy in its pedagogical and educational choices. Its drafting, within a collaborative work environment, was carried out with the same goal: to share diverse perspectives, indicators, and analyses and to consider directions that define the meaning of change.

Building the meaning of change within an institution means creating a set of representations and establishing a set of values that allow us to organize the world and share our vision with that of others. Meaning is constructed through the conscious action of a team that is engaged and able to observe, reflect on, and analyze that engagement together. Meaning is developed during a shared project, within the framework of a clear contract that is constantly negotiated and renegotiated among partners. Meaning is built by multiplying entry points and motivations, allowing for mistakes, and fostering a culture of sharing, confrontation, and solidarity. It involves investment in a project as well as the ability to take a step back. Meaning lies in the connection that a team establishes between its involvement in the project and the explanations it constructs for its actions. Giving meaning to one's actions and collective approach means setting a purpose, an end goal, and building an identity.

Beyond bringing together the stakeholders and the willingness to ensure the success of all students, the school project outlines the roadmap for the coming years. It serves as both the compass that sets the direction and the scale that ensures budgetary balance, as well as one of the Russian nesting dolls, as it fits into a regional project that is itself integrated into the AEFE project and into educational cooperation with the French embassy services.

Finally, our school project is situated within its geographical and socio-economic context. It must fully meet the expectations of families in a competitive educational environment. The key areas have been developed based on an initial assessment conducted at a time when it was necessary to enhance the institution's attractiveness.



The Writing Process

THE PROCESS IN 3 STEPS...

The writing of the project involved a semester of teamwork within the educational team, during which there were consultation meetings with representatives of the educational community. All staff members were involved by engaging them in the reflection to develop a roadmap. The objectives set are to be achieved within three years. The CVE (Conseil de Vie École) and parent associations received interim documents to help them understand the main objectives. They are also involved in the cross-cutting areas that particularly concern them.

A

To develop our initial assessment, we started with the key areas of the previous project, analyzed the context of our institution, and conducted a satisfaction survey among the staff, along with consultation meetings with families to gather expectations and identify the drivers and obstacles. In light of the assessment from January 2023, we were led to finalize our choices:

B

By defining four priority areas that are broken down into multi-annual sub-objectives:

- **Success:** Promote and articulate the development of multilingual pathways with mastery of French.
- **Education:** Foster students and staff who are engaged and responsible citizens.
- **Openness:** Integrate into the local context and open up to the world.
- **Partnerships:** Enhance the quality of life for all and build active partnerships with the surrounding community.

C

By complementing with four areas that specify specific content related to the themes addressed:

- a. A plan to enhance attractiveness in 7 areas.**
- b. A school life project.**
- c. A sustainable development project.**
- d. An organization of communication in the form of digital platforms.**



Conducted Evaluation

SITUATION OF ANALYSIS

A

A START TO THE YEAR AT FULL SPEED

At the time I took office in August 2022, we observed a surge in enrollments from families. In the highly competitive local educational landscape, the trust granted by AEFE in the form of a temporary agreement sparked great enthusiasm among our families. As a result, we were able to strengthen our preschool, which remains the foundation of our educational pyramid. Our priorities then shifted to recruiting teachers who joined an engaged and high-performing team, as well as drafting the school project, which provided direction for all our actions.

B

THE SCHOOL POPULATION AT THE START OF THE ACADEMIC YEAR 2022

NWe can say that our institution remains a pyramid, with the majority of its enrollment in preschool. Therefore, the priority has been to recruit ATSEM (Auxiliary Nursery School Teachers) and work with class teachers based on the curricula, as versatility was not implemented. We have redefined the roles of primary school teachers. CPF Montana has divisions by grade level from preschool to high school, except for the third-grade class for the 2022-2023 academic year.

C

THE PEDAGOGICAL OFFER

- For the primary level, the visit from the district inspector revealed the need to adopt a new language policy by increasing exposure time to the French language and implementing co-teaching in the languages of instruction. We also established an English PARLE (Speaking) program starting in Cycle 1 for the upcoming school year. We explained that subjects (arts, physical education, music, science) should be taught by the classroom teacher. This facilitates the creation of schedules, allows teachers who previously worked across multiple levels to specialize, and reduces the number of references for students. This new policy will improve working conditions and make it easier to bring staff together for training as well.
- For the secondary level, the requirements of the curricula were met in terms of hours. However, we need to review the staffing structure because we have too many part-time teachers who work across multiple institutions. There is a possibility of assigning multiple grade levels to a single subject teacher, thereby reducing the number of small contracts. We also needed to draft job descriptions for certain subjects, which will help in recruiting new staff..



- Since August 2022, a new management structure has been implemented. The principal is supported by a director of the English section, a local supervisor, who maintains direct communication with the Lebanese national ministry's services. The financial and administrative director (DAF) is also part of the management team, overseeing contracts and managing the institution's financial and budgetary aspects in direct collaboration with the principal, the managing entity, and the AEFE services.
- A primary educational coordinator assists the principal in coordinating pedagogical actions within the school, including school projects or establishment projects for the primary level, leading the teaching team, sharing best practices, programming cycles, level progressions, and implementing common evaluations. This role ensures educational continuity in primary education, especially concerning inter-cycle and inter-degree connections. The coordinator also helps organize learning activities, utilizing equipment and shared spaces (library, playgrounds, specialized rooms), and organizes the transition between preschool and elementary school, as well as between elementary and middle school in collaboration with secondary school leaders.
- The administrative secretary focuses on the administrative tasks of both sections and is also responsible for the sustainable development axis in both sections. She participates in the Friday morning service meetings.
- The student life at CPF Montana includes a school life coordinator (CPE) and an educational assistant responsible for the student council and school life. Due to the increasing enrollment, a second educational assistant may be hired for the middle and high school in the 2023 academic year. Transitioning to EDT/Pronote will facilitate student tracking, family communication, and dropout prevention.
- There are 48 teachers on local contracts at CPF Montana. Some are on fixed-term contracts, while others take on additional teaching hours in other institutions. The majority of staff are highly involved in numerous projects and are responsive when the common good is at the forefront of discussions. Reports from repeated assessments at the beginning of the year reflect cordiality, active listening, and mutual respect. Many discreet teachers are also highly engaged, innovative, and proactive, contributing to a rich pedagogical environment. The actions at CPF Montana often embody innovation that seeks to raise student ambition across both sections.
- The two coordinator teachers are deeply involved in their subjects, supporting their colleagues, and coordinating training and examinations. They are well-respected in the local educational system and serve as pillars for their teams. They are also included in the steering committee for major projects (establishment project, internal and external training).



- The educational orientation officer brings expertise and energy to implementing the student orientation policy. Her mastery of platforms (Agora, Parcoursup) significantly facilitates collaboration and action planning within various educational pathways.
- The administrative staff are efficient. It was necessary to redefine their roles at reception, registration services, and accounting to avoid role confusion. The support staff perform high-quality work and actively contribute to student success. With increasing enrollment, some new hires will be required.
- The medical-social team currently consists of a dedicated nurse. Recruiting a new preschool director, trained in psychomotricity, will help identify certain learning difficulties from an early age. The absence of a school psychologist is a significant disadvantage.

E

THE PERFORMANCE

The exam's results for the school year have been very encouraging, with a 100% pass rate at the Baccalauréat. As for the Diplôme National du Brevet (DNB), it was not organized this year due to the absence of students in Grade 9. This situation underscores the importance of strengthening the educational pathway for the lower levels to ensure continuity and adequate preparation for future exams.

F

OUTREACH AND PARTNERSHIP

- The institution has engaged in numerous AEFE projects across various themes (SLFM, Laïcité competition, anti-bullying award, EDD labeling, children's opera, etc.).
- Sports, artistic, cultural, and civic activities with the CPF in Beirut are underway (UNSS, choir of the two CPFs, solidarity actions).
- Partnerships with the SCAC have been initiated (hosting authors, book festival, Francophonie week, etc.).
- Several NGOs have been contacted in the first trimester for visits, donation campaigns, and humanitarian actions involving all the students of the institution

G

THE IMAGE OF THE INSTITUTION

- The image of CPF Montana is positive within the local educational landscape.
- Families seek a secular institution offering excellent programs



STRENGTHS AND WEAKNESSES

A

THE STRENGTHS

- A diversified and comprehensive training offer with the possibility of following an IB program. The distribution is approximately 2/3 in the French section and 1/3 in the English section.
- Controlled class sizes with about twenty students per class. Geographical proximity.
- Teachers who are generally very committed to the establishment, concerned about the success of their students, and demonstrating innovation in the interest of the students.
- A very calm school climate and an active school life. Equipped facilities and a pleasant building.
- Careful internal and external communication. Safety ensured with a regulated Emergency Preparedness and Response Plan (PPMS).

B

THE WEAKNESSES

- The capacity to accommodate that will not allow for a sustainable increase in student numbers.
- The lack of space for physical activity, as the establishment only has a gymnasium and a very small motor skills room.
- The economic situation of the country.
- The operating costs (fuel, heating, electricity...).
- The political instability that weakens the country.

CONCLUSION

The CPF Montana enjoys a good reputation. It has strong potential and significant room for improvement, thanks to the unconditional support of its managing entity, PPFL, as well as the support from the AEFE and the French embassy.

The prospects for development are real in a complex environment.

The quality of the educational and pedagogical offerings is highly sought after by families. The French model of establishments in the network is very popular in a country that can be described as a networked state.

All efforts aim to develop this establishment, which will undoubtedly continue to thrive for a long time.



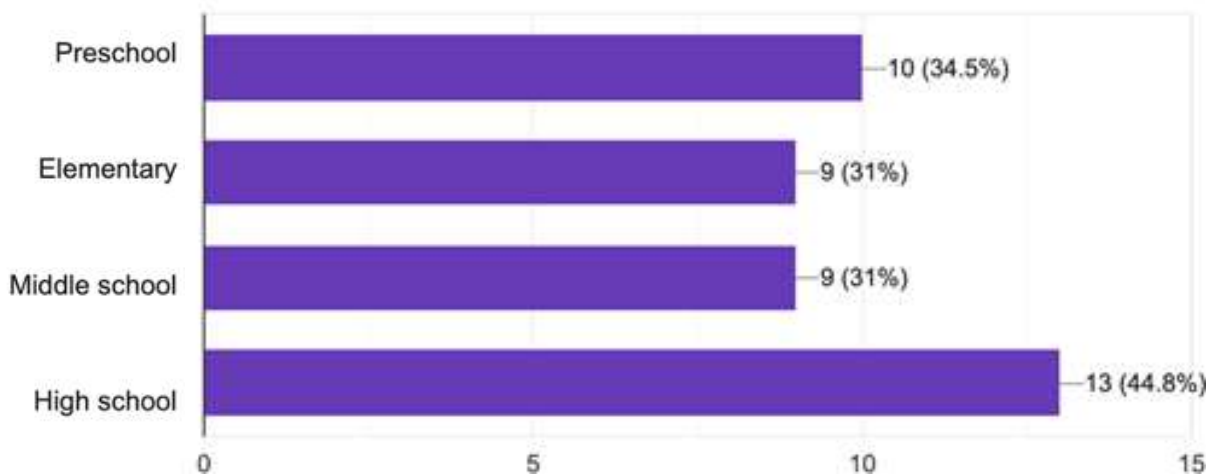
A Satisfaction Survey

RESULTS – TEACHERS SURVEY CPFM

Q1

Please specify which level you are teaching at the CPF Montana:

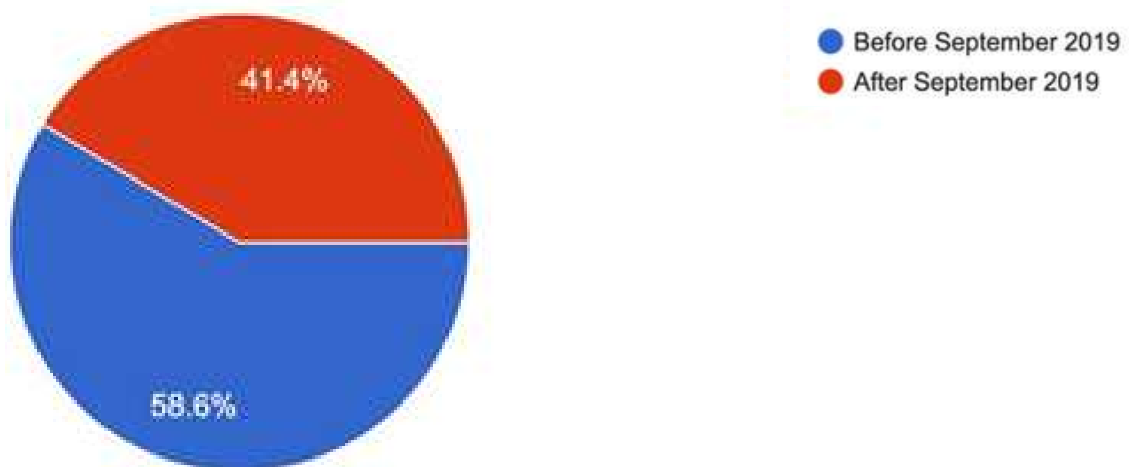
29 answers



Q2

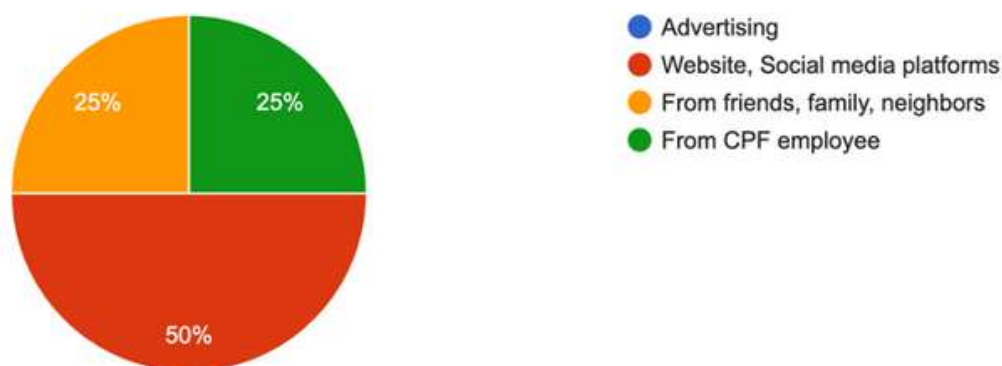
How many years have you been at CPF Montana?

29 answers

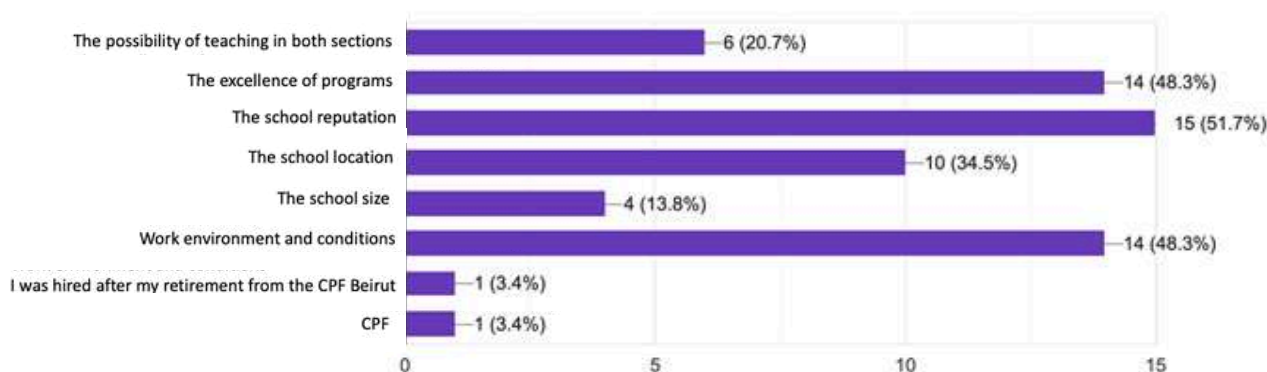


Q3**How did you learn about CPF Montana ? Check the correct answer.**

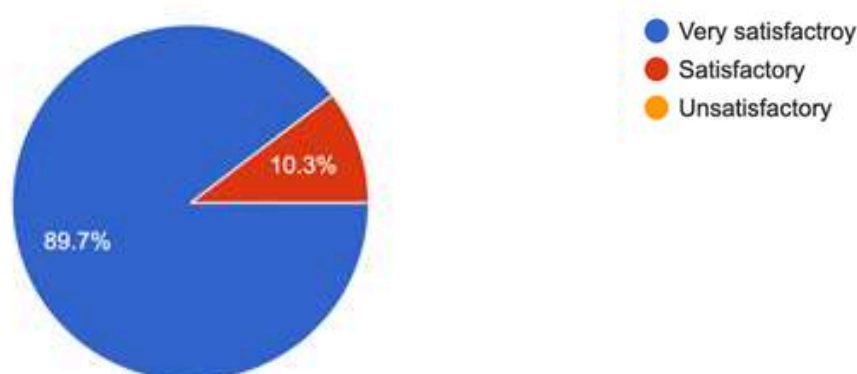
29 answers

**Q4****Why did you choose CPF Montana ? Check the correct answer(s).**

29 answers

**Q5****How did you perceive the welcome and the information provided by CPF Montana? Check the correct answer. 29 answers.**

29 answers



Q6

Provide 3 words that characterize the values of CPF Montana for you:

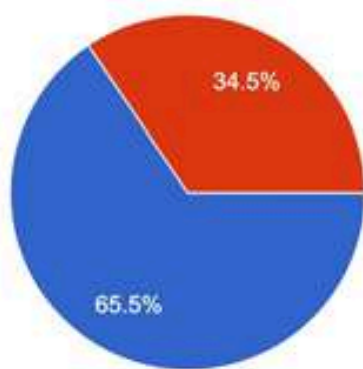
29 answers

**Respect, Accept, Assist,
Excellence, honesty, respect
Open mindedness, critical thinker, lifelong learner
IB learner profile**

Q7

What do you think about the quality of relationships among teachers? check the appropriate answer:

29 answers

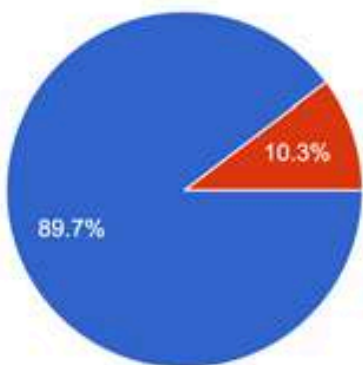


● Very satisfactroy
● Satisfactory
● Unsatisfactory

Q8

QWhat do you think about the quality of relationships between teachers and administrative and management services?

29 answers



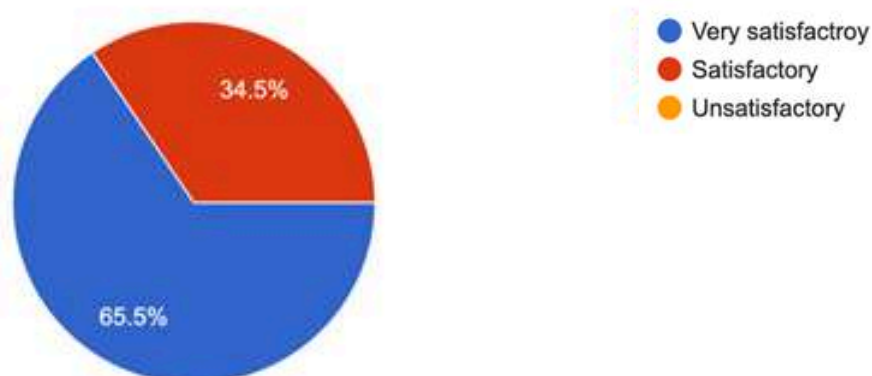
● Very satisfactroy
● Satisfactory
● Unsatisfactory



Q9

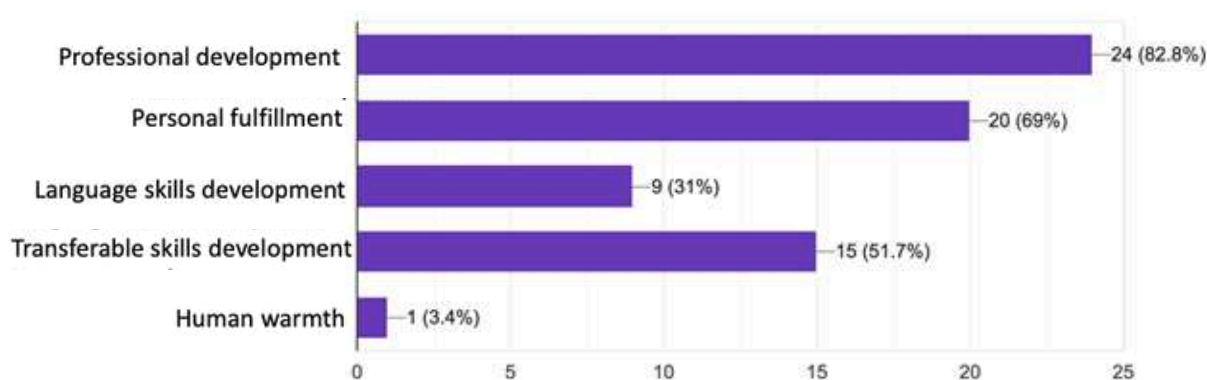
What do you think about the quality of relationships between teachers and parents: check the correct answer.

29 answers

**Q10**

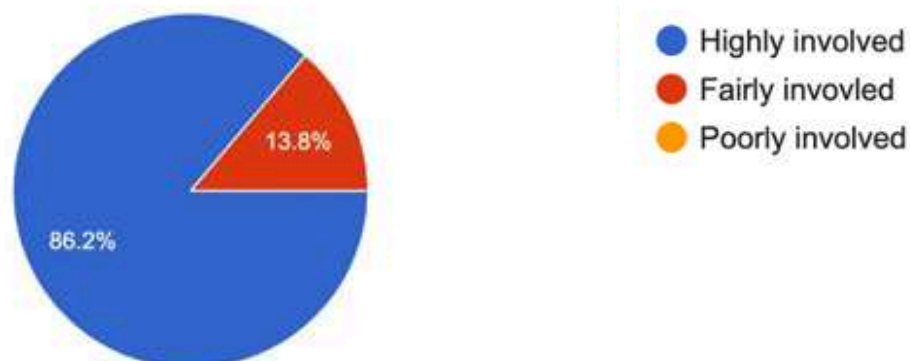
What does CPF Montana provide you on a daily basis? Check one or more answers.

29 answers

**Q11**

Do you think that teachers are consulted to improve our school?

29 answers



This survey revealed to us that there is a strong expectation among both staff and families in various areas:

- The quality of the educational offering and working conditions.
- The professional development of teams and the flourishing of students.
- Maintaining a level of excellence in a competitive educational environment.
- The desire to be involved in the development of the school as active partners.



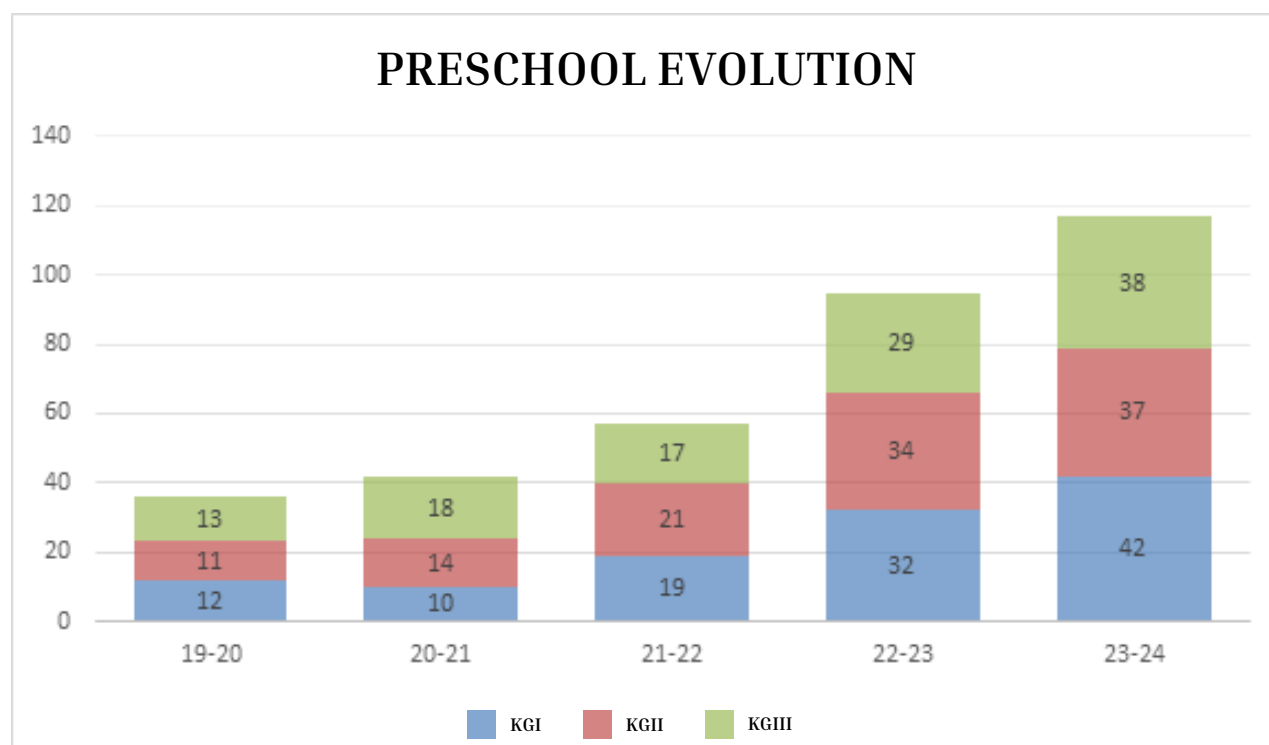
A Status Report- January 2023

SOME ELEMENTS OF SITUATION AND REFLECTION (FORECAST 2023-2024)

Today, we estimate that we will have **459** students for the upcoming school year.

For reference, we have **393** students this year (2022-2023).

This represents a growth of 23.1% in preschool in these two sections compared to 2022-2023.



DISTRIBUTION OF STUDENTS BY SECTION

Today, we estimate that we will have **459** students for the upcoming school year.

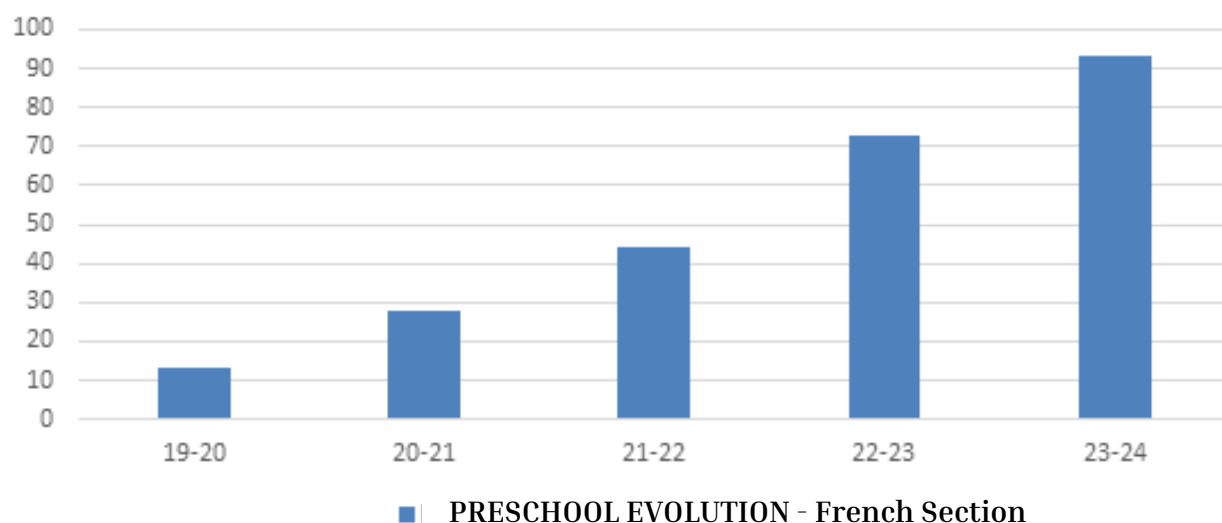
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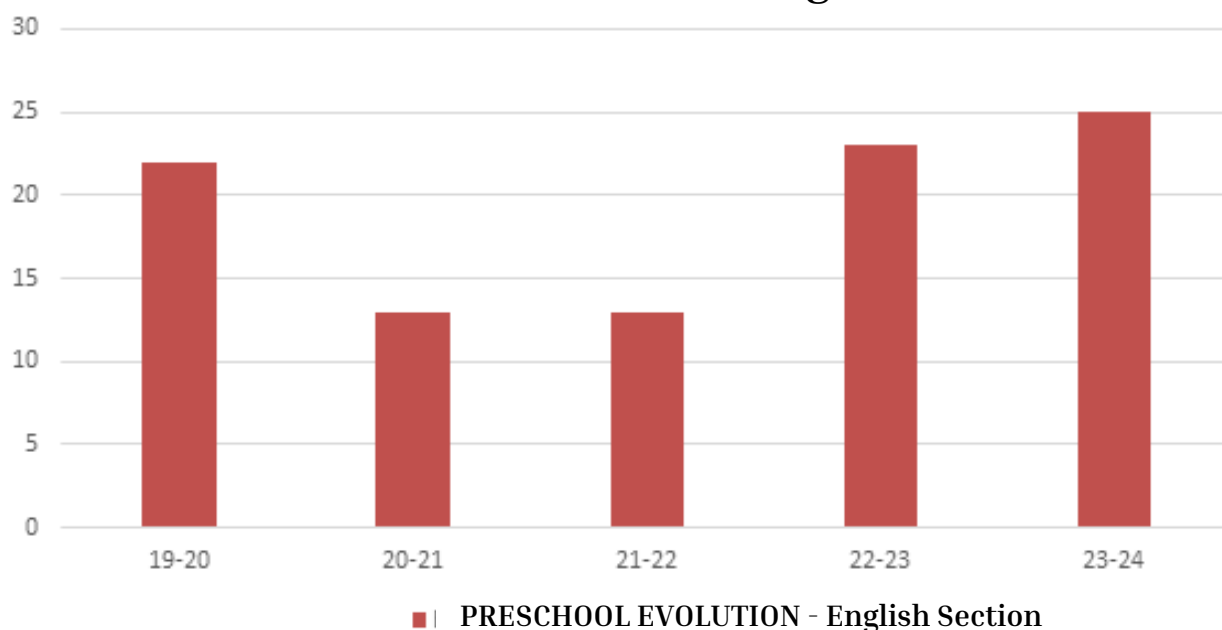
	KGI	KGII	KGIII	
French Section	36	30	26	92
English Section	6	7	12	25
	42	37	38	117



PRESCHOOL EVOLUTION - French Section



PRESCHOOL EVOLUTION - English Section



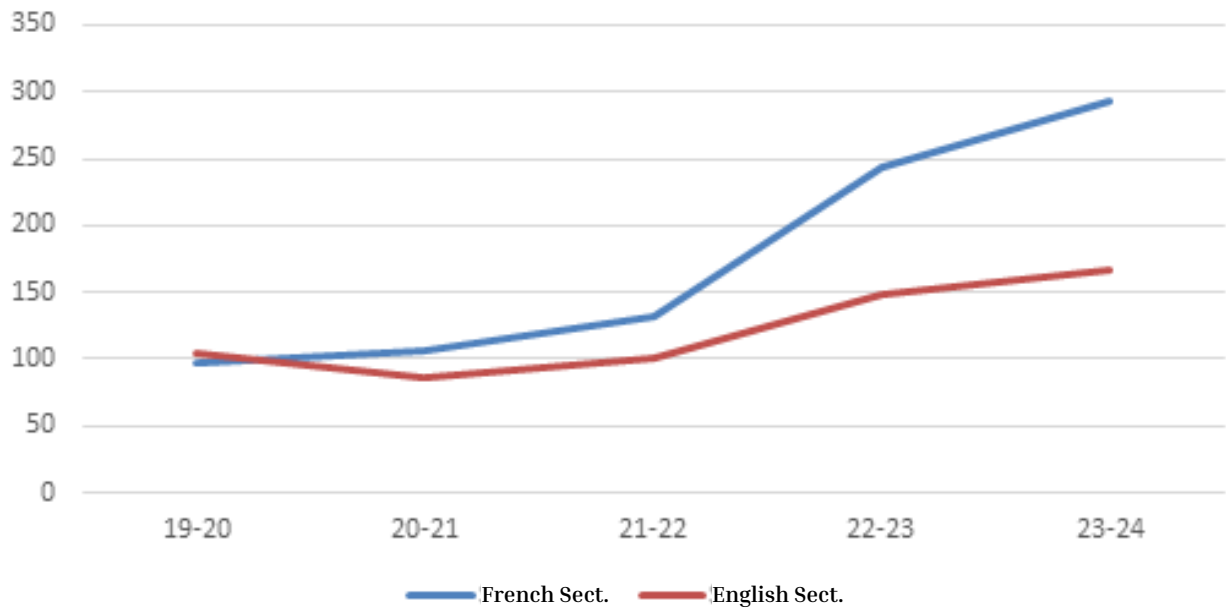
DISTRIBUTION OF STUDENTS ACROSS THE ENTIRE INSTITUTION

Growth of 16.8% across the entire establishment compared to 2022-2023.

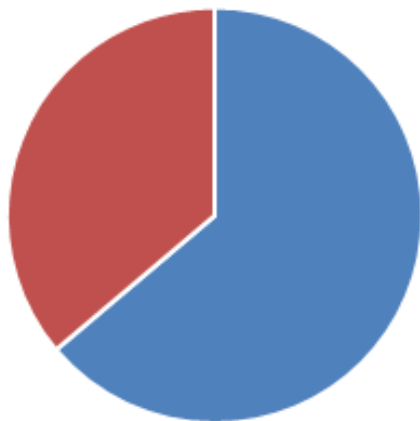
	19-20	20-21	21-22	22-23	23-24
French Section	97	106	132	244	293
English Section	104	87	100	149	166



French and English Sections



2023-2024



■ French Section ■ English Section

20% growth of the French Section across the entire institution compared to 2022-2023.

11.5% growth of the English Section across the entire institution compared to 2022-2023.



FIRST DEGREE STRUCTURE

In red, the new enrollments.

French Section : 198 students {145 (53)}

PS	MS	GS	CP	CE1	CE2	CM1	CM2
0 (36)	23 (5)	20 (2)	24 (2)	21 (1)	21 (3)	12 (3)	18 (1)

Growth of 23% in the primary level – French Section compared to 2022-2023.

English Section : 76 students {60 (16)}

KG1	KGII	KGIII	G1	G2	G3	G4	G5
0 (6)	9 (0)	10 (6)	5 (0)	9 (2)	7 (3)	14 (2)	8 (1)

Growth of 38.1% in the primary level – English Section compared to 2022-2023.

SECOND DEGREE STRUCTURE

In red, the new enrollments.

French Section : 96 students {85 (11)}

6 ^e	5 ^e	4 ^e	3 ^e	2 ^{nde}	1 ^{ère}	T ^{le}
12 (1)	16 (5)	9 (0)	19 (1)	0 (4)	14 (0)	15 (0)

Growth of 10.3% in the secondary level – French Section compared to 2022-2023.

English Section : 89 students {80 (9)}

G6	G7	G8	G9	G10	IBDP1	IBDP2
0 (0)	11 (1)	11 (4)	13 (1)	17 (2)	14 (1)	14 (0)

Growth of 1.1% in the secondary level – English Section compared to 2022-2023.

These figures show that the enrollment recovery dynamic that began in September 2022 is confirmed for the 2023 school year. This can be explained by various promotional actions:

- Meetings with local daycare centers.
- Two open house days in November and January.
- Information meetings for families to explain the school's future.
- Support from AEFE and SCAC.
- Support and advice from PPFL.
- Harmonization of certain practices, actions, and tools with the CPF in Beirut.
- The ability to innovate in a new context.



THE PILLARS: Priority areas in line with the objectives outlined by AEFE.

OBJECTIVES SPANNING MULTIPLE YEARS.

1

SUCCESS

Promote and structure the development of multilingual pathways with proficiency in French.

- Implement a program in English for Cycle 2.
- Teach the alternation of languages (macro, micro, and meso alternation) and share linguistic tools.
- Introducing Spanish in the 7th grade (5ème) of middle school.
- Utilize multilingual children's literature books.
- Energize language teaching.
- Consider language as both a tool and an object of learning (choir, theater, public speaking, etc.).

2

EDUCATION

Promote students and staff as responsible and supportive citizens.

- Continue the process of ESD (Education for Sustainable Development) certification for the school.
- Engage in projects and actions to all forms of discrimination.
- Bring the School Life Council (CVC) and High School Life Council (CVL) to life through representative bodies.
- Continue and expand educational cooperation actions.
- Foster a sense of belonging by involving all staff in unifying activities (open house days, sports and artistic events, multicultural festival, etc.).
- Build an alumni network.



3

OPENNESS

Integrate into its context and open up to the world.

- Set up a web radio station at the secondary level and a solar newspaper at the primary level. Integrate Media and Information Literacy (EMI) into all disciplines.
- Discover local heritage and enrich oneself with different cultures, promoting otherness.
- Implement language certifications.
- Support students in their personal orientation projects.
- Implement educational pathways.

4

PARTNERSHIPS

Enhance the quality of life for everyone and establish active partnerships with the environment.

- Adapt the facilities to accommodate the growing number of students while maintaining pedagogical coherence.
- Adapt spaces for different age groups, such as exhibition areas, the preschool library, the CCC, sports spaces, and the student center.
- Implement the professional equality plan.
- Collaborate with the parent association and student committee by organizing meetings and sharing initiatives.
- Organize extracurricular time by setting up clubs.
- Open the school to external educational and associative partners.



ILLUSTRATION OF THE GROUP WORK ON ACTION SHEETS (PEDAGOGICAL COUNCIL OF FEBRUARY 1, 2023)

Axe 1

Success

Title of the action: Songs from Lebanese, French, English, Armenian, and Spanish Heritage



Objectives:

- Encouraging and structuring the construction of multilingual paths with mastery of French.
- Mastery of the language and the learning of oral language, vocal and choral practice.
- Discovering through songs and children's nursery rhymes from parents the history of peoples and their cultures to learn to better know each other.

Concerned students

Cycle 2

Concerned Levels

Grade 1 - Grade 2 -
Grade 3

Reference persons

Homeroom teachers Grade
1 - Grade 2 - Grade 3

External contributors

Grandparents
Hosting a singer from
their heritage (e.g., Rémi
Bandali).

Implementation

In the classroom:
discovery of a few
traditional songs
Outside the classroom:
recording in a studio or in
the music room.

Resources for implementation

Annual planning,
programming, organization
of song meetings.

Evaluation and indicators of success

Mastering the languages
and knowing the songs of
their heritage, as well as
discovering songs in the
languages of study.

Group 3



ILLUSTRATION OF THE GROUP WORK ON ACTION SHEETS (PEDAGOGICAL COUNCIL OF FEBRUARY 1, 2023).

Axe 2

Education

Title of the action: Education for a Zero Waste Life.



Objectives:

- Promote students and staff who are engaged and supportive.
- Enable children not only to understand the basic concepts related to waste (prevention, collection, sorting, recycling) but also to invest in a collective effort and engage in a concrete project of general interest.
- Raise awareness of a new way to manage waste.
- Encourage students to reflect on environmental issues.

Concerned students

All primary school students.

Concerned levels

KGI to Grade 5

Reference persons

The teachers and specialized contributors.

External contributors

The associations: Terre Liban- Arcenciel- Zero waste act- Bi clean.

Implementation

- Zero waste kit.
- Reusable water bottle and cutlery.
- Transforming waste into recycled objects.
- Composting: turning food waste into soil or animal feed.
- Creating objects from waste.

Resources for implementation

Budget line of the institution, project presented by the eco-delegates.

Evaluation and indicators of success

Implementation of concrete actions
Promote environmental and civic awareness by engaging in a project of public interest.

Group 3 & Group 4



ILLUSTRATION OF THE GROUP WORK ON ACTION SHEETS (PEDAGOGICAL COUNCIL OF FEBRUARY 1, 2023).

Axe 3

Openness

Title of the action: The discovery class



Objectives:

- Permettre aux élèves et aux professeurs d'établir de nouveaux contacts, de nouveaux liens à travers les activités de la vie quotidienne hors du contexte de la vie scolaire.
- Apprendre à vivre dans un groupe en acceptant les autres.
- Permettre aux élèves de découvrir un nouvel environnement, de nouveaux paysages, d'autres horaires, ...
- Utiliser les acquis scolaires dans un cadre de vie différent.

Concerned students

Cycles 2 & 3

Concerned levels

Grade 2 to Grade 5

Reference persons

Teachers

External contributors

Guides and trainers.

Financial resources

Development of a budget, call for bids from external suppliers, collaboration with the parents' association.

Evaluation and indicators of success

Develop students' autonomy and encourage them to manage as many organizational tasks as possible, ensure the continuity of this project over time, and establish partnerships.

Implementation

- In the classroom: prepare students for green classes, build the educational project in line with the curriculum and learning outcomes that will be developed during the stay (e.g., studying flora and fauna).
- Outside the classroom:
 - Travel by public transport (some students have never been on a train).
 - Discover new places and landscapes (learn to navigate and orient themselves).
 - Manage personal belongings (organize, sort, pack and unpack their suitcase, etc.).
 - Personal hygiene (daily shower, brushing teeth, etc.).
 - Prepare lunch or picnic (assess appetite, avoid waste).
 - Participate in meal shopping (create a shopping list, transport goods, etc.).
 - Set the tables (based on the number of participants, prepare cutlery, plates, bowls, etc.).
 - Educational, fun activities, and evening activities (treasure hunts, crafts, karaoke, etc.).
 - Hiking (endurance, perseverance, camaraderie, solidarity).
 - Cultural visits and sports activities (depending on the location and weather).
 - Night games (supervised by an attentive educational team).

Group 3 & Group 4



ILLUSTRATION OF THE GROUP WORK ON ACTION SHEETS (PEDAGOGICAL COUNCIL OF FEBRUARY 1, 2023).

Axe 1

Partnerships

Title of the action: Hakawati



Objectives:

- Master the written language in French and learn to sign (sign language).

Concerned students Cycle 2	Concerned levels Grade 1, Grade 2, Grade 3	Reference persons Teachers
External contributors AEFE CPAIEN- IRAP's teachers.	Implementation In the classroom: presentation of the illustrated album without text to the students of CPF Montana and IRAP. Write the album and record it. Outside the classroom: mutual visit between the students of CPFM and IRAP.	Financial resources Transportation costs Snack Gifts for students
Evaluation and indicators of success Experience empathy among students. Accept differences. Learn and be made aware of another language. Strengthen oral and written proficiency in French.	Group 3 & Group 4	



Our School's Evolution by 2025

A RECOVERY PLAN FOR OUR ATTRACTIVENESS BASED ON 7 AREAS

1

COMMUNICATION AREA

- New website
- Presence on social media
- Two open house days (November and January)
- Registration opens in December
- Visits to daycare centers
- Creation of a web radio
- A choir

2

FINANCIAL AREA

- Evolution of tuition fees
- Study of employment contracts
- Optimization of the payroll

3

REAL ESTATE AREA

- Construction campaign
- Expansion of classrooms
- Furnishing and equipping spaces
- Adding a motor skills area for preschool
- Adding recreational areas

4

HUMAN RESOURCES MANAGEMENT AREA

- Obtaining a detached position from MENJ
- Versatile teachers in primary education
- Reorganizing the educational structure
- A management team in preschool
- A more comprehensive and diverse health sector

5

PEDAGOGICAL AREA

- Writing the school project
- New language policy
- Evolution of sections
- Accreditation of the English section and PYP authorization
- Implementation of certifications (DELTA/Cambridge)

6

EDUCATIONAL COOPERATION AREA

- Multiply projects with the CPF of Beirut
- Engage in the pedagogical actions of AEFE
- Develop external partnerships (NGOs, local schools)
- Prepare for post-baccalaureate (Campus France, orientation week, Parcoursup, UCAS, CommonAPP)

7

CITIZENSHIP AND SOLIDARITY AREA

- Commitment to a culture of EDD (Education for Sustainable Development)
- Solidarity projects at the regional level in Metn
- Solidarity actions with CPF Beirut at the national level



School Life Project

Goals	Actions	Assessment
Area 1: Support for students, individual and collective monitoring		
Follow the students collectively: Unite a class group dynamic Promote a classroom climate conducive to academic success	Talking to the student and his family Organize parent-teacher meetings to discuss the quarterly individual monitoring report directly with families Prepare and participate in the various bodies Increase the number of supervisors Organize class time Participation in class councils	Number of families who moved Involvement of educational assistants Number of students participating in the proceedings
Strengthening cohesion within the team: Team spirit and solidarity Consistency of practices and discourses	Daily meeting of the school life team (transmission of the day's information) Weekly management meeting	Participation in various meetings Involvement of educational assistants Service climate School life report
Monitor students individually: Helping students and leading them towards autonomy	General supervisor & supervisors for monitoring absenteeism Implementation and participation in projects (artistic, sporting and cultural) Offer educational support focusing on transversal skills: organizing revision time, working methodology	Students' responsiveness to justifying their absences Rate of students attending the office room Number of students tutored by a supervisor Nature of projects and number of students involved Student autonomy Development of knowledge and skills

Goals	Actions	Assessment
Area 2: Attendance and orientation		
Prevent, identify and treat absenteeism and school dropout	Management of reasons for absences by General supervisor / supervisors calls to families every day Identifying students at risk of dropping out Working in collaboration with families Establish weekly monitoring of student absences	Number of students who have dropped out of school/have dropped out of school Absenteeism and lateness rates
Support each student in their personal orientation journey	Educational support through work on orientation (mini internship in second year, hosting orientation fairs) Promote meetings between peers Help with finding an internship Work shared between the different departments (teachers, school life, medical-social center and management)	Number of appointments with school life Number of mini internships Number and nature of peer meetings Feelings of the various actors on the collaboration carried out



Goals	Actions	Assessment
Area 3: Citizenship and solidarity		
Training future citizens	Election and training of class delegates and various student representative bodies (CA, CVE, CESC, etc.) Encourage students to take initiative Encourage applications to the authorities Education for the environment and sustainable development Media and information literacy To raise awareness among students about their rights, duties and responsibilities. Teach students to accept diversity of opinions and disagreements by emphasizing listening and debate.	Number of candidates per class / CVE Number of participants in training courses Number of times students spoke out in different bodies Number of proposals to the head of the CVE establishment Projects led by the web radio team Adopt thoughtful and responsible behavior and develop critical thinking
Promote the spirit of initiative and liven up high school life	Evolution of spaces reserved for middle and high school students Creation of events intended to fuel life within the college: end-of-year party, theme days with the CVE and solidarity club	Attendance at dedicated spaces Number of actions implemented by the CVE Student participation rate in various actions
Developing middle school-high school and high school-post-baccalaureate links	Open Day: Presentation of the high school to 3rd year students by student ambassadors. Encourage contact with former students. Presentation of the college to CM2 students.	Setting up Open Days Number of students volunteering to be ambassadors College attractiveness rate

Area 4: Disciplinary Procedures: Prevention and Treatment		
Promoting student well-being as part of preventing incivility	Training professionals on kindness and the principle of educability	Evolution of the number of: Punishment / Sanctions Assessment of the school climate
Understanding and taking ownership of the establishment's internal regulations: Promoting a sense of academic justice	Animation of class life hour explaining the internal regulations made by the PPs Parent-teacher meetings to explain internal regulations to families	Exchanges during individual interviews Evolution of the number of: Punishments/Sanctions Survey on the school climate (students' feelings, adequacy between incivility and measures taken)
Ensure consistency in the application of punishment/sanction procedures by the educational community	Supervisors position grid to optimize supervision and monitoring of students Prevent, identify and address breaches of internal regulations Make explicit the graduation of sanctions for students and families	Reduction in incivility Evolution of the number of: Punishment/Sanctions Feelings of families and teams on shared educational work (co-education)



Area 5: Fight against Discrimination

Create a sense of belonging	Develop student-initiated projects (CVE, eco-delegates, etc.) Implement awareness-raising actions and combat school dropout	Number of projects from students and school authorities Number of students involved (social criteria, gender, etc.) School climate survey and data developments
Promoting equality while respecting individualities	Implement awareness-raising actions on different forms of discrimination (disability, girls-boys, gender, etc.) Contact organizations specializing in prevention and discriminatory treatment Organize peer tutoring times (according to each person's individual skills) Prevention and fight against harassment	Number of actions implemented Nature of the actions promoted Type of partnerships carried out Number of students involved in the tutoring format and nature of skills used/transmitted
Increasing the attractiveness of the college to combat discrimination	Promote times to meet with families (parents' café, meeting with the teaching team, unifying projects, etc.) Create partnerships with associations and NGOs	Number and nature of meetings organized with legal guardians Nature of partnerships Number of partnerships achieved



Project of Education for Sustainable Development

DOMAIN 1

RECYCLING AND FIGHTING AGAINST WASTE

- Emphasize the use of digital technology and modify behaviors: narrow margins, reduce text size, print double-sided on recycled paper, and encourage projects in digital formats (e.g., PowerPoint) as much as possible to reduce the use of paper and cardboard.
- Create campaigns for "0 paper," such as a paper-free day (assignments to be submitted via email to teachers).
- Raise awareness about using online storage (emails, drive, etc.) and implement training on digital tools to promote their use and reduce the number of prints.
- Establish a policy for collecting scrap paper. Provide "Scrap Paper" boxes in all classrooms. These boxes can be made by students from recycled materials.
- Implement rainwater collection systems.
- Use food scraps to create compost or also feed the chickens for the chicken project to be set up.
- Emphasize the waste sorting already in place. Mobilize eco-delegates to raise awareness and even enforce waste sorting among everyone (staff and students).

DOMAIN 2

RESOURCE AND ENERGY CONSERVATION

- Stop the general and continuous lighting (hallways, restrooms, classrooms) and install motion detectors.
- Install solar panels and replace broken bulbs with energy-efficient ones.
- Encourage carpooling. Use platforms (if available) or provide an alternative system for coordinating carpooling.
- Promote reuse and limit the use of plastic as much as possible. Project for water bottles and mugs.



DOMAIN 3

DESIGN OF SPACES AND 'WELL-BEING' AT SCHOOL.

- Project for an educational garden co-managed by teachers, their students, and service agents residing on-site.
- Plant indoor plants in front of classrooms as much as possible. Choose types that purify the air and are beneficial for health by reducing cold symptoms, such as spider plants, snake plants, or jade plants. The containers can be reused (bottles, gallons, etc.).
- Develop a charter of eco-gestures with the Eco Delegates.
- 1Health program for staff: activities encouraging physical exercise, such as dance or gym classes.
- Play ambient music and Zen messages in the hallway and staff room, organize friendly gatherings every holiday eve, and create festive moments.
- Hang picture frames in the administration corridors and reception area, displaying student work and photos from events (trips, exhibitions, etc.).
- Encourage outings in nature.



Communication and Digital Technology

8 PLATFORMS OF COMMUNICATION

01 DARS



Purpose

Grades, Financial File, circulars, Information & Messages

Users

Teachers Gr4 -> IBDP2, Accounting Department, Administration

Recipients

Parents
KGI -> IBDP2
*Parents of Gr10, IBDP1 and IBDP2 will receive the grades on Managebac

02 GOOGLE CLASSROOM

Purpose

Homework, Teachers/Parents' Communication, Documents and educational resources

Users

Teachers
Gr1 -> Gr9

Recipients

Parents and Students
Gr1 -> Gr9

03 MANAGEBAC



Purpose

Homework, Grades, Documents and educational resources

Users

Teachers
Grade 10, IB DP1, et IB DP2

Recipients

Parents and Students
Grade 10, IB DP1, et IB DP2

04 GMAIL



Purpose

Circulars, Information and Messages

Users

Directors, Administration, School Life Department and Career Counselor

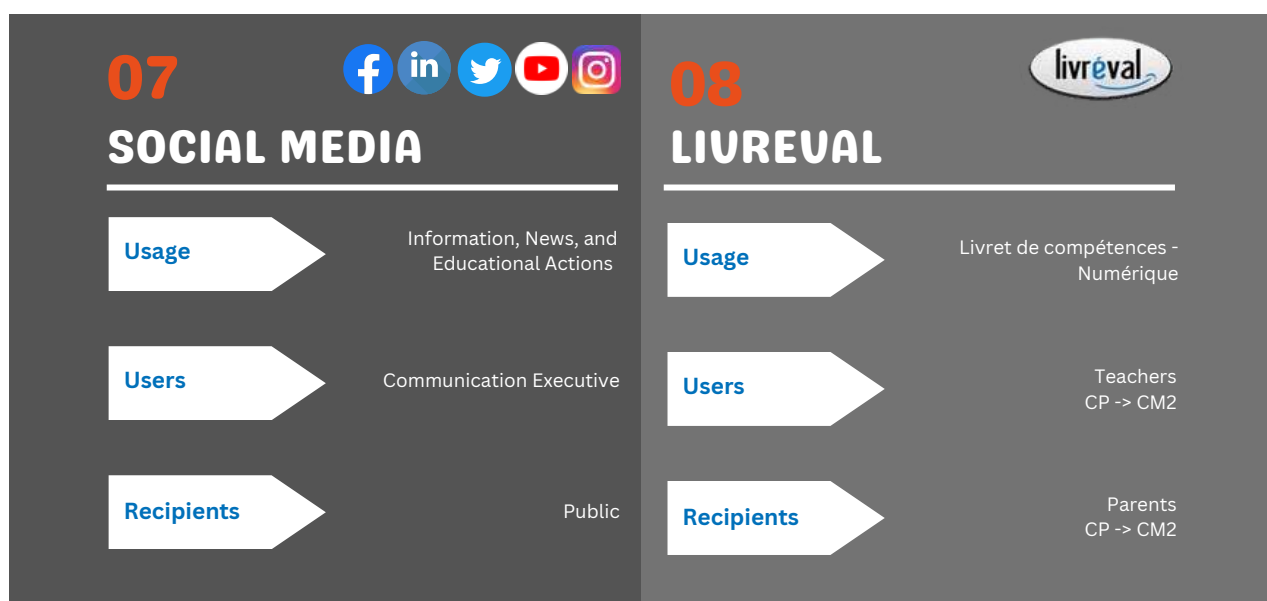
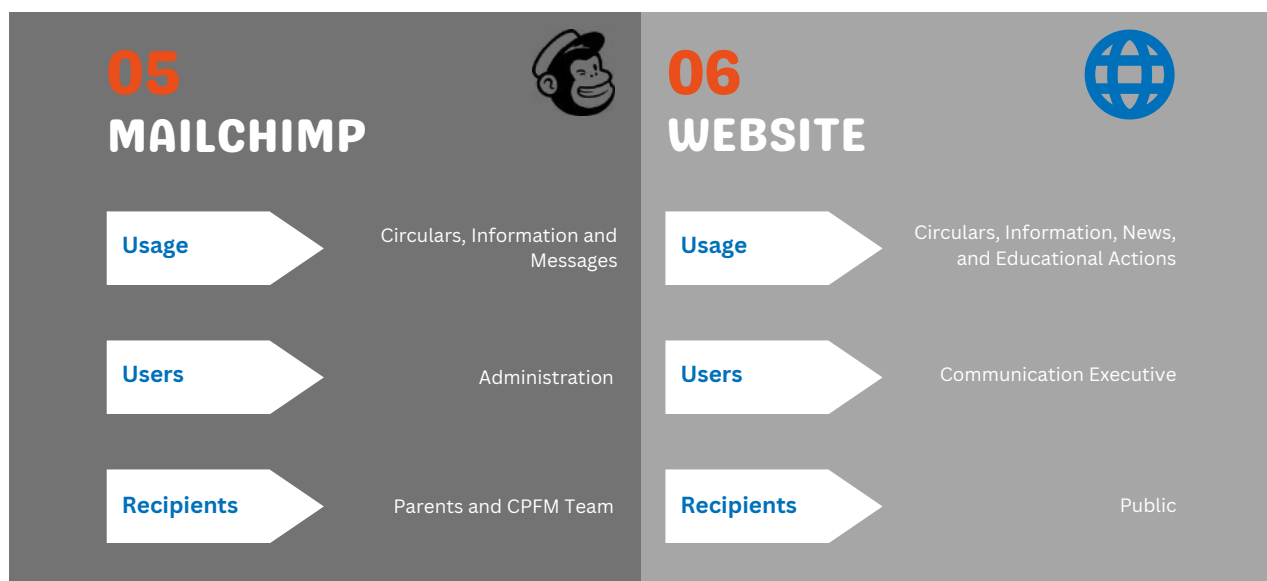
Recipients

Teachers, Parents and Students
KGI -> IBDP2

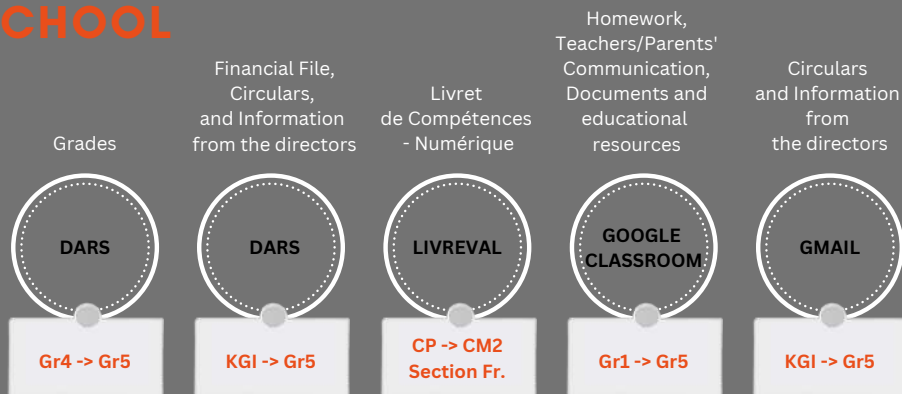


Communication and Digital Technology

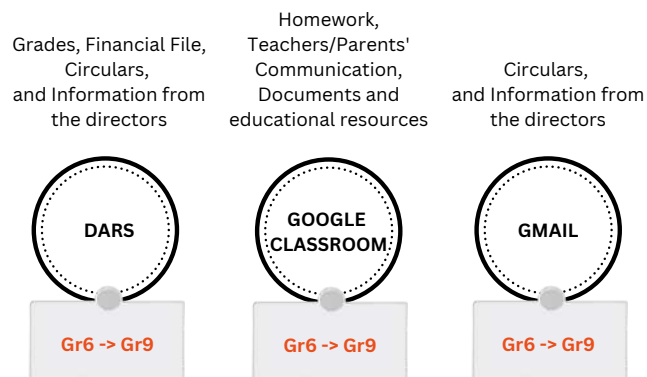
8 PLATFORMS OF COMMUNICATION



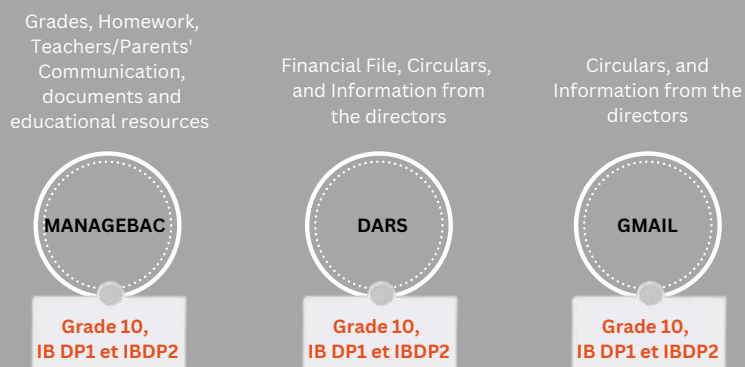
PRIMARY SCHOOL



MIDDLE SCHOOL



HIGH SCHOOL



English Section Project

THE ENGLISH SECTION AT CPF MONTANA AND ITS PLACE IN A FRENCH SCHOOL

01

INTRODUCTION:

Through the authorization granted by the International Baccalaureate Organization (IBO) to offer the Diploma Programme in the English section of CPF Montana, the school joined an international network of IB and is currently holding the label of an IB World school.

The English section is led by a director who is fully aware of the school context and promotes multilingualism in general and the acquisition of the French language as stated in its Language Policy (annex 2).

The collaboration between the French section and the English section is at the heart of all the educational and pedagogical actions put in place. The CPF Montana makes sure to create a collaborative and stimulating environment for all its students and provide them all – despite the choice of their section – with equal learning opportunities.

02

PROGRAMMES:

Primary School

As of December 2022, our Primary school embarked into the journey of becoming a PYP school. Currently, the Primary school is undergoing a candidacy phase. A consultant assigned by the IBO

Preschool is accompanying the team throughout this process. The target is to get the authorization for PYP by December 2023.

CPF Montana preschool welcomes children aged 3 to 5 years 3 from KG1 to KG3.

It offers children the opportunity to evolve in a multicultural and multilingual environment, and allows them to realize, from an early age, that the three languages (French, English and Arabic) are important communication tools.

The pedagogical priority is given to expression in all its forms (verbal, physical, artistic, emotional...), the value of the child, the respect for his individuality, and the development of his personality, his autonomy and his Skills. Children are accompanied by a caring, qualified and experienced educational team.

Teaching and learning approaches are built on varied active methods and focused on everyday themes. Nature is at the heart of the learners' discoveries and learning, it is considered to be the privileged educational medium through which children experience and discover the world, especially thanks to natural materials made available to them in the classroom.



Elementary school starts in Grade 1 and ends in Grade 5. Elementary school emphasizes the fundamental education of students. It is the time where students throughout their learning at the elementary school are acquiring the basic knowledge in various subject matters and are led to master their reading, comprehension and writing skills in addition to mathematical skills.

Teaching and learning approaches are more focused on projects around specific themes. Students are encouraged to connect with the small community around them and are guided to embrace and integrate the living values notably respect, responsibility and tolerance.

Public health and environmental matters are addressed and students are guided to reflect on them and suggest actions for improvement and thus to shape active, compassionate, and lifelong learners.

Middle School

Middle school at CPF Montana is constituted of four grade levels: Grade 6, Grade 7, Grade 8 and Grade 9. The curriculum is mainly mapped in alignment with the common core standards however it prepares Lebanese students to sit for the national Brevet exam. Interdisciplinary is at the heart of the teaching and learning practices.

Middle school students are exposed to a well-rounded curriculum that emphasizes effective and transferable learning skills such as time and self-management, innovative problem-solving in addition to extensive writing skills hence it prepares them for the IB Diploma Programme offered in High School.

Middle schoolers are encouraged to act as responsible citizens and to exert their civil role through their participation in a variety of councils and social actions that take place on and off campus.

High School

The IB Diploma Programme is implemented in our high school

Throughout their three years in High school, students get prepared to sit for the IBDP examination – May sessions - and of course are being prepared for their higher education.

Grade 10 offers a general education program which introduce students to all of the subjects and assures the proper preparation to start a two-year programme; the DP.



The DP, as it is noted in the model below give the student the opportunity to choose the subjects that are interested in within the 6 subject groups. This choice is made in respect to the students' interests and his future educational plans. Students sit for examinations in the 6 subjects they chose in addition to the fulfillments of the EE, TOK and CAS requirements.



LANGUAGE POLICY

A language policy is an action statement ... It is concerned less with where the students in a school are going, and more with how they are going to get there. (Language Policy in Schools, Corson -1999).

Taking into consideration the unique linguistic context of Lebanon, a multilingual land by excellence in which three languages - Arabic, English and French - coexist, and in addition to an aspiration to a perfect oral and written mastery of these languages, College Protestant Français – CPF Montana has forged a philosophy of continuous connection. The languages embedded within the school serve as an opportunity allowing the learner to reflect and celebrate the multilingual society in which one lives.

In reference to the Programme Standards and Practices B1-20: The school has a written language policy (including provision for second-language teaching and mother-tongue language support) that meets the needs of the students and reflects the principles of the programme.

The main aim of the school language policy is to enable students to study in the language of instruction along with the regional and national languages. College Protestant Français – CPF Montana offers its students a multilingual education by integrating the various living languages into its school curriculum. All CPF Montana students are introduced to the three languages as early as kindergarten.

Due to its location in a social environment that favors multilingualism, the decision was to have two sections in the school from kindergarten to Grade 12: the English section and the French section. In its English section, CPF Montana has English as the main language of instruction, Arabic as the mother tongue language, and French as a second language. Students learn English and all subjects in English as of KG1. Additional teaching hours in the national language - Arabic - are provided for 6 periods in elementary and middle school and 4 periods in secondary school. Students holders of foreign passports are exempted from the Arabic Literature course and receive 2 periods of Arabic as Second Language (ASL) from KG1 to Grade 12.

CPF Montana believes that all teachers are language teachers, hence, all teachers in English Section need to have a good proficiency in the English Language, which is the language of instruction, and they are urged to utilize teaching strategies that develop students' verbal, written and comprehensive linguistic skills.

A philosophy of continuous connection with languages

Knowing that traditional teaching, in its differed pedagogical variations, could hardly achieve this ideal of perfect triangulation (Arabic, English and French), CPF Montana's teachers have a common ambition: creating the right conditions for continuous connection with languages so that the learner is always led to practice languages outside of class time.



A**READING OF LITERARY AND NON-LITERARY WORKS IN THEIR INTEGRALITY**

Concretely, the reading of integral literary and non-literary works is a core requirement that is privileged at the detriment of the mastery of the language skills to shape the students into avid and active readers in a culturally rich and diverse environment.

To reach the school's linguistic requirements, reading of literary and non-literary works is implemented as of the early academic years:

- preschool and elementary school students have a fixed library hour during which they visit the school library to enjoy reading and renting various books
- all level students participate in language competitions – reading, writing, public speaking activities
- visiting book fair exhibitions
- meeting authors

B**VERBAL AND WRITTEN COMMUNICATION**

All forms of official communication with stakeholders happen in English language in the English section, and in French language in the French section: circulars, social media platforms, SMS, notifications, website...

Additionally, students are always encouraged to communicate with their teachers, when the need arises outside class hours, via e-mails, blogs, and Google Classrooms. This not only develops a better control of the computer skills, but also, and again, a connection with languages.

Thanks to the accessible multilingual school environment, students from both sections interact and communicate in various languages on daily basis.

The languages curricula (English, French and Arabic)

College Protestant Français – CPF Montana offers a challenging and rigorous, yet accessible intercultural learning environment that has language at its core. Rooted from the belief that the mastery of a language is a shared responsibility, all CPF Montana's pedagogical community aims at fostering in its students the aptness to think and express themselves precisely, clearly, and confidently in the language of instruction. The main goal is to develop effective communicators who, as global citizens, appreciate and respect interdependence of culture, language and identity.

The aim of the curriculum is to enable students to deepen their knowledge of the language and its culture, and to further strengthen its usage and understanding in order to effectively interact with the outside world.



The four language skills - speaking, listening, reading and writing - skills are developed to contribute to the personal development of the learner thanks to the cognitive functions of both spoken and written language.

The school promotes:

- independent, reflective learners
- accessible and individualized learning opportunities to develop lifelong language skills
- applied learning in context across multiple disciplines
- risk-taking
- authentic experiences developing intrinsic motivation

Language level admission requirements

As per the school's admission policy, the below requirements should be met in order to enroll in one of the following three categories:

- Students solely holding the Lebanese nationality, and based on decree no. 4554 – Law 60 – dated 17/10/2017, are required to have a high proficiency in Arabic language and in English language as the choices of Arabic as Language A is mandatory to this category of candidates.
- Students exempted from the Lebanese official exams are required to have a high proficiency in English language and a prior wide exposure to the French language if they chose English as Language A and French B.
- Students wishing to acquire a Bilingual Diploma are required to have a high proficiency in both English and Arabic languages in order to be entitled to choose them as Language A.
- At the end of Grade 10 students need to meet the following requirements for their language of choice:
 - a minimum score of 10/20 in the language(s) chosen as Standard Level and a minimum score of 14/20 in language(s) chosen as Higher Level courses
 - a minimum score of 10/20 in English language, which is the IBDP Language of instruction.

Languages and continuous professional development

In the English Section of CPF Montana, the common language of communication and instruction is the English language, with the exception of teaching Arabic and French languages.



In addition, scheduled reflective meetings, collaborative planning meetings, class observations and evaluations and in-house professional development sessions are conducted using the English language. Both French and Arabic teachers have a proper understanding of the English language.

In order to fulfill the school's philosophy stating that all the members of the pedagogical team – administrative and teaching body – are first and foremost language educators, CPF Montana believes in continuous language proficiency development at all levels and in both the English and French sections.

All IB teachers are officially certified by the International Baccalaureate Organization and have academic qualifications in the teaching language.

Teachers in the French section are also required to receive official DELF (Diplôme d'études en langue française) / DALF (Diplôme approfondi de la langue française) certifications by the French Ministry.

At the recruitment level. The Pedagogical Leadership Team ensures to hire :

- Teachers who are expected to teach the English language or to teach subjects in English language must have an advanced level of language proficiency.
- Teachers who are expected to teach other languages (such as French and Arabic) must show basic understanding of the English language which enables them to grasp with the whole school regulations, to participate in meetings and to communicate properly with students and parents.

This policy was written in June 2019 in reference to the following documents:

- Programme standards and practices: B1.20, IB (2005)
- Language Policy in Schools, Corson(1999)
- Guidelines for developing a school language policy, IB (2008)

Committee members:

Carma Daouk (English Teacher) – Nour Rahal (English Teacher) – Lara Nassif (French Teacher) – Nisrine Khalil (Arabic Teacher) - Lara Chamoun (Former Diploma Programme Coordinator) - Manal Sammak (Director of English Section)

Policy Reviews:

- June 2019: Mr. Anis Nassif (President of PPFL), Manal Sammak (Director of English Section), Lara Chamoun (Former Diploma Programme Coordinator) – Anjel Lublubjian (IB Diploma Programme Coordinator),
- September 2019: Mr. Anis Nassif (President of PPFL), Mr. Bruno Jacquier (General Director), Manal Sammak (Director of English Section), Anjel Lublubjian (IB Diploma Programme Coordinator), English Section Teachers

Next Review: May 2020

