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ECOLE INTERNATIONALE  
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EinyTime

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# Bienvenue !

## BIENVENUE DE LA PART DU DIRECTEUR

Je suis très heureux de vous inviter à découvrir le nouveau numéro de notre magazine appelé *EINYTime*, que nous publions à la fin de chaque année scolaire.

Pendant notre sixième année scolaire, notre nombre d'élèves a augmenté pour atteindre un effectif global de 175 enfants inscrits de la petite section à la classe de 5e. Les programmes académiques et les projets éducatifs se sont développés pour assurer les bénéfices réels et l'efficience de l'éducation bilingue que nous offrons dans tous les niveaux.

Au mois de septembre dernier, l'agrandissement de notre collège international s'est poursuivi avec l'ouverture de la classe de 5e. Afin de terminer la section du collège qui complètera notre école internationale, la classe de 4e ouvrira en septembre 2015. Notre objectif principal est de donner à nos collégiens une excellente préparation pour avoir la possibilité d'intégrer un grand choix de lycées. Nous continuerons à aider et à conseiller les futurs élèves des classes de 5e et 4e afin qu'ils puissent être orientés vers un lycée américain, français ou un établissement international de grande qualité.

Cette année fut marquée par l'agrandissement de notre section maternelle qui a déménagé ses classes dans le nouvel immeuble situé au 206 Fifth Avenue, en face de Madison Park. Les classes de la petite à la grande section occupent des locaux très modernes où sera ajoutée une cour de récréation sur la toiture.

L'équipe professorale de l'EINY est un groupe de professeurs de grande qualité. Elle a mis en place un programme bien équilibré et structuré d'enseignement en deux langues. La collaboration et l'harmonisation constante des deux programmes assurent les progrès et le développement de tous les élèves. Il est toujours fascinant d'observer les changements positifs et individuels que les enfants montrent tout au long de chaque année scolaire.

Les professeurs continuent leur travail de collaboration pour construire et assurer la continuité des programmes. Les séances bilingues en binômes sont un grand succès et sont élaborées dans plusieurs matières telles que les mathématiques, les sciences, l'histoire-géographie et la citoyenneté.



Les programmes pédagogiques sont enseignés en français et en anglais de la maternelle au collège. Le mandarin est enseigné à partir de la classe de CE2 et l'espagnol est enseigné au collège. Ces deux autres langues étrangères approfondissent l'aspect international de notre enseignement tout en permettant aux élèves d'explorer des cultures différentes dès le plus jeune âge pour les faire devenir des citoyens du monde.

Cette année, nous avons continué à développer notre programme linguistique et culturel à l'étranger pour découvrir l'Asie. En avril 2015, deux groupes d'élèves ont séjourné en Chine pour explorer la langue, l'histoire et la vie quotidienne.

Au cours des deux semaines, un groupe de vingt-et-un élèves de CM1 et CM2 a visité Shanghai et la ville de Hangzhou où ils furent

hébergés par des familles d'accueil chinoises pendant leur visite de l'école chinoise Yucai Foreign Language School. A Beijing, ils ont visité la Cité Interdite et la Grande Muraille. Au même moment, un plus petit groupe d'élèves des classes de 6e et 5e est allé découvrir la ville de Chengdu où ils furent hébergés dans un collège chinois (Wuhou Foreign Language School of Chengdu) pendant six jours. Ils ont ensuite visité la région de Xi'an avant de terminer leur séjour à Beijing.

En développant ces programmes et en mettant en place des pratiques de pensée logique supérieures dans tous les niveaux, nos élèves deviennent des penseurs critiques plus raffinés qui peuvent grandir et apprendre à mieux s'adapter dans un monde en mouvement.

Pour la première fois, les administrateurs ont organisé plusieurs réunions avec l'aide d'une consultante spécialisée dans l'élaboration de plan stratégique qui a travaillé avec toutes les parties constituantes de l'école. Ce plan stratégique permettra de planifier l'agrandissement de l'école pour lui assurer un brillant future.

Je remercie très sincèrement notre communauté de parents d'élèves qui fait partie intégrante de notre école unique, pour leur soutien et pour leur travail en partenariat avec nous afin de créer une institution de grande valeur. Je suis très heureux de préparer et d'anticiper une nouvelle année scolaire qui sera synonyme d'agrandissement et d'innovation éducative.

**YVES RIVAUD,  
DIRECTEUR & FONDATEUR**

A handwritten signature in black ink, appearing to read "Rivaud". It is written in a cursive, flowing style with some loops and variations in thickness.



# Mission

The **Ecole Internationale de New York** encourages the success of each student in a diverse, multicultural environment that combines the excellence of French and American academics. The school offers students the opportunity to think critically and work independently in multiple educational systems. It aspires to develop well educated, well rounded, responsible and compassionate world citizens.

*L'Ecole Internationale de New York offre à chaque élève un parcours scolaire d'excellence basé sur les programmes français et américains, dans un environnement multiculturel et plurilingue. Formés à l'esprit critique dans le respect de la diversité culturelle, les élèves deviendront des citoyens du monde responsables et solidaires.*



“Each language is a window opened on another world, on another landscape, on another structure of human values.”

« *Chaque langue est une fenêtre ouverte sur un autre monde, sur un autre horizon, sur une autre structure de valeurs humaines.* »

— Georges Steiner, Philosophe français

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# Philosophie

Combining the excellence of French and American academics, the Ecole Internationale de New York (EINY) nurtures each of its students to ensure that they blossom in both cultures and become true citizens of the world.

At EINY, we never forget Gandhi's words: "If we are to reach real peace in this world ... we shall have to begin with the children." In small classrooms, with the guidance of an exceptionally devoted and competent pedagogical team, our students learn to express themselves and think in two of the world's major languages. Shortly after, they begin studying a third language, such as Mandarin or Spanish. They gain exposure to a global knowledge in a diverse, multicultural environment. Students from different backgrounds

and cultures attend the school, benefiting from a unique symbiosis of the French and American curriculum and from EINY's partnerships with New York's artistic, historical and cultural communities.

As they play and study together and start the journey that will help them grow into the leaders of tomorrow, our students experience firsthand how we can live successfully and peacefully together. In today's world, it is ever more important that our children acquire the ability to understand, appreciate and respect the differences between people, countries, governments, religions, beliefs and customs. At EINY, our students develop a broad sense of the world that will encourage them to become lifelong learners as well as a level of academic excellence that will sustain their future success.

*« Nous nous adressons aux familles sensibilisées au bilinguisme et qui veulent un programme académique rigoureux et structuré. Ce qui fait le caractère unique de notre école est la complémentarité et la synergie entre les programmes français et américains. Nous donnons aux enseignants le temps et les moyens de réaliser des projets bilingues afin de montrer que les deux langues se complètent. »*

— Yves Rivaud, Directeur

## Apprendre une autre langue

The Ecole Internationale de New York unites the best of French education with the best of American education, creating a unique symbiosis and synergy between the two cultures.

EINY accepts students aged three to 14, from nursery through eighth grade, and welcomes French-speaking and non-French-speaking children coming from the community as well as from international schools around the world. Students are French, American, French-American and international youths of different nationalities who speak a third language at home. Within one year, children communicate with one another naturally in both French and English.

Bilingual education is a commitment. Most parents who chose EINY want more than fluency in both languages for their children; they want their child to enjoy the unique advantage that comes with being able to think and operate in those two major and very different cultures.

With its diverse student body, EINY is a reflection of the world in which today's students grow up. It is a place where many cultures and languages coexist to create a stimulating and multicultural environment that nurtures the uniqueness of each child. To further foster students' success in an interconnected world, EINY introduces a third language, Mandarin, in the third grade. Spanish is also taught in the Middle School section.

The staff's winning enthusiasm for bilingual education is best reflected by Director Yves Rivaud's credo: "After twenty-five years of experience, I believe more than ever in this fabulous work of accompanying children in their growth in both languages, to the point that they can speak and think with the same ease in French and in English. To receive that gift, before reaching eleven or twelve years of age, that's priceless!"

# Diversity & Admissions

École Internationale de New York serves families of diverse cultural origins who are interested in the rigor of the French educational system and the cultural wealth of the American educational system.

French language is taught 60% of the time and English, 40%.

Students embrace both French and American cultures and grow each year to become multilingual citizens of the world. Mandarin is introduced at the third grade level.

The objective is to offer children one of the best possible options in bilingual education available.



# Academic Programs

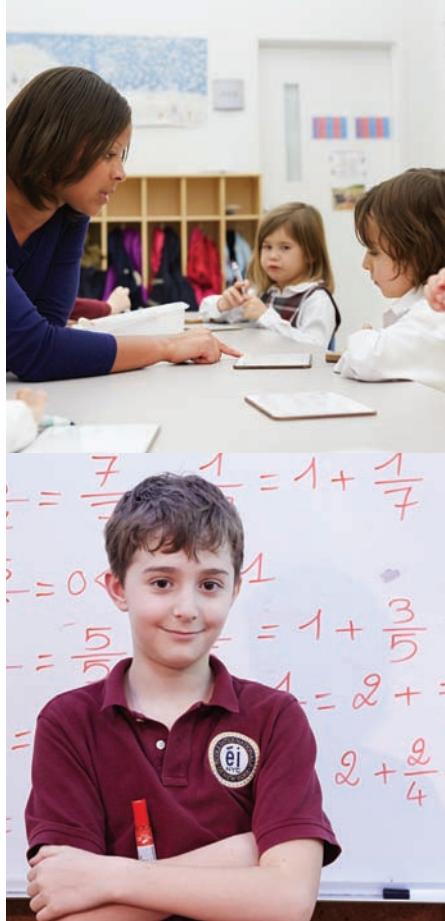
## Objectives

EINY strives to teach a comprehensive academic program of reading, writing, language, math, history and science, in two languages. By learning in both French and English, our students come to appreciate French and American cultures as a basis for understanding other cultures in the world. Within a caring, nurturing atmosphere, students develop self-esteem as well as respect for others in a multicultural environment. The school constantly provides international awareness and social values through its teaching and curriculum.

EINY aims to prepare young people for indepen-

dence and adaptation in a society that demands increasingly complex skills.

All faculty members are experienced teachers, certified and accredited by their respective educational system (New York State or French Ministry of Education). All students prepare for both French and American tests and exams at different grade levels in the elementary section. Starting in 1st grade, math, science and social studies are taught in both French and English.



## Harmonization of French and American Programs

Both the French and American curricula are harmonized on an ongoing basis in order to complement each other and reach a more effective and constructive approach to learning. In EINY's unique bilingual educational system, this synergy is vital in order to deliver excellence and ensure the academic success of each child in the process of acquiring a foreign language at an early age.

Teachers at all grade levels work closely together to develop program content, curriculum themes and ideas, and determine student needs: French teachers plan together, and English teachers plan together. Teachers in both languages plan together at a single level as well as in each cycle and section. The faculty works diligently to coordinate in a manner that complements and reinforces each

other's teaching content and style. Basic linguistic and logical skills are developed throughout the primary school years. Students also develop multiple intelligences through child-centered activities and projects. Visual and musical abilities play an important part in both programs. Varied artistic training is also an enriching and vibrant part of our curricula: visual arts, theatre, dance, body expression, etc.

Each child explores, develops and refines his/her physical skills in order to process information through touch and movement, while expressing their physicality and perception of their environment. Interpersonal and intrapersonal skills take a vital position in the child's development and allow him/her to affirm a unique personality that will be shaped and changed over the years.





First grade / CP

La Synergie  
des programmes  
français et américains

Welcome

« L'agrandissement de l'EINY est la preuve du succès de ce modèle qui est la synthèse du meilleur des deux modèles d'enseignement ; l'américain – plus ludique et centré sur le développement personnel – et le français – plus académique. »

— Anouk Baudrier (depuis 2010, petits)

## L'escrime !

Fencing (beginning in the third grade) may be considered an art in that one strives to creatively execute highly specialized skills, with an unusual degree of ability, in accordance with established aesthetic standards. It is also a science in that it pertains to a systematized body of knowledge demonstrating the operation of general laws. Physical benefits include improved balance and coordination, strength, flexibility and muscular endurance. Fencing also produces a *mens sana* in addition to a *corpo sano*, improving concentration, sensitivity, responsiveness, decisiveness and overall mental acuity and flexibility. Modern fencing has its origins in the foundation of the Académie des Maîtres en faits d'armes de l'Académie du Roy (also known as the Ecole Française d'Escrime) by Charles IX in 1567. At EINY, students start very young, which means that the equipment is sometimes heavy; the most talented are spotted early on, and offered further training.



# Accreditation / Homologation

## French Ministry of Education

Ecole Internationale de New York received full accreditation for all primary grades from the French Ministry of Education and AEFE (the Agency for French Education Abroad). EINY is now part of a network that includes 45 French schools in the United States and 480 French schools in 130 other countries around the world.

## *Ministère de l'Éducation Nationale*

L'Ecole Internationale de New York est homologuée par le Ministère de l'Éducation Nationale et de l'AEFE (Agence pour l'Enseignement Français à l'Étranger) pour les classes du primaire. EINY fait partie du réseau des 45 écoles françaises situées aux États-Unis et des 480 écoles françaises établies dans 130 pays du monde entier.

## *Agence pour l'enseignement français à l'étranger (AEFE)*

Créée en 1990, l'Agence pour l'enseignement français à l'étranger (AEFE) est un établissement public national placé sous la tutelle du ministère des Affaires étrangères et européennes. Elle assure les missions de service public relatives à l'éducation en faveur des enfants français résidant hors de France et contribue au rayonnement de la langue et de la culture françaises ainsi qu'au renforcement des relations entre les systèmes éducatifs français et étrangers. L'objectif de l'AEFE est de servir et promouvoir un réseau scolaire unique au monde, constitué en 2011 de 480 établissements implantés dans 130 pays.



## Mission Laïque Française



EINY is affiliated with the Mission Laïque Française, an educational institution promoting French language and culture through the education of children in its network of MLF schools around the world. MLF has a network of 23 schools in the United States.

L'EINY est affiliée à la **Mission Laïque Française** (MLF). La MLF est une association dont le but est la diffusion de la langue et de la culture françaises par le moyen de la scolarisation à l'étranger. La MLF a un réseau de 23 écoles aux Etats-Unis.



## Affiliations

## National Association of Independent Schools (NAIS)



EINY is affiliated with the National Association of Independent Schools (NAIS). NAIS is a membership organization with 501(c)(3) nonprofit status. NAIS represents approximately 1,400 independent schools and associations in the United States, and affiliates with independent schools abroad. It offers a wide variety of services to its member schools and associations.

NAIS's mission is to be the national voice of independent schools and the center for collective action on their behalf, rooted in the core values of independence, interdependence, inclusivity and innovation. It believes the freedoms derived from independence and self-determination are deserving of preservation, worthy of emulation and a source of the success of independent schools in preparing students to contribute effectively toward a peaceful, prosperous, just and equitable world.

## New York State Education Department



The New York State Education Department is part of the University of the State of New York (USNY), one of the most complete, interconnected systems of educational services in the United States. Its mission is to raise the knowledge, skill and opportunity of all the people in New York. Its vision is to provide leadership for a system that yields the best-educated people in the world.

EINY is registered with the New York State Education Department as a private, nonpublic school.



# Our Faculty & Staff / L'Equipe EINY

## L'administration

### **Yves Rivaud –**

#### Directeur et Fondateur

Originaire de Limoges où il a obtenu un Master de Langue et Civilisation Anglaises, Yves est arrivé aux États-Unis en 1987 en tant qu'enseignant de français des classes élémentaires à l'École Bilingue de Berkeley, près de San Francisco. Avant de prendre la direction de l'EINY, il a assumé les fonctions de Proviseur du Lyceum Kennedy (NY) pendant six ans, des différents postes tels que directeur de l'École Franco-Américaine du Puget Sound à Seattle, et Directeur des programmes français et périscolaires au Lycée International Franco-Américain de San Francisco.

Sa chaleur et ferveur naturelles engagent et motivent spontanément les enseignants, les élèves et leurs parents. Il s'attache à trouver les talents uniques de chacun et à développer la confiance en soi des élèves. Ses nombreuses années d'expérience de l'enseignement bilingue et son attrait pour les méthodes nouvelles et innovantes ont été reconnus par le Ministère de l'Education Nationale. En septembre 2008, Yves a été honoré des insignes de Chevalier dans l'Ordre des Palmes Académiques, récompensant ainsi ses 25 années passées dans les écoles franco-américaines.

### **Jennifer Campo –**

#### Directrice adjointe

In 2014, Jennifer Campo joined EINY after 14 years at the York Preparatory School, where she taught French and served as the Chair of World Languages, leading the department in all aspects of pedagogy.

Jennifer completed a bachelor of science, *magna cum laude*, in business administration and French from University at Albany, SUNY. After working in international business logistics for Louis Vuitton and as a financial analyst for Citigroup, she went on to earn a master of arts in French language and civilization from Middlebury College's School in Paris, completing course work at the Université Sorbonne Nouvelle – Paris III. While teaching French, she continued her study of languages at Hunter College by completing course work in Italian and Spanish and studying abroad in Italy and Spain. She is New York State certified in teaching grades seven through 12 for French and Italian and is currently working toward certification in Spanish.

As Assistant Head of School, Jennifer is thrilled to be a part of the diverse, vibrant EINY community.



### **Caroline Botasso –**

#### coordinatrice du programme périscolaire

Directrice de l'Ecole Maternelle et Directrice du Programme Périscolaire Née à Toulon, France, Caroline Bottasso est la coordinatrice du programme périscolaire. Titulaire d'une Licence en Sciences de l'Education et un DEUG d'Histoire, elle a débuté sa carrière dans une école bilingue à Portland, Oregon. Elle a ensuite enseigné en maternelle à Chicago pendant huit ans. Caroline organise et supervise toutes les activités du programme périscolaire.



### **Baptiste Genestin –**

#### Coordinateur Ecole Élémentaire

Baptiste Genestin a fait de grands changements, non seulement de côtes, en quittant le Lycée International de Los Angeles, mais aussi en terme d'effectifs avec 900 étudiants répartis sur quatre campus, pour EINY sur la côte est et son échelle humaine. Un passionné pour pousser ses élèves à atteindre leur potentiel, utilisant chaque moment pour qu'ils se développent et qu'ils s'épanouissent au maximum, avec des techniques novatrices, tel que l'utilisation des cartes mentales. Ou par exemple, les attaques poétiques, en marchant de la Schoolhouse au bâtiment principal, les élèves écrivent une ligne de poésie à la craie sur le trottoir, puis lisent ensemble le poème en entier – gare au passant qui essaye de l'effacer ! Autre technique : faire réciter à chacun une ligne du poème de manière aléatoire, preuve qu'ils le connaissent bien.



La technologie change tout; il utilise l'iPad, mais un seul par classe, pour retenir le travail de collaboration et éviter l'isolement devant son écran. Baptiste estime qu'il faut développer l'efficacité du groupe, nécessaire aux futurs citoyens, en même temps que les compétences individuelles. Il y a aussi VoiceThread, qui se sert d'images pour passer un message et stimuler la discussion.

### **Rachel Loble –**

#### Coordinatrice du Collège

Rachel Loble is an experienced English-language-arts high school teacher who has worked in international schools in Europe and Asia as well as reputable private schools in New York City. Rachel serves as the Coordinator for the IMS at EINY and is currently developing the curriculum in English language arts and social studies for grades six through eight. She is also fluent in French.



« *EINY est la collaboration et le métier de professeur y est hyper-valorisant.* »

— Baptiste Genestin

### **Nicole Félicité –**

#### Executive Assistant

Nicole Félicité is originally from Martinique and grew up in Le Havre in Normandy. A literature graduate, Nicole is an experienced assistant with more than 15 years of experience. She worked in Paris, New York and Los Angeles in a variety of roles. She joined the EINY team as our Executive Assistant in 2014.



## Preschool

### **Anouk Baudrier –**

#### Nursery / Petite section

Née à Marseille, France, Anouk Baudrier est l'enseignante de français dans la classe de petite section. Après des études en communication à Bordeaux, elle obtient en 1989 son diplôme d'institutrice à l'Ecole Normale de Paris. Pendant dix-huit ans, elle enseignera la maternelle à Paris et puis Dijon. Installée à New York depuis quatre ans, où elle a enseigné dans une école franco-américaine, elle souhaite mettre au service de l'EINY son expérience et son dynamisme.



### **Julien Budrino –**

#### Nursery / Petite section

Julien est titulaire d'une licence de Lettres Modernes et est diplômé de l'Ecole de batterie Dante Agostini de Toulouse. En 2008, il devient professeur des écoles et enseigne dans tous les niveaux des écoles primaires de Seine-et-Marne. En 2012, il obtient sa mutation dans l'Académie de Versailles où il exerce 2 ans en classe de Petite Section classée en Zone d'Education Prioritaire. Musicien poly-instrumentiste, Julien accorde une place importante à l'enseignement de la musique dans sa pratique pédagogique. Il partage l'idée de Paul Carvel selon laquelle « La musique mérite d'être la seconde langue obligatoire de toutes les écoles du monde ».



En 2014, il intègre l'EINY où il enseigne en maternelle et donne des cours particuliers de batterie. Dans sa classe, il souhaite mettre à profit son expérience musicale, son intérêt pour les outils numériques et les pratiques pédagogiques innovantes, au service de la réussite de ses élèves.

*« Travailler à l'EINY est une chance unique de pouvoir exercer mon métier d'enseignant de la meilleure façon qu'il soit, autant d'un point de vue professionnel que d'un point de vue humain ».*

— Julien Budrino

### Dawn Bush –

Nursery / Petite section

Dawn Bush earned a bachelor of arts in Spanish from the University of North Texas. After teaching Spanish for several years, she decided to pursue a master's degree in early childhood and special education from Fordham University. She found her niche teaching in early childhood and has taught preschool for the last five years. Dawn is happy to work in a bilingual school, as she loves languages. This is her first year at EINY. "I enjoy co-teaching and planning curricula with my French and American colleagues. They are a talented group and each teacher brings something unique to the classroom."



### Amanda Cabrera –

Pre-K / Moyenne section

Raised in New York City in a bilingual Spanish-English home, Amanda Cabrera was exposed to multicultural learning from a young age. Amanda studied French for many years before beginning at EINY and loves working in a bilingual environment. She holds a BS in early childhood education from Boston University and is currently pursuing an MA in teaching English to speakers of other languages (TESOL). Amanda is eager to share her enthusiasm for global learning and languages with her students.



### Regina Davis –

Pre-K & Kindergarten / Moyenne & Grande sections

Regina Davis joined EINY in September 2014. She is a native New Yorker and has lived in the Bronx her whole life. Regina received her MA in early childhood education from Hunter College and is certified to teach birth through second grade. She has 10 years of teaching experience and has worked with children from age one to fourth grade. Regina has worked as a tutor and a substitute, which allowed her the opportunity to work in charter, private and public schools, where she also became familiar with children with special needs. Most of Regina's teaching experience was within a bilingual setting, as many of her students spoke Spanish. She is looking forward to learning some French while working at EINY.



### Samia Djaafar –

Pre-K & Kindergarten / Moyenne & Grande sections

Née en Normandie, Samia Djaafar est enseignante depuis maintenant 12 ans dans l'Education Nationale.



Elle s'occupe de la classe de moyens-grands à l'EINY depuis septembre 2014. Son expérience dans une école américaine en Louisiane pendant trois ans lui a donné envie de revenir aux USA, pour travailler de nouveau dans un contexte bilingue. Elle apprécie particulièrement d'entendre des enfants de 4/5 ans parler plusieurs langues et de passer de l'une à l'autre, suivant le contexte, avec autant de facilité. C'est une belle expérience d'être à l'EINY !

### Benjamin Hayes –

Kindergarten / Grande section

Benjamin Hayes began his EINY career as a teachers' aide while in graduate school, but since completing his master's of education at Hunter College, he has become a kindergarten teacher at EINY. "We have a busy day, beginning with breakfast, a trip to the park on nice days, recess and many workshops. Our bilingual day is Monday; Tuesdays and Thursdays are reserved for English, Wednesdays and Fridays for French." Although Benjamin is fluent in French, "I must speak in English only, which is difficult."



### Virginie Martin Muggeo –

Pre-K / Moyenne section

Virginie coordonne les programmes français et anglais en maternelle. Détentrice du diplôme de Professeur des écoles et d'un Masters américain en Early Childhood Education (éducation des enfants de la naissance au CE1), elle est enseignante de maternelle dans le système bilingue franco-américain depuis sept ans.



### Anne Papin –

Kindergarten / Grande section

Anne Papin est titulaire d'une licence STAPS, d'un BAFA et d'un diplôme de Basket. Elle a obtenu le concours de professeur des écoles en Bretagne, dans l'académie de Rennes en 2004, puis a enseigné à tous les niveaux, de la maternelle au CM2.



Anne a rejoint l'EINY après avoir passé 5 ans au Lycée International de Los Angeles, à enseigner en classe de Petite et Grande Section. Cette première expérience bilingue lui aura permis d'approfondir sa réflexion pédagogique, notamment



ment auprès d'enfants anglophones n'ayant jamais parlé français. De plus, grâce à son expérience sportive, elle a pu mettre en place de nouveaux projets dans son école de Los Angeles, notamment en passant le diplôme de maître-nageur américain pour pouvoir emmener les enfants à la piscine du campus.

En intégrant l'EINY, elle a voulu découvrir un autre contexte bilingue, une nouvelle équipe et une nouvelle diversité culturelle pour une fois de plus faire évoluer son enseignement.

### Samantha Sugarman –

Nursery / Petite section

Samantha Sugerman, from Toronto, learned French by attending a French immersion school from kindergarten through high school; she completed a BA in psychology from the University of Western Ontario and a master's in primary/junior education from D'Youville College in Buffalo, NY. Samantha worked for four years in Toronto teaching English and French for grades two through six. She moved to Manhattan two years ago and taught kindergarten and second-grade English in a bilingual school, before teaching in the EINY nursery, but has returned from maternity leave as the first- and second-grade teacher.



## Elementary

### Ashley Benic –

1st & 2nd Grade / CP & CE1

This is Ashley's third year at EINY and her fifth as a teacher, having worked in area ECE programs. Ashley studied French in high school and college, and loves the EINY environment: "I find it very flexible and supportive." Ashley is committed to helping her students acclimate to school. "They are learning how to socialize and communicate with adults and each other." Through games, both whole and small group, by learning rhymes and poems, and by making art, children improve vocabulary skills. Independence is also emphasized.



## **Evelyn Cordisco –**

### **4th Grade / CM1**

Evelyn Cordisco's franco-phone family, along with years of travel around the world, exposed her to different cultures early in life. With a solid teaching experience in both public and private schools, Evelyn has developed a natural inclination toward languages, even though teaching is Evelyn's second career. After a first career in business, she earned a master's degree and taught elsewhere before joining EINY in 2009. Evelyn teaches English language arts and math, with a primary objective of ensuring that reading comprehension goals are met.



## **Jessica Gerber –**

### **English as a Second Language / Anglais langue seconde**

Jessica Gerber joined EINY in March 2014. Although born in Manhattan, she grew up in Park Slope, Brooklyn, and Setauket, Long Island, NY. She earned her MS in childhood education from Hunter College. Jessica spent a few years in Paris, where she worked at a bilingual private school and tutored children of all ages. When she returned to New York, she continued to work in a bilingual school setting, this time teaching kindergarteners. She enjoys sports, cooking, photography, traveling, and is very delighted to be part of EINY.



*« EINY est l'avenir ! »*

— Dominique Lambert

## **Dominique Lambert –**

### **4th Grade / CM1**

Suite à la mutation de son mari à New York, Dominique Lambert enseigne le niveau de CM1 (4th Grade). Elle était professeur à Boulogne-Billancourt, une des communes la plus peuplée et la plus aisée après Paris, qui héberge plus de 12.000 entreprises. Dominique trouve l'EINY beaucoup plus familiale, où « on connaît tout le monde », avec moins de la moitié d'élèves par classe et moins d'heures passées à l'école qu'en France. Deux professeurs travaillent comme partenaires, pour intégrer le français et l'anglais, surtout en maths, sciences et histoire.



Contrairement aux idées préconçues, « enseigner aux enfants de cultures diverses est un plus, » car chacun apporte la perspective de sa culture. Par exemple, deux élèves ont porté le vert pour la Saint Patrick (c'est la fête de Saint Patrick), ce qui a suscité une discussion de cette grande fête plutôt new-yorkaise. Pour Dominique, les avantages d'EINY sont, évidemment, ses bons profs et sa taille humaine, où on fait attention à l'élève.

## **Camille Lhomme –**

### **3rd Grade / CE2**

Camille Lhomme est titulaire d'une Licence de Mathématiques Appliquées aux Sciences Humaines et Sociales, d'un Diplôme Universitaire de Préparation aux Métiers de l'Enseignement et du Diplôme de Professeur des Ecoles. Elle a enseigné pendant 5 années en France de la petite section de maternelle jusqu'au CM2 puis 2 ans au Lycée Français de Los Angeles avant de rejoindre l'équipe de l'EINY à la rentrée 2014.



## **Stéphane Mureau –**

### **2nd Grade / CE1**

Stéphane est titulaire d'un Brevet d'Aptitude aux Fonctions d'Animateur, une licence de Musicologie à l'Université de Tours, un DFE de piano ainsi qu'un diplôme de professeur des écoles. Après trois ans d'enseignement en France, il a enseigné plusieurs années dans des écoles franco-américaines aux États-Unis. Stéphane souhaite mettre à profit ses connaissances musicales et les intégrer dans ses pratiques pédagogiques.



## **Carl Orso –**

### **1st Grade / CP**

Carl Orso est titulaire d'une Licence Staps et d'un diplôme de tennis 2<sup>e</sup>. Il a obtenu son diplôme de professeur des écoles dans l'académie de Versailles. Afin de compléter sa formation, il suit le programme d'été de l'Intrax School de San Diego. Il enseigne à l'institut médico-éducatif de Nanterre puis à l'école primaire d'Asnières-sur-Seine, ce qui lui permet d'approfondir sa réflexion pédagogique et de proposer des situations d'apprentissage à des publics très variés. Son parcours universitaire et ses nombreuses expériences professionnelles dans le domaine sportif lui permettent aujourd'hui de compléter son enseignement en proposant des séances variées visant à favoriser l'épanouissement personnel et à renforcer les liens entre les élèves. En intégrant EINY, Carl a souhaité élargir ses compétences en évoluant au sein d'un établissement bilingue et mettre à profit la diversité culturelle dans son enseignement.



## **Kalliopi Paleos –**

### **5th Grade / CM2**

Fluent in three languages, this native New Yorker studied in France to better familiarize herself with education there. Driven by her love for teaching and reading, Kalliopi taught students from around the world in the Middle East, France and the UK, thus developing a deep understanding of multiculturalism. "Our curriculum is evolving in



a more subtle way, through more sophisticated content learning." Kalliopi leads the Italian Club and the Math Club, and believes that "literacy fosters literacy" with the introduction of a third language. She enthusiastically supports Mandarin instruction beginning in the third grade.

## **Adela Sinclair –**

### **3rd Grade / CE2**

Adela Sinclair is a New York State professionally certified K-twelve ESL teacher with 14 years of teaching experience.



Prior to seeking a career in elementary education at EINY, she taught in New York City high schools and middle schools for nine years, followed by elementary schools: PS199 for six years and Hunter College Elementary School. Adela has a master's degree from Hunter College in teaching English to speakers of other languages (TESOL ).

As a fluent speaker of French, Adela is a great fit for the bilingual teaching environment at EINY. She loves teaching children of this age: "It's very fulfilling. They are eating your words." (« Ils boivent tes mots ».)

## **Marine Soyer –**

### **French as a Second Language / Français Langue Seconde**



Marine possède une Licence de lettres modernes ainsi qu'un Master de Didactique du français langue étrangère.

Depuis plus de douze ans, elle enseigne le français langue seconde dans différents instituts de langues et universités, de Paris à New York en passant par Chicago et la Nouvelle-Orléans.



# Middle School

## Lauren Gagne – Spanish / Espagnol

This is Lauren's second year at EINY. She received her BA in Spanish at Eastern Connecticut State University and her MA in teaching at Sacred Heart University in Fairfield, CT, and hails from a small Connecticut town, although she lived in the Valencia region of Spain for part of her studies. She loves living in New York and loves teaching at EINY: "¡Es increíble!"



## Gayle Hampton – Mathematics / Maths

Gayle Hampton is a teacher, advisor and consultant, specializing in primary and secondary education. She holds an MS in education and teaching from Fordham University and an MBA from Columbia University. She is also certified by Cambridge University in teaching English as a second language (CELTA and CLIL). She has studied education reform issues, international research on student achievement and emerging curriculum trends, including the Common Core Standards. Recently, she served as the Director of a learning center for Kumon North America, Inc. Previously she held positions in corporate finance and commercial banking as an analyst and investment risk manager.



## Annie Huang – Mandarin / Mandarin

Annie joined EINY in September 2013. A graduate of Columbia University's Teachers College, where she received an MA in applied linguistics, she is just beginning her teaching career. She has also taught in a public school and began her career by teaching piano. She is currently studying French, and is excited to be part of EINY. "It's dynamic!"



## Franck Le Martelot – French, History & Geography / Français, et Histoire & Géographie

Franck Le Martelot a rejoint l'EINY depuis septembre 2013 après six années d'enseignement à la Réunion. Ses classes lui donnent l'opportunité de découvrir les bienfaits de la double culturalité dans un côté constructif et égalitaire contrairement à ce qu'il a vécu dans les îles où le français et le créole cohabitaient difficilement.



*« Le concept de cette école a été très, très bien pensé ».*

— Frank Le Martelot

Depuis son arrivée, il constate que la plus grande prise en compte de l'individualité permet de donner sa chance à chaque élève tout en lui rendant possible l'intégration collective. Et l'approche des deux cultures au travers de la langue renforce la compréhension dans certaines matières, telles que les mathématiques. Son projet annuel de conte-photo donne l'occasion aux enfants de non seulement découvrir l'univers de la photo, mais aussi de développer leur créativité et leur sens de la narration. Une véritable équipe collaborative, un chef d'établissement investi et particulièrement motivant, des élèves ouverts et attachants font de cette école une étape particulièrement enrichissante pour Franck.

## Elizabeth Strauss –

### Guidance Counselor / Conseillère d'éducation

Elizabeth Strauss received her bachelor of arts degree in communications from the University of Wisconsin-Madison. She earned her master's in psychological counseling from Teachers College, Columbia University. Elizabeth also works in a private practice coleading social skills training groups for children and adolescents. "EINY is one of a kind, and I learn new things from the students each and every day."



## Laurence Van Koninckxloo –

### Science / SVT

Originnaire de Belgique, Laurence est titulaire d'une Licence en Sciences de l'Université Catholique de Louvain-La-Neuve, et est agrégée de l'Enseignement Secondaire Supérieur en Sciences Naturelles. Laurence est un professeur international qui a enseigné à la fois en français et en anglais dans une école internationale de Singapour et au Lycée Français de Hong Kong. Elle vise à ce que ses élèves deviennent d'excellents apprenants dès le plus jeune âge, tout en les encourageant à devenir des citoyens soucieux de l'environnement et de l'écologie. Mettre sur pied le nouveau collège international de l'EINY est un grand défi pour lequel Laurence se montre à la hauteur.



## Staff

### Anthony Bernier –

#### After-school Program Assistant



Anthony Bernier est né à Windsor, Québec dans le froid Canadien. D'abord diplômé en Littérature et ensuite en Education à l'enfance, Anthony a travaillé pendant plus de 10 ans dans les centres de la petite enfance au Québec. Il habite New York depuis 2012 et s'occupe des programmes périscolaires de l'EINY depuis septembre 2013.

### Joëlle Bonnouvrir –

#### Librarian / Documentaliste



Avant de rejoindre l'EINY en 2010, Joëlle Bonnouvrir a élevé ses deux fils. En France, elle a travaillé comme monitrice de colonies de vacances ainsi qu'en tant qu'animatrice d'activités extrascolaires dans une école bilingue. Elle a ensuite quitté le monde de l'éducation pour passer plusieurs années en cuisine, l'hôtellerie, et la publicité. Arrivant à New York il y a douze ans, son travail à EINY lui a permis de renouer avec les débuts de sa carrière professionnelle en tant que responsable de la bibliothèque.

### Jason Chipman –

#### After-school Programs



This is Jason's third year at EINY. A filmmaker and songwriter, he studied at the Art Institute of New York City. Prior to joining the staff, Jason was a part of the AmeriCorps City Year program, where he worked in a Long Island City, Queens, NY, school. Jason is busy with lunch and snack

prep, field trips, gym classes and recess breaks, and greets parents as they sign their children out of school. He is also responsible for some administrative work. "The children make my day so interesting, and I'm learning some French!"

### Mireille Desalm –

Admissions Coordinator / Coordinatrice des admissions

Born in Belgium, raised Dutch and French, Mireille Desalm

spent seven years in a private nursery school in New York as both an administrative and admissions assistant. She joined the administrative team at EINY in 2012. In her free time, Mireille enjoys her two daughters, who are being raised bilingual.



## Extacurricular Programs

### Ryan Langlois –

Guitar

Ryan Langlois received his BA from St. Edward's University in Austin. A semester in Galway furthered his music and prepared him for EINY's multicultural environment.



### Gérard Masson –

Arts Plastiques (IMS)

Artiste et enseignant en Education Artistique et Arts Appliqués, Gérard Masson habite New York depuis trois ans. Père de quatre enfants, dont Oscar sept ans, il a suivi sa femme, mutée par Jacadi, pour le management de l'Amérique du Nord. Gérard a participé à de nombreuses expositions de groupe et personnelles, à la gestion et à la programmation de galeries associatives à Orléans et à Nouméa en Nouvelle Calédonie où il a exposé au Centre Tjibaou lors de la Biennale de Nouméa 2002. Passionné de l'histoire de l'art, il suit l'actualité de l'art contemporain de NY et organise des visites découvertes de la peinture française dans les musées new-yorkais.



## Welcome Jennifer Campo

EINY is pleased to welcome our Assistant Director, Jennifer Campo, who joined EINY in 2014. Jennifer brings a wealth of energy and experience to her position, including a fourteen-year term at York Preparatory School, where she taught French and served as Chair of World Languages.

Of her first year at EINY, Jennifer says, "I enjoy the diversity of tasks each day, and enjoy being able to help support our teachers with the students.

It's very rewarding -- I understand exactly where they are coming from."



### Rudolph Vernaz-Colas –

Guitar

Rudolph works as a composer for film and theater, live musician and private teacher. His musical influences range from electronica to jazz, as well as rock, pop and more.



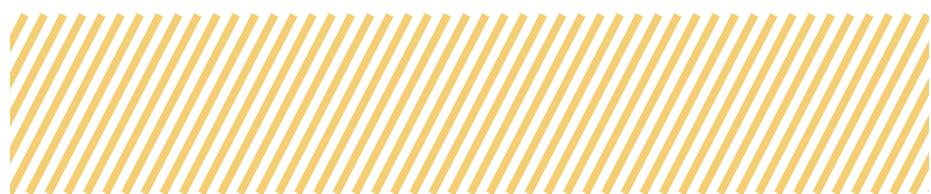
### Allen Weakland –

Violin

Allen has taught at numerous institutions. He performs with the Summit Strings, the Baroque Orchestra of New Jersey, the Astoria Symphony, the Edison Symphony, the South Orange Symphony and the violin duo Strings of Pearls.



Age	France	USA
3	Maternelle Petite	Nursery
4	Maternelle Moyenne	Pre-K
5	Maternelle Grande	Kindergarten
6	CP	1st Grade
7	CE 1	2nd Grade
8	CE 2	3rd Grade
9	CM 1	4th Grade
10	CM 2	5th Grade
11	6ème	6th Grade
12	5ème	7th Grade
13	4ème	8th Grade
14	3ème	9th Grade
15	2ème	10th Grade
16	1ère	11th Grade
17	Terminale	12th Grade



# *Le Collège international* International Middle School

NYC

EINY's middle school is about to celebrate its third anniversary, and in September, 2015 it will launch an inaugural eighth-grade class. Rachel Loble, the IMS Coordinator, English language and social studies teacher, says, "EINY's middle school is growing and we're really seeing the benefits of higher-order thinking in terms of connections across the disciplines. Curricula are being developed to keep pace with challenges and opportunities."

Many factors come into play. In the French system, la géométrie is the focus in middle school, while in the United States, it's algebra. France has a long history and literary tradition; American history is a relatively short story. Rachel enriches the French curriculum so her students will not be at a disadvantage entering an American high school, and the French students gain perspective from their American experience.



In April 2015, Rachel accompanied students on the China trip; sixth and seventh graders spent five nights in a contemporary boarding school where they attended classes, later spending an additional night with a host family. "The Chinese students are quite autonomous and have excellent study habits. Our students kept journals and wrote about their experiences upon their return to New York," she said.

Many international schools choose to teach some subjects in English and others in French, but that is not EINY's strategy. Rachel partners with Franck Le Martelot, teacher of French language and histoire/géographie, as do Gayle Hampton and Laurence Van Konckxloo for math and science, to integrate all curricula across both languages. For example, while the answer one arrives at in a given math problem is the same, the path taken to reach the answer is different. EINY teaches students to think in both cultures.

"La grammaire et la dictée sont importantes," précise Franck, et il ne les néglige pas pour que ses étudiants gagnent les mêmes compétences comme s'ils étaient en France, répondant aux objectifs rigoureux du programme français.

To help facilitate the linguistic and curricular integration, especially for students new to EINY, who haven't had the benefit of this integrated teaching method, the IMS team prefers the "push-in" approach. For example, Franck will join Rachel's American history class to help the French students, versus the "pullout" approach, whereby the students would be pulled out of class for additional tutoring in French, thereby missing the class experience in English.

Les activités extra-scolaires renforcent l'acquisition des langues. Franck organise des ateliers d'improvisation où il n'y a ni rôles principaux ni vedettes, pour promouvoir la cohésion de groupe et donner confiance



*"EINY's middle school is growing, and we're really seeing the benefits of higher-order thinking in terms of connections across the disciplines. Curricula are being developed to keep pace with challenges and opportunities."*

— Rachel Loble



aux jeunes de monter sur la scène devant toute l'école. Il y a aussi des cours de photographie. Les élèves créent leurs propres cartes, pour élever le niveau de l'orthographie, de la classe et de l'individu.

Connecting with the community is important for future citizens as well. Students have volunteered to work in a senior center and have formed a team to participate in the AIDS walk. Students also participate in team sports at the Baruch gym.



# Les Locaux

## Fifth Avenue Preschool

EINY's preschool has settled into its beautiful new location, 206 Fifth Avenue. The Nursery (Petit section) is located on the second floor, Pre-K (Moyenne section) is on the third floor and Kindergarten (Grande section) is on the fourth floor. The space features sunny and spacious classrooms, colorful murals, and other amenities such as bathrooms in each room.

The fifth floor provides a large open area for physical education, recess and lunch, while the rooftop will feature an outdoor play space.



## Main Campus

At EINY's main campus on East 22nd Street, every classroom has a high ceiling and significant natural light from large, south facing windows or sky-lights. The second, third and fourth grade classrooms are located on the second floor, the first grade classroom is located on the 3rd floor, and the middle school classrooms are located on the fourth floor.

The fifth grade classroom and the library are around the corner at the landmarked Schoolhouse building.



# Schoolhouse Building

EINY began using the Schoolhouse in September of 2011, as it became clear that the English as a Second Language (ESL), French as a Second Language (FSL), and *orthophonie* (speech therapy) programs needed more space. The inviting design - with two light-filled spaces, soaring ceilings and architectural details - make it a very desirable place to study. The Schoolhouse now houses the library on the mezzanine level and the fifth grade/CM2 class on the ground level.

The building, designed by James Renwick, Jr., who also designed St. Patrick's Cathedral and the Smithsonian Institution's Castle in Washington, DC, was originally completed in 1867 to serve as a one-room schoolhouse for Calvary Church, next door. Its folding walls and accessible street entrance on Park Avenue South make it an ideal venue for special events.



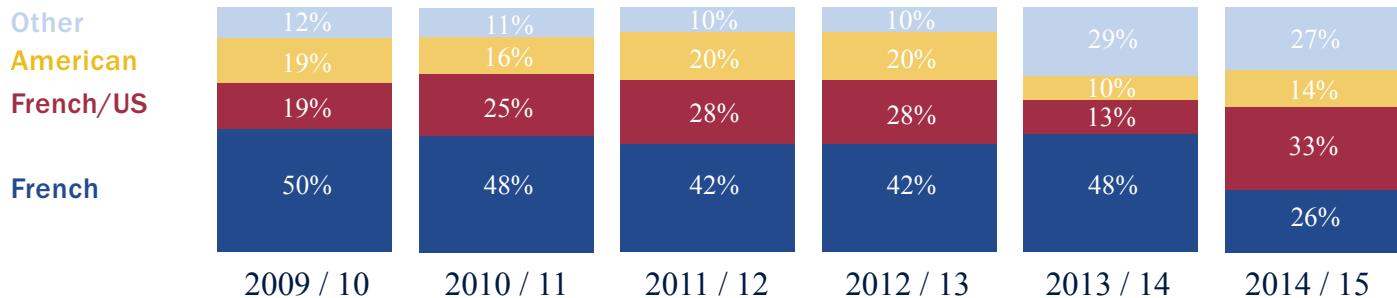
## Neighborhood Community

Located between East 20th and 21st Streets at the base of Lexington Avenue, Gramercy Park is named for the city's last remaining private enclave that offers a truly unique oasis in a hectic city. A superb example of 19th-century architecture, the park was designated a historic district in 1966. It is prized by residents looking for space and light, and displays precious artworks, including a sculpture by Alexander Calder. The neighborhood is also home to the world-famous National Arts Club. A family-friendly neighborhood, it offers playgrounds, classes and activities galore. It's near Manhattan's "Silicon Alley," an area that hosts publishers, photographers, advertising companies and Internet start-ups. Adding to its dynamism, the area offers a strong academic presence. The neighboring Flatiron District is named for its iconic landmark, the Flatiron Building: Its unique triangular shape and stone and terra cotta façade is reminiscent of Paris.



# Est-ce que vous saviez ...

## Student Nationalities %



## Where applicants heard about EINY

2014 / 2015 %

Internet – 50%

Word-of-Mouth – 40%

Media / Magazine – 8%

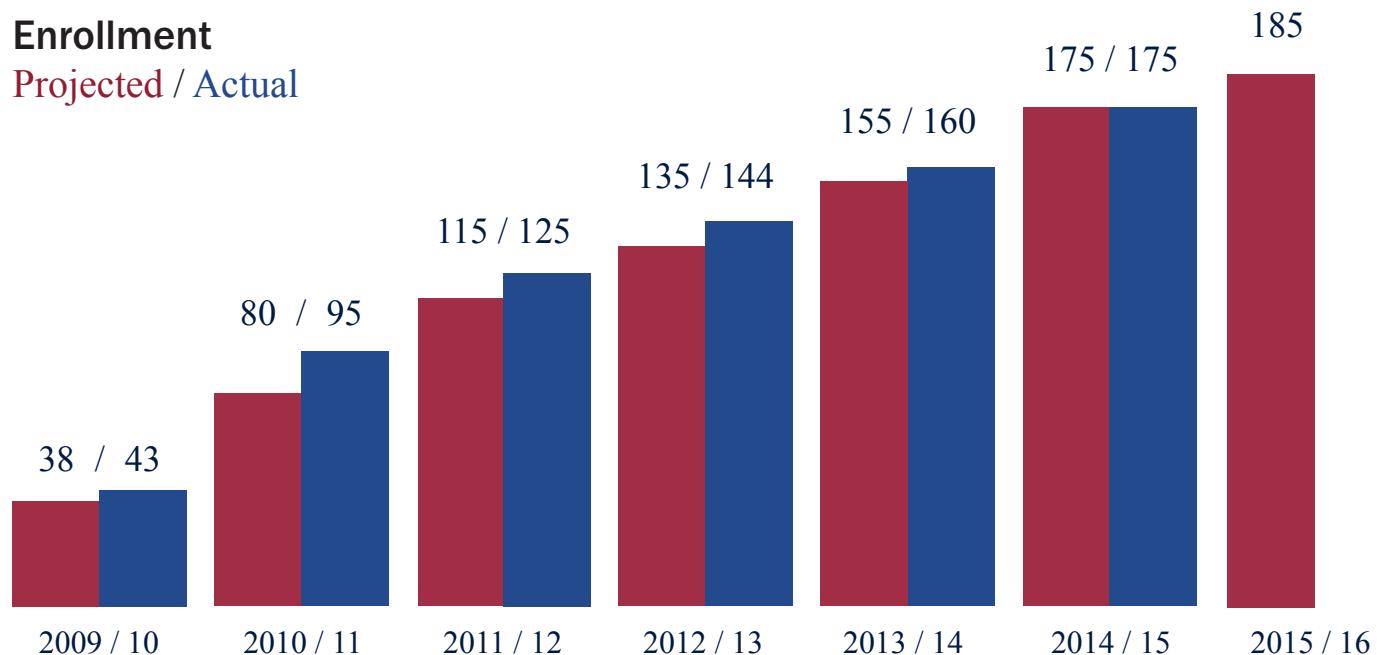
Walk-ins – 2%

## School Financial Aid

2014 / 2015: 8 %

## Enrollment

Projected / Actual



# Strategic Planning for the Future

## EINY Strategic Planning

Anne-Marie Pierce, founder of A.M.P & Associates, is working with the EINY community to create a 2-3 year strategic plan in order to facilitate the growth of the school. "My role is one of guide in terms of process. We're keeping to a timeline and working on the evolution of all parts of the school's growth, organization, communication, administrative processes and so on," said Ms. Pierce in a recent telephone interview.

For the first part of the process, stakeholder representatives met during a two-day meeting to analyze strengths, weaknesses, opportunities and threats (SWOT) in early 2015. New ideas and action plans were generated and 11 subcommittees were formed, including roles for parents and faculty members.

"This is a participatory process in which all stakeholders have a role," said Ms. Pierce. "In May there will be a meeting during which all subcommittees will report their findings and present their suggestions, and from there, the school's owner, Jeremy Wood, and administrators will craft the final strategic plan."

*"You will travel in a land of marvels"*

— Jules Verne

# La parole aux parents

## Michael and Ciara O'Toole

Our children are Jane (5th grade) and Sadhbh (2nd grade).

We chose EINY as we were keen for Jane and Sadhbh to continue with a French language education (having started their schooling in France), but were pleased to find that at EINY they could combine it with a strong US curriculum too.

*"We have been particularly impressed with the commitment of the staff at EINY, and their innovative approach. They have combined strong academic standards with a highly supportive atmosphere for creative development, in art, music, literature and other areas. The teachers have also harnessed the best of today's digital resources, and presented them as useful tools for learning."*

## Nathanael Benzaken

Nous avions au départ trois options d'écoles à Manhattan. L'EINY nous a été recommandée par des collègues. De plus, le programme bilingue fut un critère de choix. Il faut savoir profiter du fait que nos enfants soient jeunes pour leur faire apprendre une nouvelle langue.

L'harmonisation des deux programmes (Anglais et Français) fonctionne, car les élèves ont un niveau excellent.

Etudier plus d'une langue est important, et il y a trois raisons à cela :

- Premièrement, il est indispensable de parler couramment une ou deux langues étrangères afin d'être compétitif au sein du marché de l'emploi dans un monde qui est désormais global.
- Deuxièmement, en France, notre système d'enseignement des langues est totalement défectueux, seule une expérience d'expatriation pouvait nous aider à atteindre cet objectif.
- Enfin, l'apprentissage d'une langue supplémentaire est un stimulant intellectuel qui peut paraître doper les performances intellectuelles des enfants.

*« La diversité culturelle à l'EINY permet de créer une ouverture d'esprit assez unique qu'ils n'auraient pas eu dans un environnement franco-français. Cela apporte en outre du respect, de la tolérance, et participe à la stimulation positive d'un esprit extrêmement ouvert qui est forcément à s'adapter. »*

En effet, lorsque l'on sait s'adapter tôt, il est plus facile de savoir s'adapter plus tard.

Nos enfants participent aux activités extra-scolaires et s'amusent beaucoup, ils sont curieux et dynamiques. Le rythme est généralement de deux à trois fois par semaine, et les activités comprennent le sport, le théâtre ou la musique.



Le corps professoral est excellent et les enfants vont à l'école avec plaisir. Ils ont un immense respect pour leurs professeurs qui le leur rendent bien. L'EINY est probablement en tête position des écoles bilingues sur New York.

## Estelle Benzaken

Notre choix s'est porté sur l'EINY car c'est une école à taille humaine, plus conviviale et plus familiale. Le fait d'étudier une langue étrangère crée une ouverture sur le monde, qui est nécessaire et qui facilite à trouver un travail de qualité plus tard et de se s'ouvrir à tout un monde d'opportunités.

En outre, la diversité culturelle apporte un enrichissement personnel et une ouverture sur le monde ainsi que sur d'autres pays.

Nous sommes donc ravis car nous voyons nos enfants épanouis. Les professeurs sont géniaux, ils sont toujours disponibles et font en sorte de pallier les difficultés des élèves. En conclusion, je dirais que l'EINY c'est l'ouverture sur le monde à travers le bilinguisme.

*« L'EINY est probablement en tête position des écoles bilingues sur New York. »*



# Founder's Dinner / Dîner des fondateurs

The annual Founder's Dinner  
was held at Baruch College -  
Monday, November 17, 2014

EINY celebrated its sixth year as a school at the Founder's Dinner. Yves Rivaud, the Director and Founder, thanked the faculty and parent community for their contribution to the school's success. A great time was had by all during this evening of dinner and dancing.



## Calendrier 2015–2016

## Key Dates to Remember

- August 25 – Faculty back to school
  - September 2 – First day of school
  - September 7 – Labor Day, school closed
  - October 12 – Faculty in-service day, school closed
  - October 19–23 – Fall Break, school closed
  - November 25–27 – Thanksgiving, school closed
  - November 20 – Parent/teacher conferences, dismissal at noon
  - December 21 – January 4, 2016, Holiday Break, school closed
  - January 18 – Martin Luther King Day, school closed
  - January 19 – Explore EINY, school closed
  - February 1 – Faculty in-service day, school closed
  - February 15–19 – Winter Break, school closed
  - March 11 – Faculty in-service day, school closed
  - March 15 – Parent/teacher conferences, dismissal at noon
  - April 4–15 – Spring Break, school closed
  - May 27–30 – Memorial Day, school closed
  - June 22 – Last day of school
  - June 23–24 – Faculty meetings



# Program Enhancements

## Nature's Classroom

Nature's Classroom is a leader in environmental education. Every year, students participate in a nature classroom and learn about our relationship to natural and man-made resources. Teachers are recruited from across the country, and all have bachelor's degrees in a variety of subjects. While on-site, regular classroom teachers take on the roles of counselors, staffing cabins and monitoring students during meals, recess and free time. The March 2015 five-day trip with Nature's Classroom offered children in grades three through five a wonderful opportunity to explore environmental science in an authentic setting in Connecticut.



## Publishing Party (Grades 1-7)

A publishing party is a celebration of writing. Students display their writing and parents visit and read the stories, leaving compliments on slips of paper. Publishing parties are held after students have completed a unit of study throughout the school year.



## Science Fair (Grades 1-7)

In 2015, the forest was the sixth grade's theme; their subtheme: ecosystems. The first group reported on the impact of climate change on animals, including displacement; the second group reported on peoples, including the indigenous population of the Brazilian rainforest; and the third group reported on acid rain. Everyone had the opportunity to learn more about each of the subthemes.



## Chelsea Galleries *Octobre 2014*

Franck Le Martelot, Professeur de Français, Histoire et Géographie:

Au cours de l'année, nos collégiens se sont rendus à Chelsea pour visiter les galeries d'art !

Ils ont pu découvrir des œuvres d'Andy Warhol, Banksy, Mr. Brainwash... et poser toutes les questions qu'ils souhaitaient concernant la création, les expositions, les courants artistiques. Merci aux galeristes de Chelsea de nous avoir reçus à plusieurs reprises !



# Highlights of the Year

## China Trip 2015

### Group 1: Grades 4-5

Since our students begin studying Mandarin in Third Grade, our Fourth and Fifth Graders were thrilled to take a two-week trip to China this year, including Shanghai, Hangzhou and Beijing. In Hangzhou, students were hosted by Chinese families for four days and nights, getting a taste of daily life and family customs; they also attended school with their Chinese "brothers" or "sisters" for an insider's experience of Chinese education. Although shy at first, the hugs and fond tears we saw among them as we said goodbye made it clear the kids had really made friends. In Beijing - and on the once-in-a-lifetime walk along the Great Wall - students were truly moved. Whether discovering the secrets of the Forbidden City or gazing at the mysterious smiles of Buddhas in the ancient temples, our students made authentic contact with the wondrous and many-faceted country that is China.



### Group 2: Grades 6-7, Middle School Students

This year, for the first time, EINY organized two simultaneous trips to China. The middle school trip, which included several China "veterans" who had gone on the China trip two years ago, followed a different itinerary from the elementary school trip.

Our trip began with a long travel day, as we traveled from Newark to Beijing and then on to Chengdu, a city in central China of about 14 million people in the Sichuan Province. We were greeted by Kyla, our wonderful guide. Despite a few snafus, we arrived at our hotel in a suburb of Chengdu and managed a good night's sleep.

The next day was a big day for everyone! We visited the Chengdu Panda Reserve, where we saw adult and baby pandas. At the gift shop, several EINY students practiced their Mandarin as they bought some souvenirs to bring home.

We then went to a restaurant specializing in Sichuan cuisine, where we were served so many dishes we lost count, and ran out of room on the table! Students sampled vegetables, noodles, Kung Pao chicken, quail eggs, deep-fried banana fritters, three kinds of dumplings, vegetable and chicken soup, and fresh fruit. Despite the fact that the region is famous for spicy food, very few of the dishes were.

After lunch and a much-needed nap on the bus, we arrived at the Wuhou Foreign Language School Of Chengdu, where we were greeted with

*"Quin Li was the most incredible street I have ever been to, it is both beautiful in the night and day. At night, it is amazing to be there because there are so many decorations that light up around sunset, I saw colorful glowing illumination; it looks magnificent. In the day, Quin Li Street isn't lit, but you notice a lot more detail because there is the light of the day. The stores are very amusing to observe, for example there are the minute souvenirs."*

— Margaux

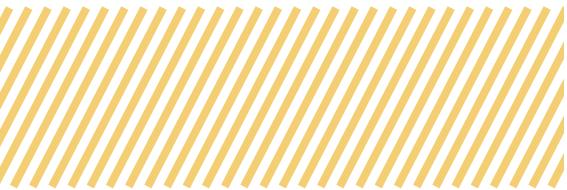
bouquets of flowers presented by the students' hosts. We attended a brief meeting to learn about our schedule for the week, and then went to the dorms to drop off belongings. Each student was assigned a bunk, and given a plastic basin for washing. The boys were in two different rooms, connected by a hallway and a shared bathroom. The girls were in one room in a separate building. There is a very strict rule prohibiting boys and girls visiting one another's dorms.

We also ate dinner at the school cafeteria. Meals are served on metal trays, and there were six dishes to choose from, in addition to soup. We were not too hungry, as we had eaten a late lunch, and dinner here is quite early: 5:30 pm! The food was quite tasty, and not too spicy.



*"The China trip was great. We had an excellent time with the families and especially the school. The trip consisted of constant excitement and fun."*

— Killian



*"My favorite part of the trip was the Terracotta soldiers. This place was discovered by a very lucky farmer when he was digging a well. This was a part of the tomb of the first emperor of China that was called Qin. A fact about that tomb is that 50% of richness of China is in that tomb."*

— Paul

Most Chinese students went to class after dinner. We were surprised to learn that students are in class for two hours Sunday night, which is often when tests are scheduled. Wuhou is a boarding school, and students usually go home for the weekends, but return to school on Sunday.

Students spent five nights and four full days at the school. Though it was hard for our jetlagged students to go to sleep at 9 pm for the first few nights, they settled into a routine along with the Chinese students. Mornings started early with breakfast at the school cafeteria, where students especially appreciated when dumplings were served. They attended classes with their host student throughout the morning, participating in Chinese, English, math, science and physical education.

After lunch, the school organized special classes and activities for our students, including calligraphy, traditional Chinese painting, sand painting (making pictures with fine sand on a light box), and paper cutting. One day, students worked with their Chinese buddy to make a kite and then flew it on the athletic field. Most students combined symbols representing China and another country on their kites.

The school was kind enough to provide a conference room, complete with Wifi, for us to use to write emails home, work on journals, and talk about the day, and call, Skype, and Facetime with friends and family at home.

Other highlights of our week included a visit to nearby Dujiangyan, a city in the mountains and the site of an irrigation project and dam dating back to 200 A.D, and Qingcheng Mountain, where we visited a Taoist temple.

When Mr. Rivaud, our head of school, joined us, the school organized a welcoming ceremony, and treated us to musical performances and artistic demonstration by students and teachers.

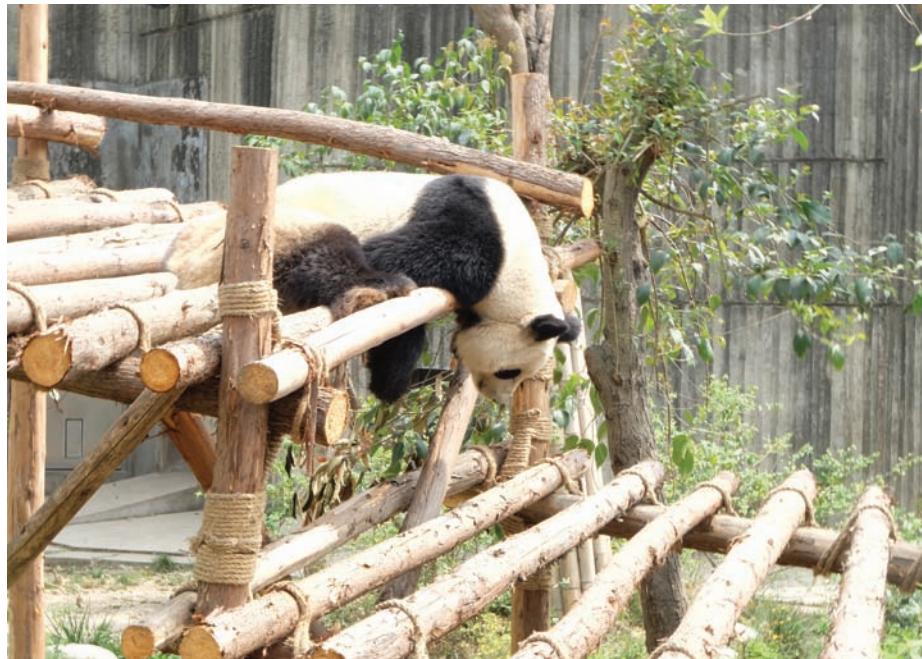
Another day, we visited a public elementary school in Chengdu, where our students sang and danced with students at the school, and even played them in a soccer match.

At the end of the week, students went home with new friends to spend a few nights in their homes. For most students, this was one of the best parts of the trip, giving them a true glimpse inside a Chinese home. Chinese host families even organized trips to Pizza Hut and Burger King to make EINY students feel more at home!



## A la conquête de la Chine profonde

Nos élèves de 6<sup>e</sup> et 5<sup>e</sup> ont passé deux semaines remplies d'émotions durant un voyage d'étude dans l'Empire du Milieu. En grands pionniers, ils sont partis à la découverte de l'ouest de la Chine avant de relier Beijing, la capitale. Leur séjour a débuté par une semaine passée à Chengdu dans la province du Sichuan. Accueillis dans une école chinoise où ils ont pu partager la vie scolaire d'élèves de leur âge, les enfants ont ensuite passé un week-end au sein de familles chinoises enthousiastes et soucieuses de leur bien-être. Un autre grand moment durant ces quelques jours, bien sûr, a été leur rencontre avec des pandas dans le Chengdu Research Base of Giant Panda, comme en témoignait l'attention soutenue portée à des peluches noires et blanches durant la suite du voyage. Le groupe a ensuite rejoint la ville et les alentours de Xian, où de nombreuses dynasties chinoises avaient établi leur capitale, et visité des sites anciens. Les collégiens ont particulièrement apprécié leur rencontre avec l'armée de terre enterrée pour le premier empereur de Chine... ainsi qu'une course improvisée sur l'enceinte qui encerclait la capitale durant la dynastie des Ming ! Un parcours en train à travers la campagne les a finalement mené à Beijing, où ils ont assisté à un spectacle de kung-fu après une visite de la place Tiananmen sous le regard de Mao Zedong. Les élèves sont rentrés heureux de leur voyage et fiers de l'avoir fait. Bravo à tous !



*“Upon our landing in China, I had felt a feeling in my heart I haven’t felt in a long time. You know that sensation of being in a new country, when your heart is beating fast, and you can’t help smiling, even though you are probably exhausted? That was how I felt. I couldn’t see much, but I knew that what I was seeing was new, something I had never, ever seen before.”*

— LuLu



# Extracurricular Programs

## FUN'éi NYC

Chaque année, nous sommes enchantés de constater que le programme périscolaire FUN'éi remporte un très grand succès. Le nombre d'enfants inscrits n'a cessé d'augmenter. Environ 70% de nos élèves participent au programme périscolaire, découvrant de nombreuses activités aussi uniques que variées !

Le programme débute à 15h30 et se termine à 18h30 du lundi au vendredi, de la petite section au collège. Grâce à nos enseignants, le programme offre un large éventail de cours : l'art, le sport, le théâtre, la cuisine, la danse et les langues étrangères sont parmi les activités que les élèves peuvent découvrir. La majorité de ces activités se déroule en français mais les enfants peuvent aussi participer à des cours en anglais ou des cours bilingues.



*“Children need the freedom and time to play. Play is not a luxury. Play is a necessity.”*

— Kay Redfield Jamison



## Musique

Stéphane Mureau is EINY's Music Coordinator. Grades K–5 students have a varied weekly program that includes choral singing and music appreciation. More intensive study for piano, guitar and violin is also available as part of an after-school program.

EINY also welcomes occasional guest artists who visit the school to share their love of music. Recent guests included a parent who was an opera singer and a French choral group that performed children's songs. EINY's choral singers perform for the school community each December and May.







Souvenirs