

MAY 2021



SPRING ISSUE

SECTION INTERNATIONALE HIGHLIGHTS



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A Message from the Board



"Rule No. 1: Never lose money.

Rule No. 2: Never Forget Rule No. 1." – Warren Buffett

The above quote is more or less all you need to know if you want to become the Treasurer of the SI!

You might wonder what kind of treasure it is that we keep at the SI? Our children's education. And in order to do so, we need to ensure that the SI has enough resources to recruit our wonderful teachers at a cost affordable for the parents!

Of course, our aim is not to make a profit, but we do need to ensure a sustainable development of the SI in the long term. So we must ensure that we do not lose money (Rule Number 1) and that we also save a little every year.

And what an achievement over the last 20 years! The SI now counts over 200 children enrolled from Grande Section to *Terminale* and over twelve teachers. This has entailed a lot of work and investment over the years, some more apparent than others.

When I took over the role of Treasurer four years ago, many changes were underway, such as the move to the private school *convention collective* status for our teachers. We were also able to invest in interactive screens for the Primary programme and provide our administrative staff with home office equipment.

But the Treasurer does not always have an easy job, as the SI cannot afford to invest in everything it would like to in one year while maintaining affordable tuition fees.



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Thus, the culminating point for the Treasurer every year is preparing the budget for the following year, usually between June and July. That is when we compile a list of the Section's needs and can project how many students will be enrolled to provide the necessary funding.

With the help of the SI Accountant, we then crunch the numbers to see what is feasible and what is not. At the end of the day, as a Treasurer, you need to know when to say, "No."

Then the budget is discussed with the Board and Committee Members before being presented at the AGM. Many people believe that in order to be a treasurer, you need have experience in finance. That is not true: my predecessor was working in marketing! But liking numbers does help!

Next year, I will not be continuing my role as Treasurer, but I will do my best to prepare the budget for the year to come, as there are new, exciting projects in the works!



Geoffroy Goffinet, SI Treasurer

How can I get more involved?

SI is always looking for volunteers. Be it as an Executive Committee member, parent rep, Facebook group administrator or virtual game host, giving your time is vital to the Section Internationale.

Contact: vp@sectioninternationale.org



Former SI Students Sing the Praises of the OIB

The OIB (French Baccalauréat Option Internationale) is a rewarding and interesting programme. It is also a challenging programme that adds to the regular workload of students in *Première* and *Terminale*. So what is its value? Our 2019 and 2020 graduates were asked this question, and their responses were resoundingly enthusiastic. *Ann King, Head Secondary Teacher*

Its well-rounded course work structure and demanding workload forged us to be perseverant and perfectionist in such a way that you can definitely distinguish a student with an OIB education from the rest.

Maya, 2019, Media studies, University of Amsterdam

The OIB is a great learning experience, which adds to the French curriculum as it enables students to discover various subjects from the Anglo-saxon perspective. *Flore, 2019, Law and political science, Institut Catholique de Paris*

The OIB allowed me to learn how to work effectively and manage my time, preparing me for university. It also ended up being a place where I found close friends and a support system that was with me all through *lycée*. *Kayla, 2019, Biochemistry, McGill University*

The OIB taught me not what to think, but rather how to think, while navigating through established guidelines. *Gabriel, 2020, Political science, George Washington University*

The OIB is tough and requires a truly dedicated will but is worth it if you work. It will help you master analysis and manage your time in exams whilst also improving your communication skills. *Alban, 2020, Engineering, ECE Paris*



Above: Mayeul Godinot and Bart Pigasse, Class of 2020, are both studying in London. SI students visit the Shakespeare Globe (visible in the background) during their trip to London in 4ème and 5ème.

The OIB requires hard work, commitment, and great rigour, but it will allow you to acquire many useful academic skills, while working in a pleasant and stimulating environment. *Killian, 2020, Electronics, University of Toulouse III*

The OIB taught me a lot in terms of writing, analyzing and presenting, which is something that's very important in any type of course done after high school. *Héloïse, 2020, Biology, University of York*

If you are looking to study internationally, the OIB is like a Fast Pass. *Liam, 2020, Engineering, Concordia University*

The OIB course presents a wholly different set of values compared to the regular French classes. Although it is quite time consuming and challenging, it has many benefits. We improved on our ability to think on our feet to argue points, not just recite a lesson. The feedback we got on our many essays helped to strive for improvement each week. The presentations we gave helped for oral expression and knowledge of how to use a PowerPoint. I also appreciated the texts we studied in literature, even though at first read they seemed quite tedious (*Rosencrantz and Guildenstern Are Dead* was a good choice). Finally, I firmly believe that OIB classes have a different (and better) atmosphere than French classes. The reduced amount of students we've known for many years and the teaching staff contribute to having congenial classes. *Benoit, 2020, Engineering, Ecole Polytechnique Fédérale de Lausanne*

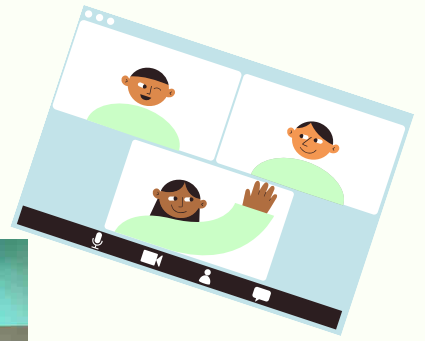
The OIB is without a doubt a challenging and difficult option, yet it provided me with valuable tools in life such as writing skills, time management and lifelong friendships. *Mayeul, 2020, Engineering, King's College*

It's essential to realize that the OIB isn't just about being in an advanced cohort in order to get good grades or a better 'dossier'. Most importantly, it requires determination and teaches major writing, language and communication skills that you are sure to use in the future. I hope you can write fast because three essays is a lot. 🌵 #doitforthecactus" *Bart, 2020, Business, Dauphine London*

Note: Each graduate receives a cactus at the graduation ceremony. Why a cactus? What other plant could survive student life?!

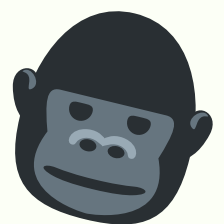
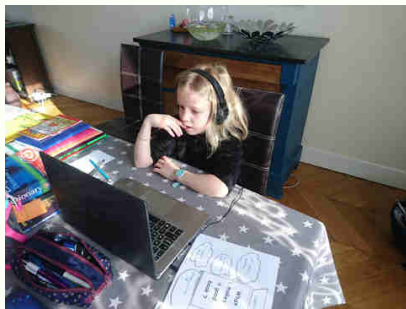
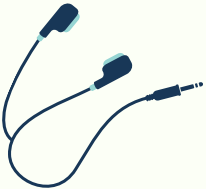
Virtual Learning, Season 2:

April 2021

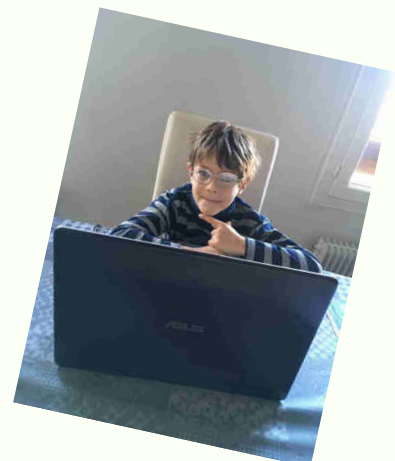


Above: Collège Pasteur students connect from home.

time to zoom



Wednesday CE1 students enjoyed writing a story about gorillas during virtual learning!



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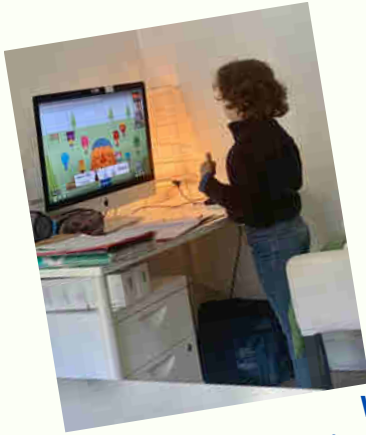


Above: Wednesday CE2 students enjoyed their online class and were happy to see everyone without a mask on!



Wednesday CM1 students zooming from home

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Wednesday GS students had fun zooming in small groups when schools closed in April.



Book Week at Pasteur Primary

Book week is a time when the teachers encourage all students to look more closely at books: to think about the type of books we prefer and why and also to explore different and new books and share our favourite books with others! Students were also invited to come to school dressed up as a book character.



Wednesday CP and CE2 students on Book Day on April 28th

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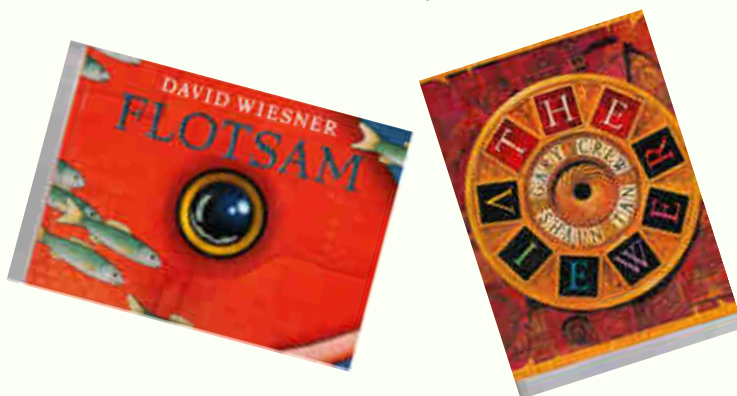
The GS class had fun exploring *The Very Hungry Caterpillar* in school and dressing up in butterfly and caterpillar costumes.

The CM1 and CM2 classes also explored picture books: *The Viewer* by Gary Crew and Shaun Tan and *Flotsam* by David Wiesner. Usually picture books are not studied at this age, but there are some inspirational and motivational books on the market that can trigger older pupils' imaginations as well as their analytical minds, encouraging them to ask deeper questions about the meaning of the pictures and story plots. These books are also often stories that the students would not have chosen themselves.

Flotsam takes us to a magical underwater world and has a clever twist when a boy discovers a camera and photos of the beach. *The Viewer* is a rather dark, mysterious story taking us into the past. It also has a confusing ending, as the character Tristan appears to have disappeared. In both books, we are left to question and imagine. The illustrations, both very different, are amazing! On each page there is so much to see and talk about.



Ruth Hasid, Head Primary Teacher



GS students had fun turning into butterflies.



Wendy Pichavant's Book in a Box project,
CM2 Wednesday



CM2 Integrated students
worked hard on their book tasks.

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Above: CM1 Wednesday students had fun dressing up as their favorite book characters.



CM1 Integrated students dressed up for Book Week.

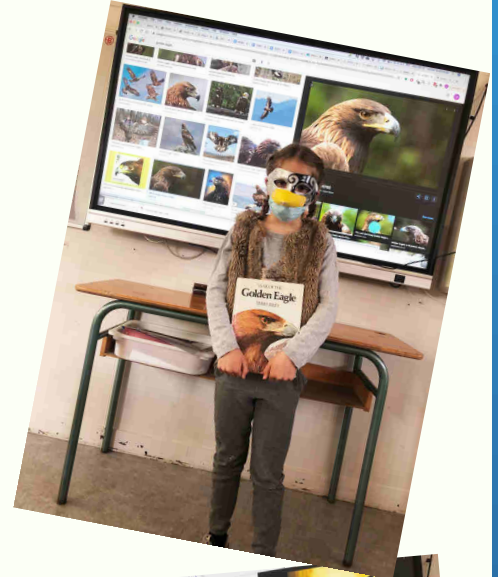


From Papa Smurf to Supergirl, CE1 Wednesday students enjoyed dressing up and sharing books!



CE2 Integrated students had fun presenting their book characters during Book Week





Wednesday CE2 students did a wonderful job presenting their book characters and many interesting discussions were had.

Janine Szrabronski, Primary Teacher



Each CM2 class composed and combined thoughts about books
and put them together to create these poems!

BOOKS

A story you're reading, you might not like it,
but without any grin,
put it down and another one you should pick!
You might want adventure,
You might want pleasure.
Suspense, action, mystery: they all
crawl from the pages, as more details are appearing.
With suspense you are tense!
But most of all you want convincing characters,
And to be curious, to see what happens next!
Turn the pages to find adventure:
Get some action!
Read in your garden, in the sunlight,
Put yourself in the skin of the character.
Books make you travel far, even if you're not in the car,
Pick any book and travel around the world.
Future worlds with lots of inventions,
Books which make you dream:
You can imagine all sorts of things!
Read on your couch or in bed,
Escape to another world.
But just keep reading....
till the end!
Inspired, writing just might become your ambition!

CM2 Wednesday class



Justin Fontez-Chappell's Book in a Box project,
CM2 Wednesday

BOOKS

A book is a wonderful and imaginative creation
that makes you travel from world to world,
Enter bookshops, smell the nice odour of books to make you jolly!
Take a book; open it; start reading, and in a blink...
you're transported into another world:
A different world, meeting different characters,
drifting away into the story setting.
With pirates, hobbits, demon babies, dragons, wizards, monsters,
random portals, cheese eating cats, mythical recipes:
historical, futuristic, artistic, school or undersea worlds.
Mind occupiers, anxiety killers, fun at all times: but so many books!
A relaxing time at the end of the day,
on our couch or bed.
Some of us like happy endings, others cliff hangers,
or even bad endings!
Books are adventures in our brains,
to be born in a new world:
travelling through time along with our friends...WORDS!



CM2 Integrated class



Emmy Duguet's Book Poster, CM2 Integrated

'Primary Voice' Cover Competition

At the end of each school year, the Primary programme prints a magazine called *Primary Voice*. This is a collection of work from the students, and the front and back covers are designed by the students. Here are the winning designs for 2021!

Ruth Hasid, Head Primary Teacher

Congratulations to the Wednesday magazine cover winners!

**Benoit Barthel, CMI
& Chloe Kozar, GS**



and to the Integrated Magazine cover winners!

**Yasin Benzerrouk, CMI
& Cyril Vignon, CP**



Each student who entered the competition will have her or his design printed inside the magazine, and the winners' drawings, of course, will be printed on the covers (the winners will also receive a gift voucher).

Well done to all of the students who made the effort to enter: it was a difficult choice, since there were some very good designs.

Cool Heads and Big Pictures: Debate Club at Lycée Corneille



Although rather tedious to say without encroaching on the territory of cliché, the world our students inhabit and in which they interact is certainly not the same as it once was. It has changed and is changing rapidly. Newspapers have become digital and have been boiled down to unverified Facebook or Twitter posts that often serve as more of a source of bias – opinion rather than fact or analysis. It is overwhelming and, admittedly, frightening.

As an American who can only watch from my quiet apartment in France as events and conflicts unfold in the United States, the world beyond those American borders feels fractured and irrevocably divided into two opposing sides. It is easy to see, on American television anyway, adults, sweaty and red in the face, screaming, insulting, taking things personally and never really listening to the other when an argument is presented.

This is the information minefield that students must tiptoe, or if they prefer, wantonly run through, every time they turn on their phone or the computer. It is difficult to sidestep all of the mines, especially when emotions are involved.

Students, especially those of the adolescent variety – who are forging their own perspectives, beliefs and moral convictions – need to be able to wade through the torrents of information they encounter, identifying, analysing and verifying each post, thread or article with patience and a healthy bit of scepticism. They need to be able to see the nuances in news and discuss them with understanding and, most importantly, a cool head.

In our weekly Debate Club held on Zoom on Fridays, I aim to impart those necessary analytical skills to the nine *Seconde*, *Première* and *Terminale* students who show up each week, motivated to talk about the things that feel relevant to them.

Each week, the group researches, shares and then debates topics and unfolding current events – from the ethics behind the enforcement of masks and curfews to the economic viability in tracking teens who play violent video games. As a team, we learn to see the nuances that render any idea of dichotomy, of us and them, or of right and wrong, as irrelevant or even false.

In our club, I do my best to ask students to hold up opinions and media and look at them from a variety of perspectives and see, for example, how lab-grown meat might impact the local agricultural community as well as the environment as a whole. Each session is spent looking at the words we choose to use and why, as well as how we choose to approach a specific topic. We learn to speak with respect and to hear each other with that same spirit.

So, if your teen is feeling overwhelmed, angry, confused or even bored, why not consider debate?

Stephen Pera, Lycée and Collège English Teacher



ASIBA Poetry Writing Competition

Every year our Section participates in the National Poetry Writing Competition run by ASIBA (*Association des Sections Internationales Britanniques et Anglophones*).



Therefore, in November and December we had our poetry writing unit when our *Troisième* and *Seconde* students all worked on their own poems, from which our jury of section *lycée* English teachers selected two entries for the competition in January.



This year's theme was Masks (as you might guess from the illustrations). It was very difficult to select just two entries due to the broad range of impressive styles and creative ideas in all the poems. (Thank you for all your hard work, students!)

The competition rules prohibit submitting published work, so our entries cannot yet be published. Here are two poems which were runners up:



I Shatter

They watch my placid face and measure my every step.
The diamonds in my hair, gracefully placed, shone like a thousand
midnight stars deflecting from the storm that shone in my eyes.
My halo fell to my feet as my veil began to loosen, tears streaked the
delicate silk of my equanimity.
I could feel the flutter of fragile wings imprisoned in a cage of bone as I
drowned in the heat of a million windows swimming before my soul.
I lost the sense of my fleeting thoughts.
My veil crumbled.
I shatter.

By Karo Coetzee (3ème)

Continued on next page

The Key Impression

Morning after morning, covering my contemptible countenance,
Stashing away my secret sincere sentiment,
Whether I'm boiling with anger
Or as sad as a young boy who just lost his mother,
Concealing from the surrounding environment,
I'll always have my mask as my protector.

You may think I solely refer to my person
When in reality, I refer to a great part of the human population,
Certain qualities must be achieved to receive success in life,
Whether these are acquired through perseverance or lies.
The world requires an adequate impression,
If at life one seeks to happily thrive.

Day after day, to conserve myself from mankind's judgment,
To steer clear of individuals' scathing puzzling psyche,
To the world I give my testament,
Hoping I don't end on the wrong side of history.
Like our ancestors until I'm insentient,
The only way I see it, at life, the mask is a key.

By Sam Masey (2nde)

Poetry by Heart Contest

Our annual participation in this ASIBA national contest by our *Troisième* and *Seconde* students was not to be deterred by Covid-19!

The students had to select a poem from the British *Poetry by Heart* website, learn it by heart and practice reciting it with feeling and understanding.



We started working on this in class in November 2020 and had our internal contests in January 2021 in order to select a participant from each class.

All the students shared the selection process with their English teacher (who happened to be me). In view of the powerful recitals, it was a very difficult choice to make this year, and I was very happy to have the students' input on this matter!

The two final contestants, Sofia Tsipenyuk (3ème) and Luc Roux O'Hora (2nde), then had to learn a second poem and make films of themselves reciting each of their poems, which I sent off to the contest in March.

Debbie Rattier, IGCSE English Teacher



Administrative Contact Details

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Operations & HR: operations@sectioninternationale.org

Accounting: accounting@sectioninternationale.org

SECTION NEWS

A CE2 SI Student Finds Her Special Need for Speed

Emma, an eight-and-a-half year old in the Integrated Primary Programme at Pasteur, has always been passionate about extracurricular activities. This year, despite—or perhaps because of—her visual impairment, Emma has found a new competitive pastime to channel her seemingly endless energy: track and field. In addition to wowing her teammates at the Athletic Club in La Celle Saint Cloud, Emma is an inspiration to us all.

PORTRAITS

ATHLÉTISME SANS LIMITE

Élève en classe de CE2, Emma a choisi l'athlétisme pour occuper ses mercredis après-midi. Énergique et pleine de bonne volonté, la nouvelle recrue de l'Athlétic Club Cellois, malvoyante, se guide grâce à son environnement et se surpasse à chaque nouvel entraînement.

À tout juste 8 ans et demi, Emma aime se dépenser et est toujours en quête de nouveauté. Installée à La Celle Saint-Cloud depuis maintenant 3 ans, la jeune fille est une grande passionnée de musique : la guitare et le piano l'accompagnent depuis plusieurs années et l'aident au quotidien à développer ses sens. Mais ce n'est pas tout. Depuis la rentrée dernière, Emma est également inscrite à l'Athlétic Club Cellois. « La course, ça ne me fait pas peur ! ». Sous les conseils avisés de son papa, elle se dirige vers cette discipline en parfaite adéquation avec son tempérament.

Élancée et déterminée, Emma écrit son histoire sur le stade malgré sa « malvoyance ». Accompagnée de ses 15 coéquipiers, elle a su, petit à petit, se faire une place dans l'équipe en s'essayant à tous les exercices confondus : « Il n'y a pas de chose que je n'aime pas en athlétisme », affirme-t-elle. Emma ne se fixe pas de limite.

Elle affectionne tout particulièrement le sprint et la course de haies. Pour se repérer sur le terrain, elle use de techniques bien à elle. Ses camarades de courses la préviennent à chaque départ à l'aide d'une tape sur l'épaule, un cerceau jaune fluo l'aide à savoir où elle



doit arriver lors des sauts en longueur et elle se fie à la ligne blanche au sol pour ne pas perdre sa trajectoire pendant les courses.

« C'est comme mon problème de vue, parfois c'est dur, mais je m'amuse quand même ». La jeune fille a un mental d'acier : impossible pour elle de lâcher ce sport qui l'aide à fournir les efforts nécessaires pour se surpasser. Quand vient la fin de la séance, Emma se montre toujours heureuse et sereine. Quant à ses entraîneurs, ils restent impressionnés face à la pugnacité et à l'adaptation de leur élève. Des compétitions sont à prévoir par la suite pour la jeune fille, à qui l'avenir réserve sûrement un beau destin athlétique.

Above: The original article was printed in the April 2021 issue of Cellois Infos (No. 57, p. 10) and is accessible [here](#).

Unifrog to the Rescue!

Choices – life is full of them. For an OIB graduate, life after the *bac* can seem like an oyster or a labyrinth. What to study? Where to go? How to decide?

To help with these important choices, the Section Internationale has begun using Unifrog, an award-winning online platform, to help our high school students and families navigate the complex world of post-*bac* education and careers.

Each student has their own personal Unifrog account that provides a wide range of information related to their interests and aspirations. Personality quizzes, webinars, universities and programmes around the world, application advice and support – these are just a few of the tools that are available.



Parents can also create a student account for themselves, allowing them to support their child throughout the process.

Since the start of the service in April, several of our students have begun shortlists of universities in the UK, Europe, Canada and Asia. For those who have consulted the Careers library, the fields of Medicine and Health as well as Science and Technology are the most popular. Social Services; Arts and Media; Education and Training; and Plants, Land and Animals have also attracted interest.

Première students will be using the platform to write Personal Statements as part of their summer homework, and we hope all lycée students will take advantage of the summer holidays to explore, research and dream for the future.

Ann King, Head Secondary Teacher

The Section Internationale Book Club

The SI Book Club was launched in January 2019 after a small group of us keen readers got together under the guidance of Debbie Rattier, one of our *lycée* teachers. Since then, new bookworms have joined us, and the reading adventure continues.

People attend our book club gatherings for various reasons: to be pushed out of their comfort zone, to delve deeper into the nitty gritty details of a book, to share a common appreciation for literature, to get new ideas or simply to keep up with their English reading. There are no rules (other than that the books we read are in English and our members have some connection to the Section Internationale)!

We tend to choose a new book every six to eight weeks and then meet to discuss the ins and outs of the book. Some of us read the book religiously and go to each book club; others follow the group from afar through WhatsApp and Facebook. But the important thing to remember is that it is for enjoyment, and even if you haven't had the time to complete the book, you are welcome to join in the chat and get together.

Covid has also had an effect on the Book Club. Before Covid, we were able to meet up at a host's house, restaurant or the local café (yes, wine is allowed), but due to restrictions and lockdowns, we have learned to get a bit more creative with Zoom catch-ups and more recently, a 'walking and talking' meet-up that included a bonus: getting the step counts up while walking through the forest and talking to friends about books!

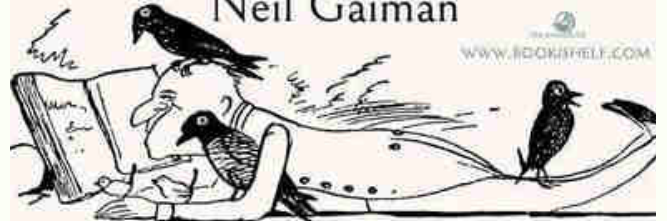


Despite lockdowns and restrictions, SI Book Club members have continued to find ways to meet and talk about books.



"Fiction gives us empathy: it puts us inside the minds of other people, gives us the gifts of seeing the world through their eyes. Fiction is a lie that tells us true things, over and over." -

Neil Gaiman



Here are some of the wide variety of books we have read:

- *Nutshell* by Ian McEwan
- *A Man Called Ove* by Fredrik Backman
- *The Water Dancer* by Ta-Nehisi Coates
- *American Dirt* by Janine Cummins
- *The Salt Path* by Raynor Winn
- *Three Hours* by Rosamund Lupton
- *The Island of Sea Women* by Lisa See
- *Miss Benson's Beetle* by Rachel Joyce



The Book Club's aim is to meet and connect with others who share a common love of reading.

Happy Reading, Everyone!

Sarah Regnard, SI parent of three

A Taste of Home

Plant-based Frittata

Friends often ask me for recipes when I tell them that our family's diet is plant-based. We started eating this way years ago, after I was diagnosed with a life-threatening illness and decided to take charge of my health. I quickly learned new ways to cook and realized that plant-based food can be delicious (and not limited to greens and tofu!). Many traditional recipes can easily be vegetalized into a healthier and more nutritious version. Here is an example of a revisited popular dish. This is a quick recipe, perfect to make with leftover vegetables of any kind. This vegan version is much lighter and healthier than the original and just as filling.

Cécile Lefebvre, SI parent of three

Baking time: 30 minutes

Serves 6

Ingredients

The base for this recipe is very simple: chickpea flour, water and a bit of oil (optional). Then all you need to do is add some veggies and seasoning to your taste. Here is what I used for the frittata pictured below:

- 5 medium size firm potatoes, cubed
- 1 large onion, diced
- 2 tsp garlic, minced
- 1 bunch chard, chopped (white and green portions)
- Drizzle olive oil (plus 1 tbsp if desired)
- 1 tsp *herbes de Provence*
- 1 tsp galangal
- Salt and pepper
- 2 cups chickpea flour
- 2 cups water



Instructions

1. Preheat the oven to 180°C.
2. In a large skillet, sauté the onions, garlic, chard and potatoes in a drizzle of olive oil. Add the seasoning, including the salt and pepper.

Continued on next page

3. In a large mixing bowl, combine the chickpea flour and water. Add salt and pepper to taste and olive oil (if using).
4. Transfer the sautéed vegetables to a deep casserole dish and pour the chickpea batter over the veggies.
5. Bake for about 30 minutes, or until the frittata turns golden-brown on top.
6. Enjoy with a side salad.

Do you have a recipe you would like to submit to the Newsletter? Or is there a recipe from another SI family that you would like to share (with permission of course)? Please email it to: mschmit@sectioninternationale.org

Buying used books saves trees, money... and helps support our Section's programmes!

**Looking for a good read this spring?
Why not try the Section book sale?**

Without its usual Christmas and end-of-year parties, the SI has lots of used books on hand. At only 1 euro apiece (or 50 *centimes* each for children's books), they are a great bargain. Even better: all proceeds help finance projects for Section students!

When: Sunday, June 6th, 2021
11 am-3 pm

Where: 8 Les Pluviers, Domaine Saint-François d'Assise
78170 La Celle Saint Cloud

You can also bring your own books to contribute to this book sale (and hopefully to future book sales, health restrictions permitting).



SECTION INFORMATION

JOIN US!

Upcoming Executive Committee
meetings
(8 pm via Zoom):



May 20th
June 17th

To participate, please email:
secretary@sectioninternationale.org

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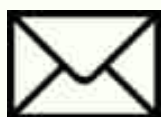
Cover art: part of 'Isolation in
Normandy' series, iPad painting
(Spring 2020), by David Hockney.

How can I stay informed about Section news and activities?

In addition to reading the *Highlights* Newsletter, parents are encouraged to check the Section website and Facebook page regularly for updates. There is also a Family Facebook group* for current SI families. From virtual exercise challenges to a monthly book club**, you are sure to find a fun and safe way to connect and stay in touch with other Section parents.

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