



ÉCOLE PRIMAIRE LFI DELHI – ZONE ASIE PACIFIQUE

MINUTES OF PRIMARY COUNCIL MEETING NO. 1

ANDY SOUDIER – DIRECTRICE PRIMAIRE

DATE :

THURSDAY 16/11/2023

TIME:

03.45 – 05.45 PM

Present: 17 teachers, 5 parent representatives, 1 SCAC member, 1 school doctor and the Principal.

Absent: 1 teacher excused, 5 parent representatives

Statement of conclusions

1- Primary council

- **Introduction of members: tour de table, introduction of the members**
Members with voting rights:
 - Headmistress, school teachers, one parent representative per classSitting in an advisory capacity:
 - Principal, representatives of other staff working in the school, other staff
- **Role:** The Primary Council must be consulted on all matters relating to the operation and life of the school.
 - o School regulations
 - o Involvement in school projects
 - o Welcoming and informing parents and the general terms and conditions of their participation in school life
 - o Educational structures
 - o Care for children with special needs...
- **Operation :** 3 councils per year
 - School council n°1: Presentation of school operations and discussion of internal regulations
 - School council n°2: Review school operations, make adjustments if necessary.
 - School council n°3: Assessment of the school year and outlook for the following school year.

Remarks:



	<ul style="list-style-type: none">- The headmistress will communicate a calendar of preparatory meetings and school council dates to parents and teachers.- Parent representatives are missing for TPS, PS A and CM2.
<p>2- Pedagogical structure</p>	<ul style="list-style-type: none">➤ 11 classes: presentation of each class by the lead teacher (size, composition, and other teachers involved in the class)○ TPS: currently 17 (+2) = 19 => class to discover the role of a school pupil, adaptation with fewer objectives than for other levels. Allows adaptation to the school system and rhythm.○ PSA: 14 pupils - 8 boys and 6 girls, most have already had a year in TPS, few French-speaking children, importance of language. Work in collaboration with Subeena in FLE and Ruchika in English.○ PS B: 11 pupils currently (+3) = 14, 1 francophone in the class, working in collaboration with Subeena and Ruchika.○ MS: 14 at present (+2) = 16 - 7 boys and 7 girls, 4 French-speaking children, working in collaboration with Subeena and Ruchika.○ MS/GS: 17 pupils = 5 MS and 12 GS○ GS B: 17 pupils currently (+1) = 18, 10 girls and 7 boys, 10 neo-French speakers, working with Subeena and Misba○ CP: 18 pupils, majority non-French speakers.○ CE1: 28 pupils = 12 girls and 16 boys, 3/4 non-French speakers, working with Kalyani and Amrita.○ CE2: 19 pupils (+1) = 20, Amrita and Harpreet in English and FLE: Kalyani○ CM1: 18 pupils (+1), 13 girls and 5 boys, pupil due to arrive during the year.○ CM2: 18 students, 3 Neo francophones - FLE with Kalyani and English with Harpreet ➤ Total enrolment: 191 pupils (90 nursery + 101 elementary) + 10 expected pupils ➤ Céline Gilet: for specialized teaching - works from TPS to terminal.



**3- Assistance schemes
for special needs pupils**

1 stage: Diagnostic assessment

2nd stage: identification of skills and needs

3rd stage: reflection on appropriate care and formalization by the teacher or within a team

4th stage: implementation

5th stage: assessment

For whom? for students with special educational needs

➤ **The different schemes :**

- **PPRE** (Programme Personnalisé de Réussite Educative) : this is a contract between the child, his or her parents and the teacher for a given period of time. It's personalized help that takes place in class, with parents at home to support them.
- **Pedagogical differentiation** : this is a system that adapts to the child's needs. For the same objective, different media are used, e.g. 3 possible techniques depending on the child's profile for learning to read.
- **FLSco** : for non-French-speaking pupils, working in conjunction with the classroom teacher from PS to CM2. Support in small groups outside the classroom, with linguistic accompaniment, with the aim of providing the linguistic tools needed to adapt to each student's progress.
- **EFL** : from CP to CM2, in small groups to learn English, for a maximum of two years in the EFL class. Cambridge level A1 or A2 test for transfer from EFL class to mainstream English class.
- **Supernumerary** : teachers intervene in other classes during English time to help children in difficulty in their own or another class.
- **APC** (Activités Pédagogiques Complémentaires) : to deal with specific difficulties, in small groups, per period, on a precise skill with a project presented in the classroom to show progress.
- **AESH** : a person who helps in the classroom with children with special educational needs.



- Homework help : for children of non-French-speaking parents, an after-school program to help them with their homework.
- Specialized teacher : helps children with severe difficulties or disabilities to find appropriate responses, enabling an inclusive school. This teacher helps the child adapt to the classroom, and works with the school doctor. She provides individualized care outside the classroom.

⇒ Team coordination to meet all student needs.

Questions :

- A parent asks if there is a school psychologist at the school.
→ Answer: Madame Gillet's help is available at the school for managing emotions, with the scope of action of a specialist teacher from the French national education system. However, for psychological care, parents can turn to professionals outside the school. Mention of the existence of French-speaking psychologists online.
- A parent raises the issue of harassment and racism, as the school is increasingly mixed, and asks that this theme be included during the year.
→ Answer: It's part of the curriculum, and the whole teaching team is working on this issue, which is dealt with worldwide. Reminder of actions around harassment in the classroom and activities led by Mrs Gilet and Mrs Chaudhry in the CM1/ CM2 classes on Anti-Harassment Day.
- This same parent also mentioned problems of racism and harassment sometimes caused by certain teachers.
→ This remark came as a great shock to the teaching team, who would have liked this parent to explain his comments more clearly during the School Council meeting. (This is why the director received the parent the following day to clarify his comments).
- A parent raises the issue of canteen time, why so many incidents this year during this time, children are bullied during the lunch break. There are indeed acts of violence.



	<p>→ <u>Answer</u>: The CE2 teacher has already informed Mr. Bos of the Vie Scolaire about this problem encountered by a pupil in her class. A meeting with the school management is planned very soon to raise the problem and defuse it as quickly as possible.</p> <p>➤ A parent asks whether it would be possible to set up a school file for each student, including weak points, strong points and report cards, to provide a general overview of the student's schooling at LFID.</p> <p><u>Answer</u>: the student's pedagogical follow-up and care will be deposited and accessible on EDUKA, and the team could consider setting up a summary document.</p> <p>➤</p>
<p>4- Evaluations</p>	<p>➤ <u>National assessments</u>: the French program is applied, and all pupils take this assessment in the same way as in France (CP - CE1 and CM1) and at the same time of year, in September. CP pupils take a second assessment in January.</p> <p>➤ <u>Le carnets de suivi des apprentissages</u> (nursery school): set up as soon as the child arrives in PS. It is completed by teachers throughout the kindergarten years, and enables parents to see the child's progress and success in French and English. The 5 domains are covered in the notebook. It's a notebook specific to each child. The teacher validates with coloured dots: green (PS) - yellow (MS) and red (GS). It is given to parents twice a year, in January and June. At the end of each year, the teacher writes a commentary.</p> <p>➤ <u>Livréal</u> : computerized evaluation booklet in French, completed and given to parents twice a year with grades (+ colours or letters) and comments. The access code is given in the first semester. English teachers will also complete it.</p> <p><u>Questions :</u></p> <p>➤ The French-only Livréal can be problematic for non-French-speaking parents, as they will have difficulty understanding it. A solution needs to be found, because in an inclusive school this is important, bearing in mind that there are more and more children of non-French-speaking parents.</p>



	<p><u>Answer:</u> It's a booklet based on the French Education Nationale's LSU (Livret Scolaire Unique), with the same skills to be assessed, hence the French skills. We're going to think about a solution: user guide in English / translation of the grid to be discussed with the AEFÉ network and other schools in India / translation via Alliance Française / ... ⇒ Meeting with parents for explanations when booklets are handed out in January and June. Request a meeting with teachers to help with understanding.</p>
<p>5- Communication with parents</p>	<ul style="list-style-type: none">➤ Mr. Pavé reminds us that, within the framework of national education, this is a point that has been added to the internal regulations.➤ Parent representatives can come and talk to teachers, acting as a link between the school, the class and other parents.
<p>6- Pedagogical projects</p>	<ul style="list-style-type: none">➤ <u>5 types of projects:</u><ul style="list-style-type: none">- Class projects- Cycle projects- School projects- LFID projects- Project with IFI➤ <u>Café parents</u> (TPS/PS) by Céline Gilet, under discussion, on the theme of parenting, a place for expression and exchange with parents. <p><u>Question from a parent:</u> Why only in TPS / PS? <u>Answer :</u> Because it's a child's first schooling, and TPS is the class where pupils have had most difficulty adapting up to now. At the first meeting, we will explain to parents what French kindergarten is.</p> <ul style="list-style-type: none">➤ <u>CE2 school trip:</u> planned but not confirmed, as only 8 positive responses, 2 negative and no response from other parents following emails sent by the teacher (3 emails). The teacher would first like to know how many parents agree, and then start organizing the trip, as it requires a great deal of investment.



Questions : Some parents are unaware of this and have not received the e-mail.

Answer: The parent representing the class could send a message to the parents' WhatsApp group to inform all parents and reassure them that this is almost the same trip as the one organized last year.

- **CM1:** correspondence with a CE2/CM1 class in France. There is one video meeting a month, with a sharing of events that have marked the school and a report from the children. Sharing is done by creating a book with book creator software.
- **Anti-harassment day :** Ms. Céline GILET leads sessions in CM1/CM2 and Terminale classes. In addition, Mrs Harpreet CHAUDHRY works with the CM1/CM2.
- **CM1 / CM2 outing:** school outing in October 2023 to a farm in Gurgaon (1 day), supervised by teachers and parents, with numerous activities: zip line, obstacle course, trampoline, etc. Much appreciated by children and parents. Next visit: metro/train museum?

Question from parents: Few/no outings compared with schools in France, but many possibilities in Delhi according to them. Parents express their wish to be present to accompany them on school outings, so do not hesitate to ask them.

Teachers' response: There are many constraints in India, such as travel time, weather, pollution and the difficulty of finding safe, hygienic places for children, especially in the Maternelle classes. An example from last year: difficulty in finding a farm suitable for the pupils.

Teachers are having trouble finding places, and are keen to hear any ideas parents may have.

There is an educational project behind a school outing (e.g.: La ferme = work on animals).

Do not hesitate to ask teachers to answer parents' many questions about class or school projects.



7- School life

- **Absences** : many children are absent outside vacation periods, with an average of 6% absent over a month. This leads to a loss of learning. A constant presence in class enables regular monitoring of schooling, thus maintaining a dynamic in learning.
- **Late arrivals** are also detrimental to learning, and are an important social skill to teach a child.
 - Parent representatives are asked to help the school relay the message about absences and lateness to other parents, explaining the problems this can cause for their child's schooling.
 - We will need to think about ways of reducing absenteeism.
 - E.g.: a contract of trust between parents and teachers, as exclusion is not an option.
- **AES**: Offered from GS upwards, because PS and MS children are tired after long school days. Choice of activities that suit the pupils and make them happy. We can't increase the number of activities because of constraints due to :
 - Pollution: all activities are indoors.
 - Availability of rooms, as middle and high school students who continue their day need rooms.
- Resumption of the pre-COVID organization of outings, set up to better organize the flow of outings and not to keep parents away.
- **Health**:
 - A nursing protocol proposed by the school doctor, Mrs Maria LIBREROS, has been put in place. The school nurse applies it. An e-mail from the nurse will be sent to parents each time a primary school child visits the infirmary. The school nurse of any child leaving will automatically notify teachers.
 - Taking medication: three types of medication can be administered by the nurse in the infirmary with parental consent: paracetamol, Smecta and Spasfon.
 - Finding nurses with a good level of English, who stay all year round, and who know the children and the protocols, is the most important thing for continuity in the infirmary service.
 - PAI, for the special care of children with chronic illnesses. A meeting is organized with the teaching team and the doctor, so that the teacher is aware of the treatment protocol.



	<p>- <u>Taking medicines</u>: medicines are not allowed in pupils' bags. In the case of treatment, parents must write to the health department to inform the infirmary, and the nurse will administer the medication, to prevent other children from taking it.</p> <p>- <u>Grande Section medical check-up</u>: a medical check-up to assess vision, hearing and learning difficulties. A preliminary assessment is made by the teachers.</p> <p>Remarks : - A parent asked for information by e-mail about head lice prevention. Response: Information was provided at the beginning of the year.</p>
<p>8- Work completed and planned</p>	<p>➤ Item not discussed, postponed to Primary Council No. 2.</p>
<p>9- Internal regulations</p>	<p>➤ <u>Presentation by Mr Pavé of changes to the current rules and regulations:</u></p> <ul style="list-style-type: none">- Modification of the place and role of parents- Clarification on secularism- Tobacco: addition of a ban on vaporizers for high schools and middle schools- Absences and lateness <p><u>Proposed points to be added to the internal regulations:</u></p> <ul style="list-style-type: none">• <u>Article 9 Health:</u> Integrate pollution protocol <p>→ <u>Answer:</u> The tools are not the same, we worked last year with teachers and parents to review the protocol and it was adapted to the age of the students. The current protocol has been voted on, but we cannot change it in a hurry, as it requires a great deal of thought on the part of the members of the Health and Safety Commission. There is more pollution this year, so we need to organize another meeting to discuss it quickly.</p>



Reminder: Wear a mask.

⇒ **Point not to be included in the internal rules.**

➤ Teachers : What are the effects of pollution on the health of children and adults?

→ Answer: we are working on it.

➤ Why is the high school open when Indian schools are closed (to help reduce greenhouse gas emissions). What is LFID's position on Indian government legislation?

→ Answer: meeting with the embassy today, we need to ensure continuity and it is difficult if we have to go through online teaching.

● **Clarification on inclusive schooling:** mention disability care, with individual support possible and presence of a specialist teacher in the school.

→ Answer: Even if resources are not the same abroad as in France, this point can be added to the LFID Internal rules. Payment of the AESH (personal tutor) for parents is only possible for French families after a notification from the MDPH. It will sometimes be necessary to explain to non-French-speaking parents that French schooling is not necessarily the right solution for their child who has little or no command of the French language.

⇒ **Point to be included in school rules**

● **6.1.3 Sickness and distance learning:** in the event of long-term sickness, offer the possibility of making up lessons (pedagogical continuity and student care).

→ Answer: difficult to put in place, given teachers' long working hours.

Ask AEFÉ to see what the possibilities are. Talk to the management committee about a special budget.

⇒ **Point not to be included in the internal rules .**



	<ul style="list-style-type: none">● 6.1.X Contagious illnesses: if the child has a contagious illness (see the list given by the school doctor), parents are required to inform the school and ask their doctor for a certificate of non-contagion for the pupil to present before returning to school. There is no reason to avoid school when lice are present. <p>⇒ Point to be included in school rules</p> <ul style="list-style-type: none">● Article 3 Dialogue with families: Parents have difficulty meeting the teaching staff during working hours. Parents ask that time slots for meeting the team be specified in the rules. <p>→ Answer: This is a point to be discussed on a case-by-case basis with each teacher to find an arrangement (time quota), with the possibility of morning or evening meetings, or online appointments as an alternative.</p> <p>⇒ Point not to be included in the internal rules.</p> <p>⇒ The internal regulations will be voted on at the School Council meeting on Monday 27/11/2023.</p>
<p>10- The British International Section (SIB)</p>	<p>➤ Item not discussed, postponed to Primary Council No. 2.</p>

Related documents: School council meeting schedule and dates

Date : 20/11/2023

Secretaries: Nadia LIENHARDT and Sixtine LHOMME

Signature of the Director

Copy sent to :

- Mr François PAVÉ, the Principal
- Mrs and Mr members of the teaching team
- Mrs and Mr elected parent representatives
- Mrs Fatih KAMOSSI (SCAC)
- Mrs and Mr members of the School Council