

Minutes of the School Council meeting of 19 June 2025
French school Marcel Pagnol in Abuja

Session starts: 3.05pm

People present :

Teachers : Mrs Adebisi, Adick, Raffoul, Goloko, Mouawad, Ratajczak, Hurteau-Flamand et Wavi Rauf ; Mr Olatoyese, Youkpo, Chedraque et Josué Yehouenou , Konate, Oke, Amoussou et Adjala.

In-house Training Teacher (EMFE):: Mrs Hamed.

Parent Representatives:: Mrs Forslund, Grémare, Isichei, Jamberlang, Lado, Opara, Phillips, Pouya, Segbo et Unaogu.

Director : M. Montagne

People Excused: Mrs Quillet, Chassard, Adamu, Ayawei, Cherif, Coulibaly Seydou et Olatawura.

Agenda Development

Opening by the School Director :

I declare the opening of the last School Council meeting of the 2024-2025 academic year.

1. Adoption of Previous Meeting's Minutes

The minutes were adopted.

2. Appointment of Meeting Secretaries (Teacher and Parent Representative) :

Meeting Secretary (Teacher) : Mr Oke

Deputy Secretary (Parent Representative): Mrs Soule Kohndou.

3. School Climate

Le protocole mis en place dans le lycée est basé sur la méthode de préoccupation partagée, d'origine suédoise. This is a non-blaming paradigm, designed to involve all pupils in resolving the situation. A unit made up of school staff, trained in conducting interviews, conducts the investigations to hear the target and the alleged bullies. The headteacher coordinates the various interventions until the situation is resolved, and informs the families. The headteacher manages the system for both primary and secondary schools.

For information, 4 situations were dealt with this year. At the end of the meetings, each situation was resolved. General information on this protocol will be provided to families in the near future.

4. Cycle 3 Student Recess

During the February School Board meeting, middle school students expressed a desire not to have recess at the same time as primary students. This is understandable due to the differences in age and maturity of the students, who do not share the same interests. Therefore, it has been decided that recess for Cycle 3 students (CM1 and CM2, equivalent to 4th and 5th grade) will shift from 9:50 AM - 10:05 AM to 10:00 AM - 10:15 AM, starting from the September 2025 school year.

5. Canteen

It is requested that families pay a minimum threshold of 25,000 naira when topping up their canteen card, to avoid too many trips to the administration and excessive accounting entries.

Response: The Parent Representatives believe that paying 25,000 naira could lead to students wasting money by purchasing items not approved by the family. One Parent Representative requested that control over purchased food items be implemented.

6. Internal Regulations

Observation: Many late arrivals, including very late arrivals, have been noted. This negatively impacts learning, as some students arrived after the session had already begun. Since March, a protocol has been experimentally implemented. Observation: Lateness has decreased, both in frequency and duration.

Modification of Internal Regulations: Punctuality section - "Any student more than 15 minutes late must request admission to class from the secretariat." is replaced by: "In the interest of respecting other students,

teachers, and the student themselves, and for the proper functioning of the class, parents must ensure that their child arrives on time. In case of lateness, the student must go with their accompanying adult to the secretariat to justify their lateness and collect a late slip to present to the guards and their teacher. In case of repetitive lateness, the Director will notify the family in writing and may then summon them if necessary."

7. Pedagogical and Educational Actions

Teachers spoke to present the work done in class, in relation to the school project.

Cycle 1 (Nursery/Kindergarten)

- Central Africa Zone (ZAC - eleven countries) project on Kamishibai (Japanese theater): PS classes (Nursery) received the bronze medal.
- All nursery classes also received the silver medal for the ZAC Triathlon project (first participation).

Cycle 2 CP (1st Grade): CP students participated in the Spelling Marathon and received the bronze medal. The "fifteen-minute reading time" also captivated the students. Every morning, the first fifteen minutes of class are spent with an open book, to enjoy a quiet moment discovering a story.

CE1 (2nd Grade):

- Kamishibai project which integrates French language learning within a multilingual context. The classes obtained silver and bronze medals.
- "May of Languages" aimed at greetings in different mother tongues.
- Participation in the Spelling Marathon.
- Walking Marathon (1 km): interdisciplinary project combining mathematics (distance measurement) and physical education.
- A piano is installed in CE1B class, and a student introduces it to their classmates. They organized a philosophical debate every day to encourage children to speak in public. In mathematics, problem-solving; and in language study, weekly dictation.

CE2 (3rd Grade): The objectives of the visits to the National Assembly and the museum were not met due to the age of the students, which was below the required age for visiting the National Assembly; for the museum, there were no longer enough places at the time of the visit.

The correspondence project with Les Pigeonniers school in Amiens (France) began and generated considerable enthusiasm among CE2 A students. They learned to write letters and exchanged with students in France.

Regarding school trip projects, parents requested to be involved in their preparation to leverage their connections within such institutions, to avoid facing refusals. Furthermore, they believe that this type of project should be planned earlier. A Parent Representative believes that the majority of the school's budget should be more focused on projects and their funding, rather than on human resources.

CE2B students benefited from an interdisciplinary project around the "Oceans Summit," including writing a letter to a senator.

Cycle 3: "Le Colosse aux pieds d'argile," a structure approved by the French Ministry of National Education, intervened with CE2 (Cycle 2) students and the three CM1 and CM2 classes. Madame Hamed, a trainer, noted that the interventions were prepared to adapt the content to the Nigerian context. The school communicated to parents the objectives of this teaching on emotional and relational education. For next year, it is proposed to invite some parents to participate in the project's preparation.

Project Implementation: fifteen-minute reading time (project to be extended to all elementary classes in 2025/2026), the Spelling Marathon, the short film, correspondences for CM1, the May of Languages, Spanish Day. And a project on the oceans, in connection with the "Oceans Summit" event, is currently being carried out by CM2 students and middle schoolers. A mural raising awareness about the importance and fragility of the

oceans. "Spelling Bee" project in English. Parents suggest that this project be better prepared, particularly regarding phonetic references.

8. Safety

A PPMS (Specific Security Measures Plan) Exercise 2 took place on May 27 at 9:45 AM. **Assessment:** The exercise went well. We were able to identify necessary repairs.

An Fire Alert Exercise 1 took place on April 16, 2025, at 9:00 AM. **Assessment:** In the presence of the embassy. Evacuation was quick and unhurried. The alarm is not very audible in the nursery classrooms (PSA, MS, and GS).

Teacher Feedback: In nursery school, students were calm and followed safety instructions. In CE1, the "all clear" signal was not heard. The "all clear" process will be improved soon.

9. Student Hygiene, Health, and Safety

The Director informed that the School Council is consulted for an opinion, particularly on issues related to student hygiene, health, and safety within school and extracurricular settings.

10. Interventions and Miscellaneous Questions

1. Engagement with Parent Representatives

We have observed a tendency to adopt a defensive posture when feedback is provided by parent representatives. Several concerns raised have not been adequately acknowledged or addressed during council meetings. To foster a more inclusive and democratic environment, we urge that all concerns submitted by parents be included in council discussions, and not selectively handled by the school administration. Difficult or sensitive topics should also be welcomed to support meaningful improvement.

School Council Response: The Director proposes regular meetings with Parent Representatives to work together on the situations raised and find solutions suitable for the entire educational community. A meeting schedule will be proposed for the 2025/2026 academic year.

2. Communication Strategy

We have repeatedly raised concerns regarding internal and external communication. Key issues include a lack of communication during incidents, limited information on student absences, and minimal updates on issues directly affecting students. We respectfully request a copy of the school's communication strategy, or at least an overview of the current approach, to better understand how the school plans to keep parents informed.

Response: In the case of an ordinary incident, the teacher resolves the conflict with the students. If necessary, they approach the school director, who can contact families directly. School Council members agree that it is essential for everyone to be aware of the internal regulations. Some council members suggest printing them for each family, others suggest returning to a liaison notebook. For information, the director's communications via Pronote, regarding requests for justification of absences, almost never receive a response from families. This implies using different communication channels, such as the telephone. And even then, some families never answer, and it is very difficult to reach them. From the infirmary's side, the nurse contacts families as needed. Teachers contact families if necessary. At the end of this point, it appears that communication between parents, teachers, and the institution has significant room for improvement. Parents are told that their responsiveness and presence will be needed for communication to function better, for a calmer school climate. The school is working to improve its communication strategy aimed at efficiently informing families and teachers. Parent Representatives request that the school's communication strategy be sent to them. Some Parent Representatives also request that a code of conduct document with associated sanctions for non-compliance be produced. The Director explains that a scale of sanctions does not exist at the primary level.

3. Serious Incidents

Several reports indicate serious incidents, including allegations of physical misconduct by a staff member. It is deeply concerning that no formal communication or resolution has been shared with the affected parents. Furthermore, suggesting that parents directly confront staff is highly inappropriate, especially when the issue does not involve their own child. We expect the school to take full responsibility for managing such cases. We request clarification on the procedure for handling serious complaints and an update on how these cases are currently being addressed.

Response: On this specific point, the Director advises making an appointment with Monsieur Chassard, the Head of the School. In general cases of serious incidents, parents are invited to contact the school director as soon as possible. Parent Representatives request a document outlining a scale of sanctions. The Director explains that this is not compatible with the French system. Only the secondary level has a scale of sanctions.

We also wish to raise a serious concern regarding the current use of sanitary facilities. Currently, toilets are shared by children, teachers, and cleaning staff. We believe this arrangement is inappropriate, particularly for young children and especially for girls. Children should not share toilets with adults, as this raises issues of privacy, dignity, and safety. We urge the school to address this issue urgently and provide a clear plan for establishing separate facilities for students and staff.

Response: Adults are invited to use the toilets reserved for them. Cleaning staff, who are women, do their work throughout the day. A council member recommends that a staff member be positioned in front of the toilets to ensure students use them appropriately. Council members believe that funds will be needed to build toilets for adults near the workplace, especially for cleaning staff.

4. Harassment and Violence Prevention Strategy

As mentioned at the last school council meeting (Section 6), a new strategy to manage violence and harassment was to be introduced, including staff training. Could we receive an update on the progress of this initiative? Have relevant training sessions for teachers been conducted?

Furthermore, we have recently heard of several incidents of harassment within the school. While we understand that a policy exists, we would like clarification on how the anti-harassment policy is actively implemented. Having a policy in place is important, but ensuring it is consistently and effectively applied across all classes and age groups is essential. We request specific information on how incidents are identified, documented, and resolved in practice.

Response: This point was addressed earlier in the agenda. A pedagogical animation was offered to teachers on combating violence and harassment, as well as on the Shared Concern Method.

5. Smoking on School Grounds

The issue of staff smoking in front of students on school grounds was raised at the last meeting. Despite this, such behavior has been observed. We request a formal update on actions taken to address this issue and enforce appropriate boundaries on school property.

Response: Council members understand that the smoking area must be away from students. The point will be submitted to the new Head of School, and council members strongly desire a resolution for the 2025/2026 school year. Parent Representatives request that serious measures be taken to prevent children from being exposed and to protect their health.

8. Library Loan System

Parents are not informed when their children borrow books from the library. This has led to cases where parents are charged for missing books that were never seen at home. We propose that the school introduce a notification system, via email or physical note, when a book is borrowed. Alternatively, books could be handed directly to the parent or designated adult upon pickup to ensure better tracking and accountability.

Parents propose that a paper register be presented to students, which they will sign when returning the book.

9. School Curriculum

We also request that the curriculum for each class be shared with parents, so that we can have an idea of what our children are expected to learn and when assessments are scheduled.

We acknowledge the efforts made by the school and the challenges associated with managing such a diverse environment. However, we firmly believe that greater transparency, consistent communication, and active collaboration with parent representatives are essential to fostering a positive and effective learning environment for our children.

Response: The curricula are accessible on Eduscol, and the institution can put the links on the school's website. Each class operates according to its own internal programs, which are specific to the institution.

The following miscellaneous questions could not be addressed due to digressions and lack of time. They will be dealt with during regular meetings, which will be put in place starting next academic year.

Positive and Caring Learning Environment

Many parents have expressed a desire for a more positive, supportive, and non-threatening approach to learning. We continue to hear reports of teachers raising their voices and students being severely penalized for not completing homework. We would appreciate a formal statement outlining the school's pedagogical approach and what has been implemented to ensure respectful and effective teaching methods.

We are also concerned about the practice of cleaning staff taking their breaks in student-designated areas, where they often sit and observe children during lunch or free time. In several cases, cleaning staff have witnessed incidents or conflicts between students but have not intervened. While we fully understand that student supervision is not part of their responsibilities, it sends a troubling message to our children when adults present in such situations remain passive. It is important that all adults on campus contribute, at least by calling for help or alerting a teacher, so that students feel safe and know that inappropriate behavior will not be ignored. It would be considered to create a designated area for cleaning staff breaks to avoid these situations.

Cleaning staff are also observed lingering in areas reserved for students during school hours. In some cases, they have even been observed sleeping in these areas. We respectfully request that this issue be addressed and that clear guidelines be communicated to all staff regarding the appropriate use of student-designated spaces.

Canteen Management

Despite changes to the menu, broader canteen-related issues remain unresolved. It should be possible for parents to limit their child's purchases (e.g., spending caps or restrictions on certain items), but these instructions are not being followed. Additionally, we request that canteen purchase reports be sent daily so that parents can quickly verify transactions and correct any errors. We also await a response regarding an appropriate and designated dining area, as well as how to control meal breaks more appropriately. Students continue to take food from each other if lunch bags are left unattended.

Drop-off and Pick-up Procedures

Current parking and pick-up procedures are inefficient, especially for single parents or those without assistance. Furthermore, the new rule requiring parents to report to reception for late drop-offs seems counterproductive, often leading to further delays. We urge the school to re-evaluate this process and ensure that children are not penalized for circumstances beyond their control.

Clarity on School Policies and Values

As a diverse school community, it is essential to have clear and transparent policies defining expected behaviors and educational approaches. Parents need to understand the school's values, rules, and standards to assess their alignment with their own. Currently, the school does not have a public "Code of Conduct" for staff, making it

difficult to understand acceptable behaviors and methods. We request the development and sharing of such a document for clarification and accountability.

English Language Education

There is growing concern among parents regarding the quality of English language education. Several parents feel that their children are not making sufficient progress in reading and writing. We would appreciate an overview of how the school is addressing this issue, including curriculum updates or additional support for students struggling with English.

Parent Representative Group Structure

We suggest considering a more structured approach to the parent representative group, with one parent representative assigned to each class. This model would allow each parent representative to have closer contact with a specific group of parents, providing more accurate information on class-specific concerns. It would also facilitate the organization of targeted meetings with the director, teachers, and parents, while allowing representatives to meet and share broader issues and updates. We believe that this structure would improve communication, coordination, and responsiveness between parents and the school.

Transition to Middle School Section

As the transition to the Middle School section approaches, we respectfully request that the school provide an orientation program for students as well as a separate meeting for parents. The orientation should cover the following essential information:

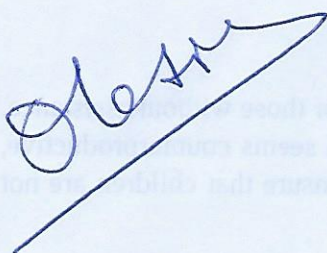
- Subjects offered and course details
- Middle school rules and regulations
- Academic expectations and policies
- Time management and timetable organization
- Any other relevant information to ensure a smooth transition

This will help prepare both students and parents for the new academic environment and associated expectations.

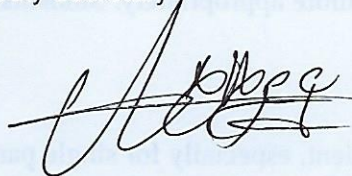
Response: CM2 (5th grade) is not an orientation stage. An integration day is planned for the last week. All 6th-grade parents are gathered within the first 15 days of the new school year. This year, there was a common project in Cycle 3: the Spanish festival.

End of session at 6:45 PM.

Signature M. Oke,
Meeting Secretary



Signature de Mme Soule Kohndou,
Deputy secretary



Signature de M. Montagne,
Primary Headmaster

