

LYCEE INTERNATIONAL **FRENCH** FROM VILNIUS

VŠ.J. VILNIUS INTERNATIONAL FRENCH LYCEE

MINUTES OF SCHOOL COUNCIL MEETING #3

June 12, 2025

The following were present at the school board meeting:

Management representatives:

Mr. Pascal Sliwanski, Cultural Advisor
Mr. Filipozzi Lilian, the headmaster
Ms. Varnaite Indra, the Chief Financial Officer
Ms. Clémence Baulet, Deputy Headmistress

Staff representatives:

Ms. Claire Backis, teacher
M.Nicolas Belin AED
Mr. Bart Pauwels teacher
Mr. Benoît Frachon, teacher
Mrs. Asta Laurinaitytė RH

Parent representatives:

Mme Isabelle Fogola
Ms. Coralie Krener

Student representatives:

M. Herkus LUCIUNAS
Mrs. Sofia ORLOVAITE

Representatives of French citizens abroad

M.Bertrand Jacob

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The school board meeting begins at 4:10 p.m. with the agenda.

- Appointment of a meeting secretary
- Approval of the minutes of the previous school board meeting of March 6, 2025 (attached)
- Minutes of the school council meeting of June 10, 2025
- CVL report
- Summary of CDS meetings 2024-2025
- Educational review 2024-2025 + review of the training plan 2024-2025
- Back to school 2025-2026:

The assistant secretary for the meeting is Clémence Baulet.

A quorum of 13 members is present; the school board meeting can begin at 4:10 PM.

1. **Approval of the minutes of the previous school board meeting of March 6, 2025**

FOR : 13 AGAINST : / ABSTENTIONS :

2. **Minutes of the school council meeting of June 10, 2025 (information)**

- The school council reviewed the projects from the first term (events aimed at opening the school to parents). For example, the Fête de la Musique event at the Silo site.
- Priority is given to the emotional and romantic life program, with the idea of pursuing a genuine academic path.
- Summary of the May 27th intrusion exercise:
- Consideration of classroom allocation in Suba with the opening of a new CE1
- Subacius Courtyard: quotes in progress, objectives to create 3 spaces in the courtyard for various activities

3. **Minutes of the CVL meeting of June 4, 2025 (information)**

- Presence of Mr. Lombardot: to answer the question of involving students in actions at the high school.
- Points covered:
 1. mobile phone use in MDL
 2. Focus: managing preparation for the French baccalaureate exam. The aim is to begin baccalaureate-style exercises as early as 10th grade. Preparing for language certifications other than Cambridge is also recommended.
 3. ADOLE intervention: reflection on the organization and implementation in the following years.
 4. Organize more wellness-type days: yoga, stress management during exam periods, art therapy, etc.
 5. Harassment and well-being in the establishment: Mr. LOMBARDOT.

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Mr. Jacob's comments: focus actions on working with emotions

4. Summary of CDS meetings 2024-2025

- The Social Dialogue Commission is an advisory body whose role is to make proposals in three areas: wage negotiations, employment contracts, and employee working conditions and safety. The Social Dialogue Commission also serves as the meeting format for collective bargaining.
- The CDS is working on the development of the collective agreement (an agreement which includes all agreements with the management committee, salary scale, staff holidays, RI).
- A new focus has been placed on developing a merit-based advancement protocol for all employees.
- The CDS also discussed staff well-being, the role of the union, and social dialogue.

5. LIFV staff training plan: management responses

- A summary table of the 2-year training courses has been created.
- The support courses for next year: History and Geography / Philosophy and Modern Languages
- The training plan is currently being distributed to teachers (registration on Atena will begin in July).
- Note: Training courses and workshops in didactics offered by the French Institute with DEFL/DAF accreditation of 20 hours for 4 teachers from the LIFV + a 2-week FLE didactics internship for a primary school teacher in July 2025
- There is no mention of the training courses offered by the French Institute, as agreed at the end of the meeting. As a reminder:

Ms. Backis's comments: remove the teachers' names to respect anonymity

6. Preparing for the start of the 2025-2026 academic year

a. Structure for 2025-2026

- Closure of a class in PS (structure on cycle 1 with 6 classes)
- Opening of a 3rd class in CP (first grade) with 50 students expected in September
- Opening of a 3rd class in CE1 with 51 students expected in September
- No changes to the structure for cycles 3 and 4
- The question of having two Year 11 classes (with enrollment stabilizing at around 30 students) was raised in the teaching council. It's important to remember that Year 9 is a crucial stage for career guidance.

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Level	Staffing levels 2024-2025	Known radiation levels between May 1st and June 9th, 2025	New registrations validated as of June 9th	Registration is now open.	Expected staff numbers September 1, 2025
TPS	12	3	4	/	12
PS	25	1	1	1	7
MS	22	1	2	1	28
GS	39	6	7	1	28
Total kindergarten	99	10	14		75
CP	49	2	12	2	46
CE1	44	3	3		50
CE2	45	1			41
CM1	50	/			44
CM2	47	4	4		52
Elementary total	235	7	14		233
6e	44	3	1		50
5e	45	1	2		43
4e	50	2	3		50
3e	33	1	3		53
Total college	172	12	9		196
2nde	33	2	2		30
1ere	33	1	3		36
Terminal	29	all			32
Total high school	96	2	5		98
Total workforce	600	31 (without term)	42		602

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b. New developments in secondary education this fall

- Opening of the EURO SELO class in 2nd grade with DNL HG
- Skills-based assessment in 6th grade
- Increased hours of French and mathematics in 6th grade
- Implementation of an EF3D labeling policy + Gender equality
- For the oral component of the DNB exam in 9th grade: history of art
- Art class project in 4th grade
- DNL maths + HG in the final year with an oral exam (1st cohort)

c. Human resources for 2025-2026 for secondary education

- No recruitment in French and mathematics
- Recruitment of a History and Geography Teacher
- Recruitment of 3 primary school teachers
- Awaiting the appointment of a school principal

d. The 2025-2026 projects

- *Project on the first level*

<i>Actions or projects</i>	<i>Level</i>	<i>Budget</i>	<i>Family participation</i>	<i>calendar</i>
Join the dance in PS	PS	1100 euros	/	all year round
A puppet to feel better and learn better	cycle 1	4200 euros (Staffe project)	/	November 2025
MS at the movies	MS	600 euros	/	All year round
The MS in the garden	MS	400 euros	/	All year round
Class outside	GS	1200 euros	/	All year round
Fine motor skills through crochet and knitting	CP	800 euros	/	all year round
Karate for better emotional management	CP	800 euros	/	all year round
PEAC Project: Discover Lithuanian and	CP	1400 euros	/	all year round

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French gastronomy				
See you in CE1 Igalina	CE1	1500 euros	150 euros	May 2026
Representing nature	CE2	2500 euros		All year round
Astronomy stay	CM1	1500 euros	130 euros	May 2026
Green class	CM2	1500 euros	150 euros	May 2026
The Little Reading Champions	Cycles 2 and 3	900 euros		All year round

- Secondary school project

Actions or projects	Level	Budget	Family participation	calendar
Circus project with Alta Gama company (Staffe Project)	4e	5000 euros	/	April 2026
The Incos Prize Project	All levels	5000 euros	/	all year round
Discrimination Project, Salma's Eyes (Staffe Project)	3e	3500 euros for the high school	/	Mars 2026
Locus Theatre Project	5e	5000 euros	/	November 2025
Trip to Paris in 11th grade	1ere	3000 euros	600 euros	November 2025
Trip to Berlin	Term	3000 euros	500 euros	November 2025
Geneva Trip	1ere	2000 euros	800 euros	January 2026
Istanbul Trip	Term	2000 euros	700 euros	December 2025
Iceland Trip	Term / 1ere	3000 euros	1200 euros	October 2025
Integration stay	6e	500 euros	120 euros	September 2025
Integration Stay	5e	500 euros	120 euros	September 2025

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e. *Special missions*

Special missions	The objectives	IMP*	Personnel
Coordination(s) de discipline(s)			
Coordination de discipline EPS	<ul style="list-style-type: none"> - scheduling organization - search for sports facilities - AS organization - JiJJ + Cross 	In the department	The two teachers
Coordination of the Lithuanian team			
Educational support			
Educational support for non-tenured teachers	<ul style="list-style-type: none"> - Support is provided by the qualified teachers in primary (cycle 1) and secondary school. - Classroom visits and advice - Reading and analyzing the programs - Creation of educational sequences and sessions 		Sophie Dusart Alice Willard Marie Puyo Christophe Molliex Marie Dupont Gauthier Petitprez
Other missions of interest to the institution			
Formation PSC1	<ul style="list-style-type: none"> - Organization of PSC1 and GQS 	1	Clémence Baulet
FLSCO Referent	<ul style="list-style-type: none"> - Educational coordination - Identify the needs - To enhance 	1	Virginie Martin
Lithuanian Culture Pass Representative	<ul style="list-style-type: none"> - To animate and coordinate the cultural life of the institution - Facilitating the emergence and implementation of cultural projects - Promoting arts and cultural education initiatives in connection with the Culture Pass 	1	Bart Pauwels
Lighthouse Team	<ul style="list-style-type: none"> - Implementation of the Phare program in the institution 	1	Aurelija Aliukonyté Greta Zubyte Eliott Revelle Pierre Lombardot
EFE3D Referent	<ul style="list-style-type: none"> - Objectives: to obtain EF3D certification for the establishment 	1	Gwladis Vekeman
Gender Equality Officer	<ul style="list-style-type: none"> - Objectives: to obtain the GENDER EQUALITY label for the establishment 	0,5+0,5	Gwladis Vekeman + Jolanta Torresan
Multilingual expert	<ul style="list-style-type: none"> - It fosters cross-level and interlingual collaboration. 	1	Eliott Revelle
PRIO High School	<ul style="list-style-type: none"> - High school guidance policy 	2	Benoit Frachon

Comment: Add a primary school teacher to the gender equality coordinator's private message.

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Report from the head of the institution Academic year 2024-2025

General context:

- Staff numbers are expected to increase slightly between 2022 and 2025 (figure as of June 1st of each year).

	2022-2023	2023-2024	2024-2025
Primary	325	333	333
College	150	162	172
High school	75	82	95
Total	552	580	600

- Student profile between 2022 and 2025

%	Nationalities 2022-2023	Nationalities 2023-2024	Nationalities 2024-2025
French	11 %	11 %	13 %
Lithuanian	74 %	73 %	75 %
1/3	15 %	16 %	12 %

- New enrollments at the institution: analysis of cohorts between 2022 and 2025

<i>Staff numbers: number of students and percentage relative to the number of students enrolled at the level</i>	New registrants* 2022-2023	New registrants* 2023-2024	New registrants* 2024-2025 (September 15, 2024)
Preschool (TPS-GS)	36, or 36%	54, or 52%	39, or 40%
Elementary	26, or 11%	22, or 9%	26, or 11%
College	12, or 8%	17, or 10%	17, or 10%

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High school	9, or 12%	7, or 8%	4, or 4%
Total	83 students	100 students	81 students

Analyse :

- The two grade levels that have welcomed the most new students over the past 5 years are the GS (Grande Section - final year of preschool) and CP (Cours Préparatoire - first year of primary school).
- Several factors contribute to this late enrollment of Lithuanian children in primary school (CP or GS):
 - Lithuania's pronatalist policy encourages extended parental leave (up to 18 months).
 - There are no preschools in Lithuania, only nurseries (which are less expensive than LIFV).
 - Primary school begins in the Lithuanian school system at the age of 7.
 - Due to financial factors such as inflation, early childhood education is not a priority.
- In 2024, the number of new students enrolled in elementary school will decrease due to the progression of cohorts from kindergarten to first grade, etc. The second, third, fifth, sixth, fifth, and fourth grade classes are almost full for the 2024 school year.
- Student departures during the school year: the high school has succeeded in reducing student departures during the school year since 2023. For example, in 2022: 27 departures during the school year; in 2023: 12 departures between September and December.
- New arrivals in secondary school are limited to grades 6 and 7. In 2024, a small group of five non-French-speaking students will be enrolled in grade 9 to create a homogeneous group. This small group will receive support through a bridging class. Mixed results.
- At the high school: registration only for new students coming from AEFÉ high schools.

Perspectives :

- Staff numbers will remain stagnant for 2025-2026
- New strategy 2025-2027:
 - strengthen or increase the number of students in CP with a group of 55 pupils
 - Open one elementary school class each year for every 3 classes of 18 students on average
 - Stabilizing a 6-classroom structure in kindergarten
 - Do not change the structure of the second level with 2 classes of 24/25 students per class
 - Increasing the number of students in preschool is no longer a priority. The goal: a quality school!

Educational report 2024-2025

a. *The latest guidelines from the Ministry of National Education in 2024*

- National assessments in secondary education have taken place in 6th, 4th and 2nd grade.
- The support groups for students with specific needs in 6th and 5th grade French and mathematics will not be implemented as required by the regulations. The school has opted for:
 - co-teaching in math and French for 50% of the class time from 6th to 3rd grade in order to create two needs-based groups
 - Work plans are used in math and French in 6th, 4th and 3rd grade to facilitate differentiation

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- Common assignments are implemented to provide teachers with analytical tools; common learning progressions are established at each level except for 5th grade.
- 30 minutes of French and math lessons have been added to the timetable for 6th grade.
- French as a Foreign Language (FLE/FLSCO) courses in 6th and 5th grade to meet the needs of students.
- New civic and moral education programs: implementation of the new programs for grades 1-5 and 10.
- Responsible use of screens: mobile phones are totally prohibited on the College.
- Prevention of all forms of violence: civic education program updated annually. Excellent school climate.
- The place of PE on the school campus: financial resources have been allocated for the creation of a real program with a proposal of more varied physical and sporting activities.
- School bullying: piloting the flagship program at the 6th grade level. A program had already been implemented in the school before Phare.

b. Analyses of national and evaluation data

Evalang

- Summary of the 2025 session

	Reading comprehension	Oral comprehension	grammar and vocabulary
Above B1	60%	60%	70%
B1	20%	38%	20%
A2	20%		8%
A1	2%	2%	2%

- Very good results in both written and oral exams (despite a technical issue with listening comprehension).
- This level is confirmed in high school with the AMC specialization and certifications (5 to 8 students pass the Cambridge C1 certification).

National evaluation a 6e

- The objectives: to work on enriching vocabulary (work in progress). Since February, the teaching team has chosen to use oral methods to enrich vocabulary.
- In mathematics: The results are satisfactory; it is noted that geometry remains only adequate due to a lack of vocabulary to understand the concepts and instructions.

Reading comprehension

The specific reading comprehension test assesses various sub-skills: identifying explicit information that is more or less easily identifiable, inferences or relating information, identifying the overall meaning or purpose, etc.

<i>Difficulties</i>	<i>fragile</i>	<i>Satisfying</i>
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They struggle to find information, even essential information, in a long text when their search is not guided by instructions. They also have difficulty extracting information from a diagram.	Partially gathers the information	Easy retrieval of information Sampling relevant info
In 6A: 4 students experiencing significant difficulties	30% of students	60 %

Language study: vocabulary

The skills assessed include: evaluating students' ability to deduce the meaning of a word or expression based on context; assessing their ability to connect several vocabulary items to identify a semantic field; and evaluating their vocabulary knowledge at various levels of precision. Students are able to deduce the meaning of a complex word based on its formation.

- Enriching one's vocabulary through reading, in connection with the literary and artistic culture program
- Enriching one's vocabulary through the use of a dictionary or other tools in paper or digital format (70% of students have difficulty)
- Networking words (grouping by word families, by semantic field) (82% succeed)
- Understanding the concepts of synonymy, antonymy, homonymy, and polysemy (70% have difficulty)

<i>Difficulties</i>	<i>fragile</i>	<i>Satisfying</i>
they have difficulty when it comes to deducing the meaning of a word in isolation can be determined by its composition. However, identifying the lexical field poses a problem in context.	They can reason using basic knowledge of word formation. They are also potentially able to identify the dominant lexical field in a sequence of two sentences. However, these students struggle when it comes to identifying the meaning of words without the support of a context.	+ for the meaning of the word
10%	40%	50%

Studying language: grammar

- Identify the components of a simple sentence and prioritize them: deepen your understanding of the topic (a topic composed of several nouns or noun phrases, inverted subject) / differentiate between complements: direct object, indirect object, adverbial complements of time, place, and cause / identify the subject complement
- Analyzing the noun phrase: concepts of epithet and noun complement
- To deepen knowledge of the three types of sentences (declarative, interrogative, and imperative) and of negative and exclamatory forms
- Differentiate between simple and complex sentences by identifying conjugated verbs.

<i>Difficulties</i>	<i>fragile</i>	<i>Satisfying</i>
difficulty recognizing the conjugated verb	Difficulty recognizing a CO	The most successful students are able to distinguish the different categories of complements (object, noun, circumstantial) of the subject function.
10 %	50 %	40 %

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Language study: spelling

<i>Difficulties</i>	<i>fragile</i>	<i>Satisfying</i>
struggling to associate a shape verbal to the corresponding personal pronoun in a complex case.	However, they have difficulty achieving subject-attribute agreement in a complex case.	to make the subject attribute agree or to choose the appropriate verb ending in the case of a complex subject noun phrase (with a noun complement).
10	30	60

c. Analysis of support mechanisms for students from 6th to 10th grade (analysis to be carried out in June 2025)

<i>Devices</i>	<i>Analyse</i>
FLSCO/FLE program for 6th grade students	
French language course during the last week of August: led by a French as a Foreign Language (FLE) teacher. Objectives: to refresh habits, routines, and the French language.	
French and math program from 6th to 9th grade: increased number of hours in French and math (6th grade) / co-teaching in math and French (2 hours) to create two needs-based groups	
Homework help program every evening from 4pm to 5pm	
The oral program in 4th grade, which began in 2024	
New organization of class councils in 9th grade: monitoring of academic progress to strengthen co-education	
Civic missions for students in grades 10 and 11 to develop soft skills	
New organization of class councils in 10th grade: monitoring of academic progress to strengthen co-education	
Supporting students in the second year with AP	

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d. *The role of French in different courses and projects*

- Priority: to increase learning opportunities to promote spoken French from cycle 1 to the final year of high school
- The number of hours of instruction in French follows the timetables of the French programs across all cycles.
- 2024: Experimentation with an oral presentation plan on a cohort currently in 8th grade in 2024. Analysis of the project in 9th grade.
- Reading plan across the entire school: 10 minutes of reading - reading night - "Incorruptibles" prize from cycle 1 to cycle 4 - "Little Reading Champions"...
- French artist residencies to promote cultural and linguistic exchange from elementary school to high school: Les Locus Sous - Art Lem - Romane Santarelli
- Theatre workshop for 5th, 8th and 9th grade students (12 hours of theatre workshops with a French theatre company)
- Oral exercises for cycles 3 and 4
- Travel in France

e. *Analysis of the institution's inclusive policy*

	2024-2025		2023-2024	
	PAP	PPS	PAP	PPS
PRIMARY	18	5	9	1
SECONDARY	16	5	11	1

Who is affected?

The PAPs concern children diagnosed or suspected of having the following disorders:

- specific learning disorder in reading, writing and mathematics (dyslexia-dysorthography, dyscalculia)
- attention deficit hyperactivity disorder (ADHD)
- autism spectrum disorder (ASD)
- Individualized Education Plans (IEPs) are for children with multiple disorders (comorbidities) who are therefore considered disabled. Most often, an IEP is implemented in connection with the child's need for a teaching assistant (AESH).

Steps for implementing a support plan:

After 2 years of practice, the process for implementing these plans now unfolds as follows:

1. The teacher alerts the speech therapist to the need for an assessment.
2. Taking into account the family context, the number of years the child has attended French-language schooling, information provided by the teacher, any results of an external assessment, and the results of the assessment itself, the speech-language pathologist makes a diagnosis or a suspected diagnosis.
3. The parents meet with the speech therapist for an explanation of the diagnosis, along with parental guidance on how to implement support at home.
4. The support plan is put in place with the teacher, the family, the speech therapist and a member of the administration

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The completed documents (PAP and PPS forms) have been revised to take into account feedback from teachers on the effectiveness of the proposed accommodations.

Issues noted:

- Children can only be seen by the French-speaking speech therapist for an assessment after a minimum of 3 years of FLE (French as a Foreign Language) courses, so that the development of phonological skills in French is minimal.
- Children experiencing difficulties during their early years of learning French therefore benefit from the support of the FLE scheme, but not from a speech therapy assessment in the mother tongue, which would sometimes be necessary in order to better understand the young person's cognitive resources, but also possibly to redirect them if their language learning difficulties are too significant.
- Considering testing the phonological skills of children joining the FLE program in their mother tongue could be a solution.

f. The establishment's EF3D certification, which includes the implementation of a coherent civic pathway

As part of the mission to act as a reference point for the ESD (Education for Sustainable Development) label, several objectives were pursued this year.

- the election of eco-delegates from CM1 to 5th grade, the launch of a first project, raising awareness among teachers, taking stock of actions related to ESD, and the drafting of the labeling application.
- All of these objectives have been achieved.
- However, difficulties were encountered in identifying existing projects and assessing student involvement, due in part to the lack of standardized project sheets. Teacher involvement remained limited, highlighting the need for a team, or at least a pair of teachers, for large-scale projects next year.
- The concrete projects have progressed well: the greenhouse and compost are now functional, the flower/fruit/vegetable boxes are installed and have started to be filled (continuation in June or September), and the signage for sorting in the canteen is ready (awaiting receipt of the new bin).

Plans for the next school year: electing eco-delegates from CM2 to 3rd grade

- , launch the "College at the Cinema" project in connection with sustainable development and the French Institute, and continue the projects undertaken in the establishment.

g. Career guidance report as of June 12th

<i>Nature of post-baccalaureate studies in France</i>	<i>Promotion 2022</i>	<i>Promotion 2023</i>	<i>Promotion 2024</i>	<i>Promotion 2025 June 5, 2025</i>
<i>Licence</i>	<i>80 %</i>	<i>70 %</i>	<i>65 %</i>	<i>80%</i>
<i>CPGE</i>	<i>5 %</i>	<i>20 %</i>	<i>15 %</i>	<i>20%</i>
<i>Post-baccalaureate engineering</i>	<i>10 %</i>	<i>0</i>		<i>/</i>

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BUT-BTS	5 %	10 %	25 %	/
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- France remains the top country attracting LIFV students for post-baccalaureate studies
- The Netherlands' appeal is increasing.
- Post-secondary studies in Lithuania have become easier since the recognition of the high school diploma in 2023. (Lithuanian funding may be available for studies)
- Desire to guide students towards demanding post-baccalaureate programs: CPGE (meetings with teachers and students of preparatory classes - visit to Fénelon - setting up practice exams in physics...)

Review of actions related to career guidance in 2024-2025

- *Dedicated guidance sessions for high school students throughout the year*

One one-hour session every two weeks:

Class	Teachers	Goals
Second	Perrine Mercier Christophe Molliex	<ul style="list-style-type: none"> - getting to know each other - Discovering professions - Knowing the specialist subjects - Understanding higher education pathways - Discover the learning outcomes of the training programs - Search for and prepare for an internship
First	Benoît Frachon	<ul style="list-style-type: none"> - Presenting a sector of activity and its professions - Building your career plan - Understanding higher education pathways - Presenting an evolution of the world of work - Discussing wage inequality
Terminal	Benoît Frachon Gaëlle Legrais	<ul style="list-style-type: none"> - Building your career plan - Understanding how Parcoursup works - Understanding higher education pathways - Write a statement of purpose. - Understanding the practical aspects of studying in France

- Events related to career guidance

- January 20, 2025: Speed-dating event for specialties organized at LIFV
- Meeting between Year 11 students and Year 12 students to discuss the specialized courses offered at LIFV.
- March 6, 2025: Careers and Training Forum organized at LIFV
- Meeting between high school students, professionals, and university students.

- Individualized student monitoring

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- Two individual interviews with high school students
 - The interviews with the Year 11 students were conducted by the head teachers and the PRIO, in January and May 2025.
 - The interviews with the students in the penultimate and final years of secondary school were conducted by the head teachers and the specialist teachers, in November 2024 and January/March 2025.
 - January-March 2025: Registration of final-year students on Parcoursup
 - Support in creating the application file and choosing higher education courses
 - June 2025: Supporting final-year students in responding to Parcoursup offers
- A work experience placement in the second year of high school
- Year 11 students will undertake a 5-day introductory internship in April 2025. This project incorporates a wide range of skills:
 - Identify a sector of activity and potential companies or organizations
 - prepare a CV and cover letter, submit an application
 - search for information about the company or organization
 - interviewing a professional about their career path
 - to submit a written report (internship report)
 - to give an oral presentation (defense)
- Perspectives
- In June, organize a working session with the staff involved to discuss the year's review, harmonize student monitoring and progress in high school, and plan guidance activities starting in the third year.
- Role of the PRIO
- Contribute to the organization of individual interviews for students in the second, first, and final years of secondary school.
 - Conducting some of the individual interviews with Year 11 students
 - Conduct research and share career guidance resources with high school teachers and students
 - Update the information materials for back-to-school meetings (parents) and information sessions on studying in France (parents and final-year students)
 - Co-facilitating the back-to-school meeting and the information session on studying in France with the parents of final-year students
 - Contribute to the smooth running of the speed-dating event for the various specialties.
 - Contribute to the smooth running of the careers and training forum
 - Update the career guidance progression for high school classes (ongoing as of June 2025)
 - Organize a consultation meeting with the lead teachers of Year 11 and Year 12 (scheduled for the end of June 2025)

h. PHARE Program 2024-2025

Annual report on the implementation of the PHARE project – 2024/2025

The goal of the Phare program is not only to put an end to bullying, but also to improve the overall school climate by empowering ALL those who can influence it: teaching staff, support staff, administrators, parents of bullied students, and the students themselves at various levels and in various ways. The aim is to establish constant communication between all these stakeholders so that no situation (whether it involves discomfort, misunderstanding, or actual bullying) is ignored.

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Difficulties encountered this year

- The lack of experience among the staff contributing to the Phare program was obviously an initial challenge. Because the program follows a fairly concrete and guided protocol, it is necessary to rehearse the interventions before they become fluid and natural.
- Another obstacle was realizing that harassment (or more precisely, bullying) is never a simple, one-sided situation. It is always rooted in a dynamic (often a group dynamic) where each person believes they have the right to bully the other.

Was the program a success?

- Of the fifteen or so cases identified, all, according to the bullied students themselves, resulted in a successful resolution and at the very least a restoration of the status quo between the students. One of the program's pitfalls is that in several situations, the bullied student becomes a bully in turn, emboldened by a feeling of protection.
- Moreover, for much of the year, the entire teaching staff actively participated in documenting any early warning signs of potential bullying. However, a question remains, as cases became less frequent towards the end of the year and interventions by the Phare team less frequent: is this due to an improved school climate or a decline in collective vigilance? In either case, it is important to remind all staff and students that collective well-being depends on collective vigilance.

Outlook for the 2025/2026 school year

- It would seem wise to add at least one more member to the Phare team. While such cases may seem rare, in the event of the absence of one or more team members (unforeseen absence, school trip, scheduling conflict), it is difficult to imagine waiting an indefinite period before listening to a student in distress.
- Another objective is to involve all staff, from the beginning to the end of the year, in detecting early warning signs related to situations that would be addressed by Phare. This detection must take place not only in classrooms but also in hallways, during breaks, both indoors and outdoors. Certain areas are prone to bullying and are often overlooked in efforts to detect it.
- A final objective is to involve students more: not to force or encourage them to be "student ambassadors" because this leads to an implicit hierarchical structuring of the class, or at least puts students into categories, which is not desirable, but in any case to re-establish a link of trust between educational staff and students so that the slightest problematic situation can be reported.
- Finally, maintaining the importance given to key events (anti-bullying day, citizenship education, sexuality education, screenings of films related to issues of tolerance and difference) is essential and must be anchored in continuous training from 6th grade to the final year of high school.

i. FLE lab report + FLSCO coordinator

Objectives of the system

- The online language lab was designed to support non-native French-speaking students and those with specific needs in learning French as a foreign language (FLE), from 6th grade to the final year of high school, and has had a one-off opening to primary school level students (CM2).
- The main objectives were:
 - ➔ To allow learning at one's own pace and independently.
 - ➔ Catering to the diversity of levels (A1 to A2, progressing towards B1).
 - ➔ To provide support for face-to-face classes through differentiated resources.
 - ➔ Promote exam revision (especially the brevet).

Site deployment and enhancement

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- Created the previous year, the site has undergone a significant phase of development this year:
- French as a Foreign Language modules level A1 and A2: progressive learning units covering listening comprehension, reading comprehension, speaking and writing production.
- Grammar and conjugation: a complete unit dedicated to essential structures.
- Adapted cycle 3 subjects: mathematics, life and earth sciences, history, physics – content currently being created but already partially accessible.
- Self-correcting exercises and conversation practice for independent and interactive work.

Educational impact

- Enhanced differentiation: each student can follow a path adapted to their level, objectives and pace.
- Increased exposure time to French: possibility of working outside of class hours.
- Educational continuity: a tool that can be used during the summer to maintain or reinforce learning.
- Use as a supplement to the course: particularly for students in inclusion programs or those requiring individualized support.

Outlook for next year

- Finalization of A2 units.
- Launch of the first B1 level content (CEFR framework).
- Enrichment of disciplinary modules (maths, sciences, history).
- Flipped classroom approach: targeted vocabulary self-directed learning at the beginning of the day with regular reinforcement for direct application in class
- Moodle contributes to improving the learning conditions for non-native French-speaking students and students with special needs. It is part of a differentiated instruction approach, inclusive pedagogy, and the promotion of autonomy. Student engagement, particularly among those who will continue learning over the summer, demonstrates the value and usefulness of this type of digital resource.

j. First aid mission report

- PSC 1 - name change since this year, becomes PSC - citizens first aid.
- Training for final year students in September: 3 sessions for former two classes.
- First aid training for 10th-grade students in June: 4 sessions to train both classes + 3 staff members + those 11th-grade students who did not complete it last year (DNA exchange program, or new arrivals at the school). After these sessions, all high school students will be trained in First Aid and CPR. The goal is to formalize First Aid and CPR training in 10th grade by the end of the year so that students can include it in their application when they leave the school.
- GQS Training: Life-Saving Skills: training for 6th grade students in June. 3 sessions required with Bart Pauwels, new GQS trainer since May. The objective is to institutionalize GQS in 6th grade classes.

k. Support missions

At the Silo site: 60 hours of support for two Cycle 1 teachers enrolled in PAP2, accompanied by two seconded teachers: positive outcome:

- Exchange of practices between the two facilitators
- Implementation of educational support strategies
- Supporting themes: republican values, cooperation with parents, differentiation, inclusive education

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- Positive support, listening, exchanging motivation and desire
- Sharing difficulties and listening

Development of the French as a Foreign Language/French as a Second Language (FLE/FLSco) department: strengthening of the teaching team

- Emergency management (pedagogical and implementation-related) given the elimination of the primary school French as a Foreign Language (FLE) position and 6 second-year FLE positions in September, followed by the primary school principal's sick leave starting in November:
- CM2 integration of the 2 new non-French-speaking CM2 students into the French as a Foreign Language (FLE) classes, middle school, period 1
- implementation of in-class support with Romane D., on a voluntary basis
- Access to Moodle FLE in the classroom
- 6th grade, 2nd year
- Implementation of occasional academic support (2 to 3 hours) with Emmanuelle Mizzi, then a substitute primary school teacher (support with French as a Foreign Language methods, placement, schedules, etc.)
- Reorganization of the distribution of French as a Foreign Language (FLE) teachers
 - Katsiaryna Kanapliova (maternelle/CP)
 - Romane Brune (nursery and primary school)
 - Virginie Martin (secondary - mentor)
 - until the recruitment of Aline Auboux for a few hours at the end of the year for the nursery and primary school
- Job interviews → Transition: Re-creation of the primary French as a Foreign Language (FLE) position in January with conversion to a full-time position. Aline Auboux

Educational coordination

- Holding regular meetings in cycles + sharing best practices
- Enrichment of the shared FLE/FLSCO drive with resources, teaching materials, student files/interviews and history (meeting minutes)
- Regular communication with teaching staff, as well as with parents and students (email exchanges, parent-teacher meetings upon request, etc.) and between teachers on the team if needed.
- Participation in primary school meetings (in the absence of a primary school French as a Foreign Language teacher and then a primary school principal), implementation, liaison between primary school teachers and French as a Foreign Language teachers
- Monitoring of French as a Foreign Language (FLE) students in general; Telegram groups with secondary school students; link with subject teachers
- Systematization of initial and final criterion-referenced assessments with specific language skills and academic integration criteria to ensure that only truly ready students leave the program.
- An attempt to generalize an officialized system framed by PPREs in order to facilitate collaboration between teachers (especially from CM2 to 6th grade), students and their families.

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I. Adole project review

- Objectives: To inform adolescents about cognitive resources and particularly about attention.
- Content: Activities allowing experimentation with the powers and limits of attention.
- Progression in 4 sequences:
 - Targets of attention: definition, how to choose them in practice, the concept of connection
 - Maintaining attention on the target: attentional balance (developing mechanisms to restabilize attention), distraction mechanisms and their function in the brain (bodily signs of distraction, reward circuitry), slowing down to control one's attention
 - Ways of reacting to the target: preparing a well-adapted response to attentional targets, in order to achieve a goal, analyzing the mechanisms of attention in everyday situations (school-related or not)
 - Review of what the students understood about ADOLE and feedback on the training, in the form of a questionnaire and a summary poster (as part of the technology course)
 - The format consisted of 7 sessions, each lasting 1 to 1.5 hours.
- Procedure
 - It was better to adapt the content as much as possible according to the different class groups and to take liberties from the initial structure proposed by the creators of the program.
 - The concepts most favored by students included: slowing down before making a decision, brainstorming about rewards, the importance of not overreacting to distractions, and the different levels of difficulty of the targets. Other topics covered included the reward circuit, the importance of planning one's actions, and the concept of "small bubbles of attention," emphasizing that "to be attentive, you have to know what you need to be attentive to."
- Perspectives
 - If the project is continued, priority should be given to working with 9th and 10th grade classes. 8th grade classes are not capable of carrying out this work (their maturity is insufficient for metacognition work).
 - The training is intended for French-speaking students, and this may therefore also explain the difficulties encountered with the 4th grade classes.

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Activity Report - Educational Assessment of the CCC 2024-2025

Bart Pauwels - teacher-librarian; Nicolas Lafay - teacher-librarian

Report date: June 5, 2025

1. Information and media culture

- Press and Media Week at School: 28 magazines/newspapers made available in the school library, communication of the CLEMI offer to teachers - March 2025
- CLEMI (online) training
- Class investigation: the Bobigny trial, October 10, 2024
- Junior Investigation Class, October 16, 2024
- Discover what infotainment is, January 22, 2025
- "Twitch: Producing a live news broadcast on a streaming platform" January 14, 2025
- "Media Discovery in Kindergarten" February 5, 2025
- Where is the information in the face of commentary and opinion? January 29, 2025
- Junior investigation class for both Year 6 classes FEBRUARY 2025
- Investigation class "The explosion at the factory" for the two fourth grade classes JUNE 2025.
- Investigative class "The Bobigny Trial" for both Year 11 classes NOVEMBER 2024 and for both Year 12 classes APRIL 2025
- Discovering the YouTube algorithm for 4th graders (May 2025)
- "What are you making?" Media and Information Literacy game for Year 4 classes, May 2025
- "Booktube" Video literary review of books from the Incos series with CE1 classes, March 2025

2. Organization and provision of documentary resources

- CANOPE online training, January 29, 2025, HIBOUTHEQUE back office
- A partial inventory of the documentary collection at the Subacius site was completed (June 2025)
- We have implemented a new album labeling system at the Silo BCD, which allows for more efficient album storage.
- A significant weeding process has been carried out on the HIBOUTHEQUE document management software.
- An inventory of the textbooks has been completed. This inventory has allowed us to reorganize the storage of these textbooks.

3. Contribution to opening the institution up to the educational, cultural and professional environment.

- As part of the PEAC (Artistic and Cultural Education Pathway), students were able to take greater advantage of the cultural offering provided by the cultural pass (kultūros pasas (<https://www.kulturopasas.lt/>)).
- Several teachers requested assistance in finding cultural activities related to the history, geography, or civic education curriculum. The cultural pass coordinator also suggested specific cultural pass activities to the teachers.
- For the past few years, it has been primary school teachers (cycle 2 and cycle 3) and teachers of Lithuanian as a mother tongue who most often use the cultural pass offer.
- The cultural pass coordinator handles all administrative procedures with service providers and within the cultural pass software (kulturopasas.lt): contacting the provider, completing and submitting the activity request form through the software. After

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confirmation from the provider, the coordinator informs the relevant teacher and the administration (on behalf of the director) and forwards the electronic tickets.

- In the event of a change not foreseen by the service provider or the teacher, the contact person communicates and seeks a solution with the teacher concerned.

Cultural Pass Statistics: Students at our school were able to enjoy 15 activities funded by the cultural pass during this school year.

- 2024 BUDGET: 5768 euros, used: 1919 euros
- 2025 BUDGET: 5588 euros, used (January 1 - June 10): 1987 euros
- The following grade levels benefited from this offer: CE1, CE2, CM1, CM2, 5th and 4th grade

Perspectives: To propose activities for CP teachers and history-geography teachers in middle and high school.

4. Document collection management - statistics (source: hibouthèque software)

Activity	2023-2024 (until May 27)	2024-2025 (until May 30)
Number of book loans	4116 (September 2023-May 2024)	6109 (September 2024-May 2025)
Number of periodical loans	170	254
Number of new books registered	721	945
Number of borrowers	602	585
Number of documents	10590	11175

- Part of the new works registered is related to the installation of a manga corner in the CCC section reserved for secondary school students.
- We have therefore ordered 123 Japanese comics from 23 different series, as well as classics of French literature adapted into comics, in order to support students experiencing difficulties in French.
- The manga are displayed in a dedicated cabinet, decorated with themed posters. This type of reading is very popular with both middle school and elementary school students.

5. Various educational projects related to reading

- *Read-aloud competition - "Little reading champions"*
 - This year, 24 students from CM1 and 11 students from CM2 participated in the "Little Champions of Reading" read-aloud competition.
 - From September to January, these students met every week in the CDI to prepare for the school final, which took place during the Night of Reading, on January 21, 2025.

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- The winners of our internal competition, Dite (CM2) and Timofei (CM1), then represented the school at the ZECO final in Warsaw, which took place from March 12 to 13, 2025 at the French School of Warsaw.
- Dite won the ZECO final and had the honor of participating in the European final of the competition.

- *The Incorruptibles' Prize (Cycle 1 and CP)*
 - Cycles 1, 2 and 3, as well as a 4th grade class, participated in the 36th edition of the Incorruptibles competition.
 - Starting in October, each class explored and worked on a selection of six books. In addition to the readings and studies conducted in class, several projects were carried out in collaboration with the PDEs (Personal Development Officers) around this selection.
 - During period 4, the CE1 students produced video literary reviews, Booktube style, during BCD sessions.
 - The fourth and fifth grade students participated in a drawing contest where they had to illustrate a given sentence from one of the books. Two students from Léonor's fifth grade class won an award among more than 7,000 participants.
 - In CE2, the students wrote short texts inspired by the album Gustave, the knight from the other world, some of which were published in the school newspaper.
 - The Year 1 students, for their part, conducted visual arts sessions related to some of the albums in the selection.
 - On May 13th and 16th, all students voted for their favorite book under conditions similar to a real election: voting booths, ballots
 - Voting equipment and voter cards were available.
 - Finally, on June 9 and 10, Mathias Friman, author of one of the albums selected for CP, will come to lead workshops with the GS, CP, CE1 and CE2 classes, before signing his album during a meeting with families.
 - This competition, as well as the visit of Mathias Friman, was met with great enthusiasm by both students and teachers. The project will be continued and expanded next year.

- *The ten-minute read*
 - Starting in September 2024, we reintroduced the 10 minutes of daily reading.
 - In secondary school, this reading time is set up at a fixed time, with a slot that changes each period so as not to always impact the same classes.
 - In cycles 2 and 3, each teacher integrated this reading time according to the specific constraints of their class.
 - To support this initiative, two Bookboxes have been installed in Subačiaus: one for secondary school students, to allow students without a book to obtain one for the 10 minutes of reading, and another at the entrance of the primary building, at 11 Subačiaus, for primary school students.

- A third Bookbox has also been set up in the entrance hall of the Silo site, for the benefit of the students of this site.
- This project has been generally positive and well-received by both primary and secondary school students. However, specific implementation methods for preschool still need to be defined.

- *Night of Reading*
 - On January 21st, from 5:30pm to 8:30pm, we organized a Night of Reading open to students and parents.
 - Several activities were offered to visitors: a listening area for albums from the Incorruptibles selection, a reading corner dedicated to children's literature in German, a bookmark making workshop, a multilingual "canon reading" of extracts from

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The Little Prince, a book hunt in the CCC for primary school students, a free reading, a relaxation and reading area, and the final of the Little Champions of Reading.

- Around sixty people responded to the call, attracted largely by the final of the read-aloud competition.
- The program, varied and accessible to all ages, was a great success, thanks in particular to the involvement of many colleagues.

- *LIFV WEBRADIO*

- Starting in September 2024, a group of five sixth-grade students met every Wednesday afternoon to create podcasts. Their show, titled "What Do You Think? Sixth Grade Street Interviews," focused on street interviews. Seven podcasts were produced and broadcast on the radio blog platform. audioblog.arteradio.com.
- The students notably interviewed electronic music artist Romane Santarelli during her visit to Vilnius.
- As part of their cultural journey around cinema, the MS Taupes made short reports about their trip to the cinema.
- High school seniors who participated in the web radio during the 2023/2024 academic year produced a sound documentary about the Alsatian scholar Louis Henri Bojanus, who lived and worked in Lithuania at the beginning of the 19th century.
- Web radio tools were also used during the Class Investigation sessions, during which students recorded radio reports.

- *CCC Projects for 2025-2026*

- In consultation with the teachers involved, a pedagogical progression will be implemented for welcoming Cycle 1 (GS), Cycle 2, and Cycle 3 students to the CCC. The new curricula for Cycle 2 and Cycle 3 will be integrated.
- Participation in the "Les incorruptibles" literary competition for the entire school (except the high school)
- Expanded participation in the read-aloud competition (Little Reading Champions): we will set up two groups (CM1 and CM2)
- To propose and strengthen co-teaching with middle and high school teachers (Media and Information Literacy, Civic and Moral Education, French and Philosophy)
- Reorganization of the CCC (complete inventory, weeding and installation of 4 new shelves).
- In collaboration with the visual arts teacher, publication (2 issues) of a journal on the activities at the CCC and the cultural life of the establishment.
- Web radio: workshop open for sixth and fifth graders.
- Participation in the oratory competition for 4th and 2nd grade students.