

APEEE Annual Report



2021

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I. Introduction

2021 has been another difficult year – for the students and teachers who have had to endure repeated bouts of online learning, and for parents, especially those of younger children or those who do not adapt easily to online learning. It cannot have been easy for the school managers either, having to make frequent decisions about shutting down or opening up, at short notices often with imperfect information.

It's been a tough year also for the APEEE, both in maintaining our Services (not always possible) and in working to minimise the negative consequences to pupils' education from the disruptions and changes to their schooling. Managing our finances in this uncertainty has been particularly difficult and has required continuous replanning as each new situation changed the assumptions and forecasts. We have aimed to keep the finances on a sustainable footing, whilst also looking after our staff and where possible reimbursing parents if we were not able to provide a service. It has been an extremely challenging process with a great deal of late nights, long meetings and extensive spreadsheets.

We have also been active to convey parents' messages during this challenging school year to the school, knowing that many parents have had questions and real difficulties overseeing children at home at the same time as meeting their working commitments.

You will find details in the following pages on all these topics. We have worked with the school on these issues, sometimes successfully sometimes less so. It has not always been 'plain sailing' and there are different points of view, but throughout our guiding principle has been the best interests of the pupils, parents and teachers. It is a big school and can sometimes feel like a machine, which makes it particularly important to listen to students when they talk about the problems they experience, whether bullying, sexual harassment or mental health issues arising from the overcrowding and from dealing with the pandemic.

One of the highlights of the year has been the establishment of the Evere school. This has been a remarkable project, moving from decision to implementation and opening within 12 months. It is a striking school, not only because of the bright blue colour of the external walls but because of the open well-lit spaces and design. The proposal to build such a school using modern construction techniques which would allow this rapid timetable came from the APEEE at Woluwe and is therefore something we are very proud of. It has been a pleasure to work closely with the school team on getting this project up and running, including putting in place all the APEEE Services. And we are very happy to welcome all the new parents with children in Evere to our school community!

At present there are around 300 pupils at Evere, though the site has a capacity of 1500. It has solved the overcrowding problems at the nursery and primary level in Brussels, but not unfortunately for secondary, which is now the big area of concern. The APEEE has been actively involved in addressing overcrowding, working with the other Brussels APEEEs, the Office of Secretary General and the Commission and our school management team. We are currently pushing for a similar constructed secondary school on the NATO site, which could be open for 2022/23 if there is willingness. The proposal has been made to the Belgian authorities by the Secretary General and we wait their reply.

The overcrowding problem is but one of the many chronic issues effecting the schools. Another is the teacher shortage – it is becoming increasingly difficult to attract teachers from some member states and for some subjects. Half of all teaching is now provided by locally recruited teachers. But the contract terms are not attractive which means we struggle to find and retain locally recruited teachers, especially for STEM subjects and non-native languages. We strongly believe that these shortage problems will only be solved if teachers get a better deal.

There is a general view across the APEEEs that these and other persistent problems do not get solved because of a failure in the governance structure of the European schools system. Other issues of concern are the

weaknesses of current accountability mechanisms at all levels, the need for an ombudsman function to support parents and better quality-assurance on pedagogy to make sure that the system consistently delivers a good level of education across classes, subjects and sections. The European Parliament is also concerned about these issues and has been supporting the APEEEs to get reforms that will ensure these problems are addressed.

Finally, a few words on Covid. This has been a very heavy burden for teachers, pupils, and parents. The APEEE has supported the school in ensuring a forward leaning approach to Covid and the role out of distance learning since the beginning of the pandemic in February 2020. However, we have concerns that more needs to be done, and have requested, along with our colleagues in the other Brussels schools a number of measures to reduce the transmission risk, in particular, testing, air quality monitoring and ventilation auditing. You can read more about this in the following pages. We remain concerned given the very high transmissibility of the omicron variant of Covid and will therefore continue to push for measures that cut down the risk of children and teachers being sent home in quarantine. We are also concerned about the impact on pupil wellbeing – and are concerned that with the cancellation of so many trips and events, that major life experiences of our children are being missed. So where possible and safe we hope that there will continue to be elements of school life other than what happens in the classroom and exam hall.

I would like to end by thanking the members the teachers and managers that continue to work hard to keep the school alive and delivering for the pupils. I would like to thank the members of the APEEE staff and APEEE Board for all their hard work – which often seems like a process of just solving one problem for another two or three to appear. And I would like to thank the members of the parent community and the class reps for your work and feedback.

Giles HOUGHTON-CLARKE

President of the APEEE Bxl II

II. InterParents

Representatives of the Parents' Association InterParents Delegates and Substitutes

- Mrs Vanessa AULEHLA (IT)
- Mr Bengt DAVIDSSON (SV)
- Mrs Szilvia KALMAN (FR)
- Mr Michael TEUTSCH (DE)

Interparents Working Group Members of the Administrative Board

- Mr Giles HOUGHTON-CLARKE (SV)
- Mrs Raquel JIMENEZ-LOPEZ (FR)
- Mrs Minna MELLERI (FI)
- Mrs Anna YAVORSKA (EN)
- Mr David ZELINGER (DE)

InterParents (IP) is the body representing the parents' associations, and therefore the parents, of all 13 European Schools (ES) vis-a-vis the stakeholders of the European School system, notably the national inspectors, the Board of Governors (BoG) with its 27 national delegations, and the Office of the General Secretary of the European Schools (OSGES). At EEBII, a dedicated Working Group was elected.

This year, all preparatory Interparents meetings were held online; preparing positions and line-to-take for the Joint Teaching Committee, the Budget Committee, the Board of Governors, etc., further to internal IP coordination.

Your delegate Vanessa Aulehla has been particular active on matters related to education, such as distance learning, BAC, the new marking scale and bring-your-own-device, and on budget matters.

In 2021, the Board of Governors established a working group with the objective to revise the Child Protection policy of the European School system (this policy has been in place at the European School since 2008). The tasks were to analyse the current policy in place since 2008 and how it has been implemented at local school level, and to propose a revised document including Students' Wellbeing. Your delegate Bengt Davidsson is parent representative of the enlarged working group (the other IP representative is from EEB IV, Laeken). The revised document is expected to be in place for the European School as of September 2022.

Your delegate Bengt Davidsson is supporting the IP representative in the ongoing work of the OSGES WG on education for sustainability in the ES system.

Reference to Interparents is made in several Woluwe newsletters: twice on European Schools and EP-CULT committee, and one on locally hired teachers, on the secretary general, on new marking scale and conversion tables, and on written BAC assistance.

III. Educational Matters

A. Primary and Nursery Educational Group

Representatives of the Parents' Association

Members of the Administrative Board

- Mrs Johanna SCHULYOK, Group Coordinator – until 24/06/2021
- Mrs Christine PYKA, Group Coordinator – as of 24/06/2021
- Mrs Christine PYKA (DE)
- Mrs Anna YAVORSKA (EN – Back-up: Mr Kevin SMITH (EN)
- Mrs Minna MELLERI (FI)
- Mr Sebastian GUERRERO (FR) – Back-up: Mrs Raquel Jimenez Lopez (FR)
- Mrs Roberta Maggio (IT) – Back-up: Mrs Vanessa AULEHLA (IT)
- Mrs Ona KOSTINAITE-GRINKEVICIENE until 24/08/2021 (LT)
- Mrs Andrea GRGIC (NL)
- Mrs Tatiana ALMEIDA (PT) – Back-up: Mrs Catarina DUARTE GOMES (PT)
- Mr Bengt DAVIDSSON (SV) – Back up: Mrs Johanna SCHULYOK (SV)

The **Education Council for the primary and nursery (CEP&M)** is composed of the school deputy director for primary and nursery, his Assistant (as of September 2020), of elected representatives of the teaching staff and of the Parents' Association (APEEE). The role of this Education Council is to include feedback from all parties and to work in dialogue towards a good school environment.

On the parents' side, the CEP&M committee consists of representatives of all language sections at our school. They collect issues and concerns from their respective sections via the class representatives' network and raise them at the CEP&M meetings with the school management and the representatives of the teaching staff. The issues raised range from pedagogical issues and aspects of the wellbeing of children at school to infrastructural and logistical concerns.

The new academic year saw the opening of the Evere site and the arrival of a new Deputy Director for Maternelle and Primary (DDMP) for Evere, Mrs Myriam Lancelot, who previously worked as the Deputy Director Nursery-Primary at the European School of Mol.

It was decided that for now and until further notice the Woluwe and Evere sites would have a common CEP&M meeting, with management information being split in joint as well as specific interest. CEP&M meetings were held in January, April, June, October as well as December 2021. The "Rules of procedures" for the CEP&M were approved during the June meeting. Meeting minutes are now taken care of by the school rather than in turns and have to follow a specific template. There is a small circle preparatory meeting prior to the official meeting which allows efficient exchange on the day itself.

With the school being on two sites, of which one is brand new, there were plenty of topics that needed discussing, from concerns about classes being too small to the lack of mother tongue teachers, from the friend bench to blended learning: the CEP&M always guarantees a lively and interesting exchange.

B. Secondary Educational Group

Representatives of the Parents' Association

Members of the Administrative Board

- Mrs Szilvia KALMAN (FR), Group Coordinator
- Mr Michael TEUTSCH and Mr David ZELINGER (DE)
- Mr Kevin SMITH and Mrs Anna YAVOSRKA (EN)
- Mrs Minna MELLERI (FI)
- Mrs Raquel JIMENEZ LOPEZ (FR)
- Mrs Vanessa AULEHLA and Mrs Roberta MAGGIO (IT)
- Mr Pim GESQUIERE and Mrs Andrea GRGIC (NL)
- Mrs Catarina DUARTE GOMES and Mrs Tatiana ALMEIDA (PT)
- Mr Giles HOUGHTON-CLARKE (SV)

The **CEES is the main stakeholder forum to discuss emerging issues in the secondary cycle**, including the organisation of school life, pedagogical and well-being matters. CEES meetings are chaired by the Deputy Director for Secondary (Mr Schmelz) supported by the Assistant to the Deputy Director (Mrs Meeus). Teachers, pupils and parents are represented by four members each. Occasionally other members of the staff are invited to provide information on particular topics. The discussions in CEES feed into the School Advisory Board (SAC) and the Administrative Board (CA). In 2021, three meetings took place on 11th February, 18th May and 7th October 2021. A fourth meeting is scheduled for 20 January (after the closure of the Annual Report).

The Secondary Education Group of the APEEE - in which all language sections are present - prepares parents' position for CEES meetings. The group is convened ahead of each CEES meeting to discuss the feedback collected by section representatives and to agree on the points to be raised by APEEE at the CEES. Parent section representatives regularly collect and channel feedback from their section to the Secondary Education Group. They also organise at least one section meeting a year to facilitate exchange with the parent community. The APEEE is generally represented at the CEES meetings by the pedagogical vice-president, the CEES coordinator and two additional members on a rotational basis. All in all, the Secondary Education Group gathered six times during its mandate.



This year the APEEE raised in CEES issues such as quality of distance learning; situation of vulnerable pupils; access of pupils to materials during quarantine; organisation of school trips; organisation of B-tests and exams; communication of homework and assignments in Teams; well-being of pupils; educational support; BYOD; transition between primary and secondary; teacher absences and replacements; involvement of the APEEE in the development of various policy documents. A short summary of the main issues is presented below. Further details can be found in the minutes of the CEES meetings annexed to this report.

Overall, cooperation in CEES proved difficult this year. The proposals made by APEEE were often rejected or badly received. Moreover, the APEEE regrets that it has not been consulted on any of the policy documents developed in the past year (the school management argued that these documents had already been discussed in school internal working groups to which the APEEE had not been able to send a representative) and in particular that the APEEE was denied participation in the various working groups (e.g. sexual harassment, bullying, self-harm; life-skills LGBTQIA+) created at the start of the 2021/22 school year, despite a prior invitation. These have put cooperation between the APEEE and management under considerable strain. The involvement of the APEEE will be further discussed in the January CEES meeting. We hope that the current

situation will be urgently remedied, and normal working arrangements could be re-established as soon as possible in the interest of the school community. The APEEE Board also strived for an open discussion with the *Comité des Elèves* (CdE) on possible joint initiatives. Unfortunately, the school management instructed CdE members not to meet APEEE representatives and not to accept invitations to any meetings without the school management's prior consent.

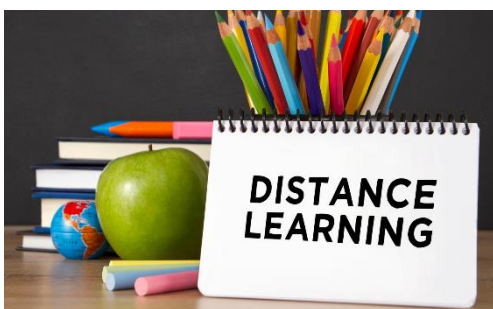
Hybrid learning

A key priority for the Secondary Education Group has been to ensure quality (hybrid) learning for all students, in line with the Distance Learning Guidelines adopted by the Board of Governors in December 2020. This issue has been mainly addressed at the February and May CEES meetings (see minutes), where APEEE inquired about the steps the school was taking to monitor the implementation of the new guidelines and pointed out that the guidelines contain a number of new provisions, which were not systematically followed by all teachers. The APEEE also suggested to support peer learning between teachers interested and to inform parent community about such activities, for example in Mrs Malik's weekly communication.

Based on feedback received from the parent community, the following concrete points were made:

- Quality of distance learning is still reported to be uneven,
- Homework and assignments are not systematically communicated to pupils via the digital means as requested by the guidelines,
- Some parents still report little interaction by teachers with students. Teachers should be available for questions during the scheduled lesson even if students do individual assignments,
- Concerns that in-situ teaching is used too much for assessment instead of providing quality teaching,
- Parents ask greater control by teachers that students are effectively following lessons, some pupils are dropping out,
- More support needed for pupils facing difficulties.

Given the high number of absent students due to quarantines, the APEEE reiterated its request at the October CEES meeting that all materials should be communicated via Teams. It was also stressed that the regular use of Teams also helps pupils with learning difficulties and is a good practice, which should be kept.



The deputy director explained (see minutes of February CEES meeting) that there was no general problem of quality but may be a small number of individual cases. He also stressed the responsibility of parents to follow their children, as they are working from home. The Teachers' representatives supported by Mr Schmelz argued that the guidelines were not implementable and contain too many 'musts'. Teachers felt overloaded, working under great pressure and therefore, the school should also care about their well-being.

As regards the use of Teams, Mr Schmelz clarified (see minutes of October CEES meeting) that teachers were strongly encouraged, but not obliged to put material and homework on Teams. He believed this guideline was followed by the majority of teachers. He also stressed that teacher could decide what they put in Teams. If materials are not available, parents should first ask the teacher and if reluctance remains, they can contact Mr Schmelz. In case of longer absences, it is also possible to foresee punctual educational support to help students catch-up.

Exams and academic stress

At the February CEES meeting the APEEE expressed concerns about the bad exam results in S5, which seems to show that periods of distance learning had a negative impact on quality, leading to a discrepancy between expectations in tests and exams and the competences gained by pupils. The **APEEE also pointed to the high level of stress linked to B-tests and exams, which seriously affect the well-being of pupils adding to the negative impact of Covid-19 measures.** Homework and A-tests during and before B-tests and exams are



particularly problematic and should be avoided. APEEE also proposed a greater use of alternative assessment methods, which are provided for in the Distance Learning Guidelines. Moreover, given the high number of warning letters sent out, APEEE expressed concern about the potential risk of high failure rates and suggested that the school maintains the lenient policy from last year and keep grade repetition to the absolute minimum. It was also suggested that a dialogue with the parents concerned should be organised.

Mr Schmelz explained that the large number of warning letters (117) aimed to encourage pupils to make an effort and only very few (17) had to repeat a grade. Parents had been informed throughout the year and there was no need to engage in a dialogue at this stage. On the organisation of B-tests, a survey has been carried out and pupils prefer to regroup them in a two-week period. This also allows limiting homework in the B-test period.

Bring Your Own Device

The introduction of BYOD policy for the use of GeoGebra started after the Spring holiday in 2021 for S5, it was expanded in September 2021 for S5/S6 and will soon be launched also for S4. The objective has been to use GeoGebra also for S5 and S6 exams in June 2022. For this purpose, mock exams have been planned for November 2021, February and April/May 2022. Teachers have been trained and procedures for exams for teachers and students are under preparation. Steps have also been taken to provide for charging possibilities for the devices. At the October CEES meeting it was reported by management that the first experiences were encouraging. Nevertheless, in November 2021, the Joint Teaching Committee took a decision to postpone the use of GeoGebra in 'exam mode' (i.e. it will not be used in June 2022 for S5 and S6 exams, as foreseen), due to its unstable functioning. The pedagogical project of BYOD will continue to be implemented with a different pace. The ultimate objective is to use computers also beyond GeoGebra.

The APEEE has actively engaged with the school on BYOD and the issue has been also closely followed at the level of Interparents. The APEEE has in particular pointed to the importance of ensuring brand neutrality; allow students to use their own device without any obligation to use the offer of rental company; a secure storage of devices; guarantee privacy; and ensure appropriate preparation of teachers and pupils before the exams. The APEEE also called for the elaboration of a more comprehensive policy on digital education linked to BYOD.

APEEE/Interparents assistance during BAC

For some years now, it has become common practice for the Parents' Associations of all the European schools to collate feedback received from parents/students on any issues or problems arising during the written exams, thereby identify possible errors and patterns, and bring them to the attention of those responsible for Baccalaureate management. We have reported on this activity more in details in our newsletter: [Supporting the European School Parent Community Written Baccalaureate Exams | Woluwe-Evere Parents - APEEE](#)



IV. Services Group

A. Canteen

Representatives of the Parents' Association

Members of the Administrative Board

- Mr Kevin SMITH (EN), Group Coordinator
- Mrs Tatiana ALMEIDA (PT)
- Mrs Vanessa AULEHLA (IT)
- Mr Pim GESQUIERE (NL)
- Mrs Andrea GRGIĆ (NL)
- Mr Giles HOUGHTON-CLARKE (SV)
- Mrs Roberta MAGGIO (IT)
- Mrs Christine PYKA (DE)
- Mrs Johanna SCHULYOK (SV)
- Mrs Marjo TOIVO (FI) – until July 2021

Members of the APEEE Staff

- Mrs Anja GALLE - APEEE Director
- Mr Paul ORLOVSKI – Canteen Manager
- Mr Xavier DE BEYS
- Mrs Monique MALLINUS

Corona Measures

This school year was still marked by major disruptions due to the Corona pandemic. Hereby an overview of the disruptions:

- Right after the All-Saints holidays in 2020, we started in crisis mode and the canteen had to close as of 16 November 2020 until Christmas holidays because the regulations stipulated that no food could be served to primary and secondary students. Although it was allowed to serve nursery pupils with cold meals, the school Prevention Advisor recommended against this, both because teachers wish to keep children in their classrooms as much as possible, to minimise movements of pupils around the school and limit children's exposure to others outside their class group
- In January 2021 during the meeting with the school management, the school advised the APEEE that they wanted to keep the services arrangements as in December as much as possible, therefore the APEEE Canteen and the cafeteria remained closed until the Carnival holidays. The situation was to be rediscussed again closer to the Carnival holidays.
- After the Carnival holidays the APEEE could provide a partial service until the Easter holidays, as detailed below, in conformity with the latest Belgian Covid regulations at that moment and with the full support of the school management.

Nursery pupils

Normal canteen service was resumed, with a warm meal consisting of a starter, main dish and dessert served in the canteen dining area. Distancing and other Covid safety measures will apply, and all pupils will be under their teacher's supervision throughout. Nursery pupils had the entire canteen eating area to themselves as they were the only ones eating there.

Primary school students

Lunch boxes, prepared by our canteen, were distributed to Primary classrooms where pupils could eat under supervision from their teachers.

Secondary students, staff and teachers

The cafeteria was reopened as a takeaway service, offering the full range of choices: paninis, homemade sandwiches, sandwiches delivered by a local producer of very good quality, drinks and water, as well as fruit, yoghurts and snacks.

- As of 19 April 2021, the canteen and the cafeteria had to remain closed until the end of the school year, since the school management and teachers had not agreed with our proposal to re-start serving warm meals in the refectory of the canteen for the Nursery and Primary students, as permitted at that time by the Belgian regulations. It was not financially viable for the APEEE to continue with the lunch boxes, given the low take-up or to offer nursery children warm meals and a cafeteria service only.

This September and October 2021 the APEEE could open the canteen service again, keeping the hygiene measures, such as disinfectant gels at all entry points and disinfection after each serving shift, as well as ensuring constant natural ventilation by keeping all doors open in the canteen. Nursery, Primary and Secondary pupils were requested to eat in class 'bubbles'. The main goal was to be able to track and trace pupils adequately when a positive case occurred. When we received information from parents of positive cases, we directly informed the school, which in turn informed the respective parents of pupils from the 'bubble'.

For September 2021, the APEEE also had to prepare for the canteen service at the new school site at Evere.

Decision was taken to work together with [Scolarest-Compass](#) who already provide canteen services to the European schools in Berkendael and Mol.

For the Evere school, the catering-team from Scolarest-Compass prepares school meals in our own kitchen and serving tasty and healthy meals, whilst ensuring all health and safety measures are adhered too. They offer

a varied selection of fresh homemade dishes and include a soup, a main course, and a dessert. **The APEEE, in collaboration with Scolarest-Compass, focuses on providing balanced, healthy and tasty meals for every child in our school groups, including children with special dietary requirements.**



The closure of the canteen service at Woluwe during the school year 2020-2021 was a severe blow to our finances. The Board decided to reimburse parents for the service not delivered during the school year 2020-2021 and no invoice was sent for the third trimester. Meanwhile in order to sustain our staff, the APEEE topped up the 30% salary for staff that received 70% "chômage technique" from the Belgian state to ensure they did not undergo economic hardship.

We continue to follow-up on the situation very closely and hope to be able to continue to provide a healthy meal to your children on a daily basis on the Woluwe and on the Evere school site.

B. Transport

Representatives of the Parents' Association

Members of the Administrative Board

- Mrs Minna MELLERI (FI) - Working Group Coordinator
- Mrs Vanessa AULEHLA (IT)
- Mr Bengt DAVIDSSON (SV)
- Mr Pim GESQUIERE (NL)
- Mrs Anna GRÖMER (DE)
- Mr Giles HOUGHTON-CLARKE (SV)
- Mrs Christine PYKA (DE)

Members of the APEEE Staff

- Mrs Anja GALLE - APEEE Director
- Mr Hong Ha NGUYEN - Transport Service Manager
- Mr Ferhan PELISTER
- Mrs Dominika SERAFIN
- Mr Xavier VERBRAKEN

The activity of the transport section of APEEE may be summarised with the following numbers (daily averages):

- 48 buses operating in the morning at the Woluwe site,
- 9 buses operating in the morning at the Evere site,
- 40 buses for the 1st departure in the afternoon and 23 for the 2nd departure at the Woluwe site,
- 9 buses operating at 15:30 at the Evere site,
- Approximately 2473 children with annual subscription,
- 12 contracted bus companies, more than 85 adults supervising the buses and the parking,
- Overall, more than 19.000 bus journeys.

The annual subscription fee for 2020-2021 is 1.347€ per pupil. Last but not least: Major incidents / accidents for the school year 2020/21: 0.

Although the Covid pandemic was still very much present, **the APEEE school bus transport has been able to continue to provide a school bus service throughout the entire school year.**

Regular updates of the situation and on the new sanitary and hygiene measures were given to the APEEE Board. The APEEE Transport service was adapted to the most up to date Covid-19 measures which are published in a document on the APEEE website and communicated to all parents. Positive Covid-19 cases on buses are monitored and communicated to those parents whose children had been onboard the same bus as the positive pupil. In the second half of 2020, several weeks of unforeseen home-schooling for the whole school, as well as periodical home-schooling for specific Secondary classes put some pressure on the APEEE Transport services finances.



The recruitment of supervising personnel remains a challenge, especially for the morning buses. **The afternoon buses at 15:30 for the kindergarten and primary students are all equipped with bus supervisors.** Therefore, a cooperation was set up with the company GroupCleaning as of September 2021 to help reinforce the recruitment of bus supervisors.

During the past school year, the bus supervisors also played a critical role in ensuring implementation of the Covid-19 rules on the buses, including the wearing of masks, disinfection gel, seating arrangements and implementation of a tracing system.

In parallel to the Covid-19 measures and adaptation, the APEEE transport team also prepared the school bus transport for the new nursery and primary school at Evere, which started as of September 2021. This resulted in a set-up of 9 buses in the morning and in the afternoon for the pupils attending the Evere school, as well as the hiring of additional administrative staff for the transport administration.

APEEE transport also revised all bus routes in order to ensure travel time would not exceed one hour for any pupil. The new routes and stops were implemented as of September 2021.

Reducing the environmental impact of the APEEE transport service was overshadowed by the Covid-19 crisis in 2020, but the Transport Working Group continued to aim for a bigger share of Euro V and VI norm buses. Several discussions were also organised with stakeholders such as the European Commission and with bus operators in view of launching a pilot of electric buses within the APEEE bus fleet. **Two electric buses will start driving for the APEEE as of the first trimester of 2022.**



C. Extra-curricular Activities

Representatives of the Parents' Association

Members of the Administrative Board

- Mrs Roberta MAGGIO (IT) - Working Group Coordinator
- Mrs Vanessa AULEHLA (IT)
- Mr. Pim GESQUIERE (NL)
- Mrs Andrea GRGIĆ (NL)

Members of the APEEE Staff

- Mrs Anja GALLE - Director APEEE
- Mrs Agnieszka JEAN VILLANUEVA - Extra-curricular Activities Manager
- Mr. Aliocha SIOEN
- Mr. Hicham BOUSKIA
- Mrs Donatella CARRARO

The APEEE extra-curricular activities at our school, including the APEEE supervision, are organised by Mrs Agnieszka Jean Villanueva, in collaboration with Mr Aliocha Sioen, Mr Hicham Bouskia and Mrs Donatella Carraro, under the supervision of the APEEE Director and the APEEE Board Working Group.

Our main goal is to **offer students the opportunity to discover a large range of activities that allow them to fully develop their potential within the chosen activity, whether learning a musical instrument, a competitive sport, or developing their artistic skills.** We are focused on continuously improving the quality and the range of available activities, by ensuring easy registration, and by guaranteeing a presence of our staff on the field.



This school year was still marked by the Corona pandemic which had an impact on the organisation of the extra-curricular activities as well as on the finances:

- After the All-Saints holidays in 2020 the school being closed for 2 weeks, online activities were offered for several of the cultural activities.

- In January 2021 during the meeting with the school management, the school advised the APEEE that they wanted to keep the services arrangements as in December as much as possible, therefore the same arrangements for the extra-curricular activities and supervision were maintained.
- After the Carnival holidays until the end of the school year the APEEE could provide extra-curricular activities for nursery & primary students. Secondary students could follow their cultural activities online. After the Summer holiday, outdoor sports activities for the secondary students started again in conformity with the latest Belgian Covid regulations and with the full support of the school management.

The partial functioning of the extra-curricular activities' services at Woluwe during the school year 2020-2021 was a blow to our finances. The Board decided to reimburse parents for the service not delivered during the school year 2020-2021. Meanwhile in order to sustain our staff, the APEEE topped up the 30% salary for staff that received 70% "chômage technique" from the Belgian state to ensure they did not undergo economic hardship.

Like every year, in May 2021, the preregistrations were offered for the students willing to continue their activities next school year. Once the preregistrations were over, the possibility was given to all the other students to choose available places. In the school year 2021-2022 the APEEE was able to start the extra-curricular activities for all students in all levels taking into account the sanitary measures. Following the decisions taken by the Belgian government on 3rd December 2021 the school management decided to implement online teaching for all students of nursery, primary and secondary from Monday 20 December until Wednesday 22nd December 2021, the last school day before the start of the Christmas holidays.

Due to the high number of clusters in the primary department the school management decided on Monday 13th December 2021 in cooperation with the COCOM to close the school for the Nursery and primary students at the Woluwe site as of Tuesday 14th December 2021. This only affected the Nursery and Primary pupils. The Secondary students continued to come to school from 14th December to 17th December 2021 on a rotational basis. Therefore, the transport and canteen service continued between 14th December and 17th December. All extra-curricular activities, except for online music classes, were however suspended for all students as of 14th December 2021.



Currently, the APEEE offers 45 different activities, which results in 292 classes and 2110 inscriptions per week. 1169 students are enrolled for activities. 54 instructors and 20 supervisors are available to make sure that each child can enjoy its activity in the best possible way yet in the safest manner. 366 students are registered for the APEEE supervision (631 registrations) at the Woluwe site. A team of 22 dedicated supervisors are at their disposal to make sure that their time at the supervision is fun and safe.

Unfortunately, the total number of registrations has dropped in comparison with the previous year. Despite the efforts from the Association to ensure the proper running of the activities, we need to underline that some classes could not be organized because of a lack of registrations (especially activities for the secondary students).

This school year the APEEE can organise the exciting football Interclass/Footfest tournament again and matches have started after the All-Saints holidays. 30 teams, each of 12-14 players, has joined this competition. Games are taking place every Wednesday afternoon and students compete among 4 ages categories.

We wish students have as much fun as possible and may the best team win!

We have offered workshops during the school holidays providing a much-welcomed service for a lot of families. These workshops took place during the month of September, during the All-Saints, the Carnival, Easter and May holidays. This service has been used by 252 students.

The extra-curricular activities team has also prepared a range of activities for the new school site at Evere. As of September 2021, an APEEE supervision has been organised for 31 pupils there, and 16 different activities englobing 50 periods per week will start as of 10th January 2022. This resulted in the hiring of extra staff to support the administrative team.

Specific hygiene measures have been implemented during activities and supervision. All personnel, including supervisors and monitors, are required to use a face mask and to disinfect their hands regularly. Sanitation of the objects and surfaces used is carried out before and after each activity. Disinfectant gel dispensers are put available to pupils and students are invited to disinfect their hands before and after the activities and a tracing system was put in place. All students are also requested to wear face masks when attending the supervision or going to their activity as stipulated by the regulations.

V. Communication Working Group

Representatives of the Parents' Association

Members of the Administrative Board

- Mrs Natalia KARPENKO (NL) Working Group Coordinator until 31st August 2021
- Mrs Johanna SCHULYOK (SV) Working Group Coordinator as of 14th October 2021
- Mrs Vanessa AULEHLA (IT)
- Mrs Catarina DUARTE GOMES (PT)
- Mr Giles HOUGHTON-CLARKE (SV)
- Mrs Marjo TOIVO (FI) until 4th July 2021
- Mr David ZELINGER (DE)

Members of the APEEE Staff

- Mrs Anja GALLE - APEEE Director
- Mrs Clémence EUGENE – Communication Officer

In 2021 the Communications working group focused on the realisation of its main priority: “facilitate and improve communications between the APEEE board and the broader parent community”.

Two-way traffic in communications: emails, surveys and conference calls.

The main communication channel from the APEEE board to the parent community stayed the email exchange, with all-parent messages being the most frequent form of conveying information. This was due to the need to react quickly and communicate directly to parents on many burning issues like for instance changes in applicable Covid-19 regulations, closure and reopening of services, rapid developments around the Evere site.

To ensure that communication between the APEEE Board and the parent community stayed a two-way traffic and that the parents not only received the information but were also given a possibility to express themselves, the Communications working group launched seven surveys in order to gather parents' feedback on various issues in a coordinated way with the Board. We collected parents' reactions and ideas on the setting up of a [TEAMS training course \(02/03\)](#) for parents with the idea of providing them with support in the implementation of the school's distance learning programme, on the [lunch box service of the APEEE Cantine \(17/03 and 26/03\)](#), on the implementation of [distance learning by the School after the Easter holidays \(18/03\)](#) following many parents expressing their concern. We also surveyed parents in Evere about the **creation of a Supervision and Extracurricular Activities on the site mid-June and mid-October**. The results of the surveys were analysed by the respective working groups and used in discussions with the relevant bodies.



More recently, we also organised a **survey on the Code of Conduct mid-December**, following a commitment to consult class representatives once the Board had agreed a final version.

We **organised several conferences with external guests** covering topics related to stress in young people on 7th January 2021, cyber-bullying, and the use of computer technologies on 23rd February 2021. An information session with the School's DPO on privacy and online safety is also organised and scheduled on the 19th January 2022.

Based on the feedback from the parents' community related to the Evere site, a conference was held by the school management on 6th May 2021, during which parents had the opportunity to ask their questions directly to the speakers via the online chat.

WoluWInfo and our website

The Communications working group 2020 has produced several issues of the WoluWInfo newsletter, relaying important information, survey reports, elections and much more:

[January 2021](#)
[April 2021](#)
[June 2021](#)
[September 2021](#)

[March 2021](#)
[April 2021](#)
[June 2021](#)
[December 2021](#)

[March 2021](#)
[May 2021](#)
[July 2021](#)

Our website www.woluweparents.org, which remains an important reference point for storing and sharing information and practical details of how to use the APEEE services, is going to be considerably adapted, in fact, as you can read below, the IT and Communication working groups are working hand in hand on updating it.

VI. IT Working Group

Representatives of the Parents' Association

Members of the Administrative Board

- Mr Sebastian GUERRERO (FR) - Working Group Coordinator
- Mrs Catarina DUARTE GOMES (PT)
- Mr Giles HOUGHTON-CLARKE (SV)
- Mr Kevin SMITH (EN)
- Mr David ZELINGER (DE)

Members of the APEEE Staff

- Mrs Anja GALLE - Director APEEE
- Mr Hong Ha NGUYEN – Transport Manager
- Mrs Clémence EUGENE – Communication Officer
- Mr Manuel MOYANO – Ewapps External
- Mr Mathias AMELOOT – Ekkofin External

The current IT infrastructure is reaching the end of its useful life and presents challenges in terms of service offering, security, availability of updates and maintenance. Necessary security measures have been taken to harden the system and ensure resilience after a recent incident. The IT Working Group has conducted an in-depth analysis of the situation and concluded that the system needed to be replaced. This was an urgent issue that we gave full attention to.

We have found a cost effective and secure solution to upgrading the software and to managing the IT environment on an ongoing basis. After an initial market survey where several IT companies have been contacted, the IT Working Group did an in-depth analysis of two of these providers. The respective advantages and disadvantages of each supplier were discussed, and a provider was chosen.

The provider in cooperation with the APEEE staff and IT Working Group have started the project over the summer 2020 and the new IT environment is foreseen to be implemented by the summer of 2022.

Besides replacing the old system functionalities, the new system will also allow us to have a better understanding of parents' requests and difficulties while they interact with the APEEE, have more information at their fingertips regarding our services and additional functionalities like contactless payment integration, so they can add money directly to their children's school card for cafeteria use.

You will find below a shortened list of what the APEEE and IT Working Group have been working on.



Basic IT Infrastructure

Woluwe

- The addition of a second Internet Link as a backup for the main APEEE office,
- The replacement of the old Firewall for a newer model,
- The land connection from the Canteen to the APEEE office and from the Cafeteria to the APEEE office,
- The increase the WI-FI security and range on the main office,
- The standardisation of Desktop security configuration,
- New material acquisition (Laptops and connectivity) (To allow supervisors to work either from Woluwe, Evere or home),
- VPN implementation (allow for staff to connect from anywhere) and much more.

Evere

- The domains' registration (evereparents.org, eventparents.org. evereparents.eu, evereparents.be, etc)
- The basic infrastructure installation, such as:
 - Internet (which is in progress, as we are operating through the school internet right now)
 - Telephony (in progress)
 - Printers
 - Computers
 - Wi-Fi
 - Firewall

The APEEE has also been working on several projects, which you will find a non-exhaustive list below.

- An email marketing solution implementation
- The split extranet in2 (Evere & Woluwe)
- IT Process Mapping and Policies definition (which are currently in progress)
- To enable our staff to work from everywhere (telephony, internet, laptops, mobiles)
- Mobile device management solution (manage the security of mobile devices – such as bus monitors' tablets)
- Financial package selection and more.

VII. Educational Support Working Group

Representatives of the Parents' Association

Members of the Administrative Board

- Mrs Raquel JIMENEZ-LOPEZ (FR) - Working Group Coordinator until 14th October 2021
- Mrs Andrea GRGIĆ (NL) – Working Group Coordinator as of 14th October 2021
- Mrs Tatiana ALMEIDA (PT)
- Mrs Vanessa AULEHLA (IT)
- Mrs Szilvia KALMAN (FR)
- Mr Michael TEUTSCH (DE)
- Mrs Anna YAVORSKA (EN)
- Mrs Sina VAN DEN BOGAERT (parent volunteer)

Background information

The Educational Support Policy in the European schools is set out in two key documents: 'The Policy on the Provision of Educational Support in the European Schools' and 'The Provision of Educational Support in the European Schools – Procedural document'. Its implementation is laid out in the 'Action Plan Educational Support and Inclusive Education.'

"The fundamental principle in the policy is a holistic approach to the individual needs of each child. The aim is to ensure that the support given is planned and provided in the best interest of each child. The policy avoids categorizing or labelling the child by calling them SEN pupil or SWALS pupil but by recognizing that every child may need support at some time during his/her schooling and the support should be tailor-made to the needs of the child."

Although "differentiated teaching aimed at meeting all the pupils' needs is the responsibility of every teacher working in the European Schools and must be common classroom practice" there is still a lot of room for improvement in this area.

The unprecedented measure of school closure in 2020, and then again, in 2021 due to the Covid 19 crisis created many additional challenges for the pupils, their teachers and all the affected family members during the online learning process.

The purpose of the Educational Support Working Group (WG) is to help to cope with the challenges by ensuring a continuous feedback exchange between the school and the parents.

Activities in 2021

Educational support WG informed parents about various possibilities of educational support provided by the school and answered their questions. It also accompanied parents upon their request to the meetings with the school administration where it provided support if needed during the discussion of the educational support for their children. The WG analysed and gave comments on various documents on educational support at both the level of the School and the level of European School System. Members of the WG participated at meetings with both the primary and secondary school management (CEPM, CEES) where we raised questions relevant for provision of quality educational support.

VIII. Health Safety and Security Working Group

Representatives of the Parents' Association

Members of the APEEE Board

- Mr Bengt DAVIDSSON (SV) – Working Group Coordinator
- Mrs Vanessa AULEHLA (IT)
- Mrs Catarina DUARTE GOMES (PT)
- Mr Pim GESQUIERE (NL)
- Mrs Andrea GRGIĆ (NL)
- Mrs Szilvia KALMAN (FR)
- Mrs Raquel JIMENEZ-LOPEZ (FR)
- Mrs Johanna SCHULYOK (SV)
- Mrs Marjo TOIVO (FI) until July 2021
- Mrs Anna YAVORSKA (EN)
- Mr David ZELINGER (DE)

Providing education which prepares children for life as individuals and part of the society is the prime aim of a school. Without ensuring a safe and sound school environment and the wellbeing of the pupils, staff and parents who are part of the school community, the education quality will suffer and the outcome will be negatively affected.

The APEEE is committed to the improvement of health and wellbeing, safety and security of our children at school by active support and, importantly, smooth trust-based collaboration between members of the school and their wider community. This has become even more important with yet another year of corona virus pandemic and extensive use of distance learning making the home environment and parents' role in the education process even more vital.

With a child-centered approach, based on the rights of a child, the APEEE's Health, Safety and Security working group is advocating the following fundamental elements and building-blocks:

- I. Law-based: legal compliance of the host country is minimum requirement of a school.
- II. Risk-based: identify and respond to health and safety risks including wellbeing aspects.
- III. Evidence based and active cooperation with those who can move the agenda forward.

- IV. Maintaining an open and positive dialogue with all stakeholders involved - i.e. school management, directors, safety officer, and educational counsellor; such as safety officer and internal auditor of the central office; and the Belgian health and safety authority.

Health, safety and security

During the year, the APEEE has advocated for the full acceptance and application of the Belgian regulations on health, safety and security. This requires, inter alia, the establishment of a dynamic risk management system and the creation of organisation and supporting functions at school level; the ability to demonstrate legal compliance and to deliver on objectives and agreements made concerning health, safety and security. Regrettably, we witness many concerning gaps. In this context, it should be noted that the APEEE considers the right of a child to health and protection as equal to those employed.

The APEEE has also advocated for the maintenance and improvement needs of the Woluwe school's infrastructure, largely a responsibility of the Belgian building management authority. This includes security measures, e.g. perimeter and access, cooling and ventilation solution of the primary school building, indoor hygiene and outdoor air quality as well as safety and security of the new Evere school.

Well-being

Contributing to a good micro-climate and the psychosocial wellbeing of all pupils, APEEE has advocated the introduction of an anti-bullying and violence programme at primary level, e.g. KiVa, a Finnish academic-based programme with proven track record and widely in place at European Schools.

For the secondary cycle, the school establishes annual Well-being Action Plans with a broad range of actions. The APEEE has engaged in the Wellbeing Advisory Board (WAB), which was launched in 2020 to overview the implementation of wellbeing actions. The APEEE welcomes the initiatives undertaken in this area and the commitment from the school to put pupil's well-being in the focus of its activities.

However, the APEEE firmly believes that further attention is needed on the following issues:

- High level of academic stress is reported as the most important factor affecting pupil's well-being. Measures must address the root causes of the problems and would require a horizontal approach and reflection on homework and assessment policies. Workshops on stress-management and learning-to-learn, while useful, do not address the root causes.
- The anti-bullying policy and procedures in place do not ensure adequate protection for the most vulnerable pupils. While we understand the current policy framework is being revised by a working group, it is essential that a critical analysis of existing practices is undertaken to draw lessons from the past. The new policy should also be inspired by international good practices.
- The development of a clear policy on sexual harassment and procedures with regard to reporting and follow-up of reported cases is urgently needed to be put in place. Reported sexual harassment cases require urgent follow-up. In this matter the APEEE welcomes the cooperation with Sensoa, a Flemish expertise centre for sexual health.
- Given the prominence of substance abuse and the availability of drugs in school premises, it would be necessary to establish a dedicated working group to combat the availability of drugs in school premises and to monitor the implementation of the school's substance abuse policy.
- With the ongoing corona virus pandemic situation, the wellbeing of pupils should be taken into account in the organisational arrangements, in particular APEEE requested that social activities and school trips to the extent possible are maintained.

- The APEEE suggested to carry out in a new wellbeing survey for secondary students in the 2021/2022 school year. The 2019 wellbeing survey has provided useful insights on the mental health of secondary pupils and therefore the APEEE regrets that only selected findings were disclosed to the school community and much of it have remained confidential. A new survey would provide information on how the pandemic has impacted the wellbeing of pupils. Regrettably, the school has informed it has no capacity to carry out such a survey in the near future.

In the past year, due to the pivotal role of wellbeing for the whole school community, the APEEE has repeatedly offered the school its support and asked to be involved in the workstrand on wellbeing but has been given little opportunity by school to do so. This includes the WAB as well as the dedicated working groups established as part of WAB.

The WAB gathers key stakeholders of the school community where APEEE has two representatives. The WAB is convened three-four times a year and each meeting is short, being planned for one lesson (maximum one hour). The main goals of the WAB were clarified by school in October 2021 in written format, which also specifies that the primary function of WAB is to provide information about the state of play of various actions.

Based on the current WAB Action Plan, school has decided to set up a number of working groups: Life skill hours; Guidance; Anti-sexual harassment; Anti-bullying; LGBTQIA+; Self-harm. Exchanges on the content of policies are organised exclusively in these groups and no discussion on a proposal is foreseen in WAB. The working groups report directly to the school management. The APEEE has been denied participation in the working groups.

The APEEE regrets its limited role on wellbeing imposed by the school. This is violating the General Rules of the European Schools which emphasises cooperation and transparency between stakeholders at school including the parent representatives. The APEEE has instead suggested that school should provide a forum for real whole school exchange among stakeholders on wellbeing matters. The APEEE has also requested in particular that the work undertaken by the working groups and the draft policy documents should be discussed in WAB; this request has been turned down. The APEEE has expressed concerns about these, which prevent channelling any structured input from the Board, let alone the broader parent community. The School has not provided any explanation for violating the General Rules.

The APEEE would like to thank the parent community for its support during the past year.

IX. Compliance & Risk Assessment Working Group

Representatives of the Parents' Association

Members of the APEEE Board

- Mrs Marjo TOIVO (FI) Working Group Coordinator until July 2021
- Mr Bengt DAVIDSSON (SV)
- Mr Giles HOUGHTON-CLARKE (SV)
- Mr Pim GESQUIERE (NL)
- Mme Andrea GRGIĆ (NL)
- Mrs Szilvia KALMAN (FR)
- Mrs Roberta MAGGIO (IT)
- Mrs Anna YAVORSKA (EN)

Members of the APEEE Staff

- Mrs Anja GALLE - Directrice APEEE
- Mr Hong Ha NGUYEN – Prevention Advisor

Introduction

Article 40 of the Act of 4 August 1996 on the well-being of workers during the performance of their work provides for the establishment of external services for prevention and protection at work. IDEWE is the APEEE's external provider for this service, who are certified in compliance with articles II.3-44 to II.3-51 of the Welfare at Work Code.

The external service consists of two sections: a risk management section and a medical supervision section. The risk management section covers the disciplines of occupational safety, occupational medicine, ergonomics, industrial hygiene, and psychosocial aspects of work. The medical supervision section is headed by an occupational physician and includes the necessary nursing and administrative staff to carry out health surveillance.

Action plan

The APEEE works closely together with the IDEWE manager for risk management, who is our account manager, and with an occupational physician for medical surveillance.

In addition, the APEEE Prevention Advisor works together with IDEWE to establish the APEEE annual and global action plan (5 years).

This includes:

- Assessment of safety risks,
- Assessment of psychosocial risks related to the well-being of workers at work,
- Assessment of ventilation related to Covid-19.

On 13th July 2021, the APEEE signed an agreement for the implementation of the Global Plan, which includes a safety risk assessment. The latter is planned and should be finalised in the coming months, before the end of the 2021-2022 school year. Due to the sanitary situation, the external prevention companies are short of staff. The planning for October could not be implemented. A follow-up will be carried out in January 2022.

The psychosocial risk assessment will be planned once the safety risk assessment is finalised, with the aim of being completed by the end of the 2021-2022 school year.

In the context of Covid-19, the "ventilation task force" recommends ventilation (natural or mechanical) that achieves a CO₂ concentration of less than 500ppm above the outdoor CO₂ concentration.

A ventilation assessment was carried out by IDEWE on 22nd October 2021 in all premises used by the APEEE:

- Offices of the administrative staff
- Refectories of the canteen,
- Refectory of the teachers and staff,
- Kitchens,
- Offices of the kitchen,
- Sports hall,
- Music room,
- Karate hall,
- Dance hall.

IDEWE concluded that the measurements were below this threshold, except for administrative offices, and recommends the installation of CO₂ measuring devices, with the aim of natural ventilation if the CO₂ threshold is exceeded.

Covid

Based on scientific reports, issued for example by WHO and the European Commission, the APEEE subscribe to the conclusion that education and social activities and developments best is performed at school in the classroom. The APEEE has therefore presented at proposal at the school's Administrative Board on 14th September 2021 to fight against COVID-19 spreading at school:

- Implement a regular voluntary COVID-19 rapid testing system to identify cases before they become clusters,
- Implement a ventilation audit and widespread use of CO2 monitors to ensure all areas have adequate air quality,
- Evaluate the participation rate of students in vaccination to better understand the level of protection at school.

The APEEE is grateful the school has taken action, notably on vaccination and the purchase of CO2 monitors. The Belgian Government regulations in particular promote the ventilation measures. This is particularly important at Woluwe for Secondary because the ventilation system is not functioning in the secondary buildings (while it is fixed in the primary education buildings). The APEEE would also like to see a full ventilation audit conducted and an action plan established with measures based on health risks associated with verified real indoor air quality.

The APEEE is an independent legal entity from the EEBII school. The APEEE is an AISBL non-for-profit Belgian organisation. Its mandate is to provide supporting services to the School – by organising school bus, providing lunch, and offering activities during and after school – contributing to the quality of the daily life of the pupils.

For the second consecutive year, the APEEE has been confronted with the consequences and challenges of the pandemic crisis due to the outbreak of COVID-19. This is naturally challenging when circumstances are volatile. Supporting the running of the school activities, nearly all APEEE services were also provided when the school was open for education. This approach is fundamental to the APEEE, i.e. offering services to the children when this is doable.



The APEEE is responsible to analyse the set of rules and other measures according to protocols issued by the local, regional and federal governments on restrictions etc. to its services and the impact on its activities. While the school has applied applicable rules and protocols on covid, these are considered minimum standards as school can introduce stricter measures than those prescribed in the protocol, or introduce somewhat different measures compared to, for example, other European Schools in Brussels. For these reasons, the APEEE must be adaptive.

From our side, we were in contact with IDEWE, the external service responsible for checking the health and condition of the employees of the APEEE, in order to put in place the most appropriate procedure to protect our staff. For the services, we base our measures on advice from external service and law firm.

It is important for the APEEE to align decisions with school concerning our services, especially concerning risks especially related to health and safety matters but also considering financial viability e.g. when school go beyond any protocol. For these reasons, the APEEE has suggested to establish a covid task force at school, including the APEEE, thereby providing a transparent governance structure preparing advice.

X. Financial Situation

Representatives of the Parents' Association

Members of the Administrative Board

- Mrs Vanessa AULEHLA (IT), Treasurer and Working Group Coordinator
- Mrs Catarina DUARTE GOMES (PT),
- Mr Pim GESQUIERE (NL)
- Mrs Andrea GRGIĆ (NL)
- Mr Giles HOUGHTON-CLARKE (SV)
- Mrs Roberta MAGGIO (IT)
- Mrs Minna MELLERI (FI)
- Mr Kevin SMITH (EN)
- Ms Ona KOSTINAITE-GRINKEVICIENE (LT) – until July 2021
- Mrs Anna YAVORSKA (EN)

Members of the APEEE Staff

- Mrs Anja GALLE - APEEE Director
- Mr Erwin VAN DIJCK – Financial Manager
- Mrs Agnieszka JEAN VILLANUEVA – Extra-Curricular Activities Manager
- Mr Hong Ha NGUYEN – Transport Manager
- Mr Paul ORLOVSKI – Canteen Manager

Introduction

Again, an intense year as regards financial matters. Financial affairs have been discussed and/or decided on in the following official APEEE meetings in 2021:

Meetings of the Budget working group:

- 3.2.2021 – on update on budget 2020-2021 implementation.
- 16.3.2021 – on the transport budget and to decide on the invoicing for the 2nd trimester transport.
- 25.3.2021 – on the priorities of the budget group, the latest figures of the canteen budget (partial opening between Carnival and Easter), the budget impact of online school after Easter break, news on HORECA, transport and extra-curricular BE regulations and from respective service WGs, the budgetary implications from 19 April onwards, the social fund rules and possible modifications to the existing rules.
- 4.5.2021 – on the top-up staff & the social fund.
- 8.6.2021 – Info session for the Board to inform about the set-up of the financial accounts and of the budget.
- 23.6.2021 – on budget, reserves, *passif social*, transport rate for 3rd term, reconfirmation of the reimbursement policy and budget 2021-2022.
- 28.6.2021 – on the need to organize social elections for the staff.
- 13.7.2021 – on the proposals on the office furniture and material for the Evere offices, and the IDEWE audit price offer.
- 29.9.2021 – on the accounts of 2020-2021 and set the budget for 2021-2022.
- 9.12.2021 – on the revision of the social fund rules and the annual contribution fee.



Meetings of the board:

- On 4.3.2021, the Board approved to finance two items; a TEAMS training for parents out of the Social Fund following a survey to parents where 398 parents indicated to be interested in the training and secondly, to top-up for March the salaries of staff on chômage technique: kitchen staff (not working

on Wednesdays) and monitors (due to secondary pupils not allowed to participate in extracurricular activities).

- On 31.3.2021, the Board approved to move forward with the negotiations with Compass Group for the canteen service at Evere. Board agreed that the best option would be to externalise canteen services. It would entail less financial risk for the APEEE, and it would allow greater flexibility. Both considerations were important in view of the financial impact of the Covid pandemic on APEEE finances and the potential delay to the opening of the Evere site.
- On 15.4.2021, Board approved to not re-open the Canteen services under the conditions offered by the school as it would create additional substantial financial losses (the Belgian government introduced new rules on 14/4/2021 allowing the APEEE to serve warm canteen meals for nursery and primary pupils again but school requests the same configuration for the canteen service as before the Easter break, meaning warm meals for nursery, lunch boxes for primary and cafeteria for secondary. The lunch boxes did not gain sufficient subscriptions to be economically viable. It further approved to top-up for April the staff on chômage technique.
- On 10.5.2021, the Board approved the prolongation of the top-up for staff on chômage technique for the remaining school year.
- On 21.9.2021, the Board approved to allocate an amount to organise presents for the teachers' appreciation day Woluwe & Evere out of the social fund.
- On 14.10.2021, the Board approved the financial accounts 2020-2021 to be presented to the AGM.
- On 28.10.2021, the Board approved the 2021-2022 APEEE Budget to be presented for final adoption to the AGM.
- On 16.11.2021, the Board heard and approved the report of the APEEE financial auditor and agreed to allocate the 2020/21 results to 1 department.
- On 16.12.2021, the Board confirmed the 50€ as annual APEEE fee.

Furthermore, financial matters were also addressed in several APEEE newsletters.

Financial report 2020-2021

The budget for 2020/21, as adopted by the 2021 AGM, already foresaw substantial losses owing to the disruptions in services. These losses were almost exclusively linked to the Covid situation. We had **made** allowances in the forecast on the basis of what we deemed at the time were rather conservative assumptions (based upon Q4 2020 – Oct-Dec), in terms of how long the school would remain open. In April we realised (and we communicated through the APEEE newsletter) that these assumptions proved not conservative enough – the school stayed shut longer than expected, and also became more restricted in terms of hybrid versus full schooling, with added restrictions as regards the services APEEE provides. The losses sum up to 588.589,05€, 65.660,47€ more than foreseen at the AGM.

Level of our reserves

Page 9 of the financial report shows the level of our reserves at 31/08/21 and the forecast for 31/08/22. There it is listed also what our foreseen liabilities are in case APEEE needs to close business. During the previous years, before 2020, each reserve was kept in the service through which it was created. But last year, in anticipation of the loss of 2020-2021 due to Covid-19, the reserves were distributed to *Affaires Générales*. It is proposed to continue with this approach also for this year

Please note that there is *stricto sensu* no legal requirement to have legal reserves, but there is a policy to act with due diligence, therefore, to set reserves in case of unforeseen crisis. In case of crisis, the APEEE could be held responsible for not acting with due diligence (*bon père de famille*).

Draft Budget 2021/2022

As in every year, the **budget 2021/22 is our best attempt to capture all possible elements that may arise in this budgetary year**. It is quite normal that some issues are not foreseeable or will turn out differently than planned. The budget should be as accurate as possible on the basis of the estimated costs and revenues at the date of deciding it. This draft budget, on which the AGM will vote, has been prepared and voted on by the board end of October 2021.



The draft is based on:

- The known figures of September and October 2021,
- Increased prices due to Covid for different cost items,
- Investments on IT infrastructure,
- The addition of services (including initial investments) in Evere,
- Constant revenues due to normal reimbursement policy.

In particular, on page 4 of the financial report, you see the details of périscolaire (extracurricular). In the first line below the title 'credit' you see that we have applied a 12% increase to the fees as the costs have risen compared to 20/21. In addition, there is a 3% security buffer which is budgeted, so in case the situation allows, the intention is to pay it back to parents.

Page 6 is on the canteen service. The lines below title "credit" show a 5.5% cost increase, plus there is the same security buffer as in périscolaire. Plus, and an additional Covid reserve buffer of 3% in order to rebuild our reserves (see chapter above).

In conclusion, let us stress that we were - as many - more optimistic last summer on the Covid crisis and thought 'back to almost normal' at least at school would be possible. But different kinds of disruption of schooling (individual, class or school quarantining or online schooling) have already occurred and will most probably continue also in January. **Whenever possible, the APEEE will reduce its expenses** (less food costs, chômage technique for employees etc) **but a substantial part of the costs remains**. Therefore, after having carefully analysed the APEEEs financial situation and checked the price increases, **we came to the conclusion that we have to build in an additional security buffer**, we also have to stick to the normal reimbursement policy and will only be able to pay back parents for non-delivered services towards the end of this school year.

These reflections are ongoing for more than a year. We informed parents on this topic at the last AGM,. We have also provided further information in newsletter articles sent on February 8th available [here](#) and April 23rd available [here](#), and per email to all parents on 29 October 2021:

Dear parents,

The Covid pandemic not only disrupted the schooling experience of your children, it also had a huge impact on APEEE finances. The frequent school closures, rotational teaching and the decision of the school management to stop warm meals for primary all caused big losses. We cut the costs we could cut and put staff on the government furlough schemes, but many costs just could not be eliminated. As we tried to avoid charging parents for services that were suspended, we did not have the revenues to cover all these items. This resulted in a loss for the last school year of €588,600.

Fortunately, our reserves are able to absorb this, but are significantly reduced. We cannot predict how the pandemic will evolve and whether there will be more lockdowns or other measures that effect schooling, so we

need to avoid further losses and instead need to rebuild those reserves to ensure the APEEE remains on a sustainable financial footing.

This unfortunately means that we will have to raise our prices for this school year. We understand this will not be popular, but it is necessary to ensure that we can continue to deliver our services to you and your children going forward. We will also keep the normal reimbursement policy for services ([canteen](#) and [extracurricular](#))

Most of the price increases is due to increased costs but for Canteen and Extracurricular activities, this price increase includes a buffer of 3%, which is precautionary in case of further closures that result in unplanned losses. Our intention is that we will reimburse this amount if not needed.

The prices for 2021-2022 school year will be as follows:

Canteen

Nursery: €5,70 per meal

Primary: €6,50 per meal

Secondary: €6,85 per meal

Cafeteria pricing is [available here](#)

Bus

The annual school bus fee is set at €1620 per child

Extracurricular activities

These are priced individually per activity, prices are [available here](#)

*If you wish to make any changes to your registration for any APEEE Services, please do this in the Secured Zone of the APEEE Website **before 2 November 2021, 6pm at the latest**. After that date the invoices will be issued for this school term for the activities to which you are subscribed plus the annual APEEE membership fee of €50.*

If you have any further questions, please do not hesitate to contact us

via secretariat.apeee@woluweparents.org

We are committed to continue with our best efforts in offering excellent services for your children.

Thank you for your support.

Yours sincerely,

APEEE Bxl II Woluwe & Evere

So far only few parents have unscripted their children from the different services and we have received only few negative comments. We hope that the AGM will support us on this.

Overview on the procedures related to the budget and the key players involved

In addition to the information provided on the closing of accounts 2020/21 and budget 2021/22, please find below an overview on the procedures related to the budget and the key players involved.

Procedure for establishing the budget for each service

The budget is drawn up at the beginning of each school year taking into account the number of pupils enrolled in the different services, the cost of the personnel hired by the APEEE and the contracts that have been signed to carry out these services. These include, for example, contracts with bus companies, the contract with the company that provides the supervisors in the buses and the service staff in the canteen, the purchase of food for the canteen, calculated according to the number of pupils enrolled, etc. ...

- **Periscolaire:**
 - Monitor costs,
 - Operating costs (office costs, ...),

- Material costs,
- Entrance tickets (pool, ice-skating),
- Income from registered students.

- **Transport:**
 - Staff costs (employees+ ALE + BNVL + students),
 - Group Cleaning (monitors),
 - Bus costs,
 - Operating costs (office costs, IT, communication, training, etc.),
 - Income from registered students.

- **Canteen:**
 - Food costs for the different sub-services (canteen, self-service, cafeteria, OIB),
 - Group Cleaning (service staff costs),
 - Interim staff costs,
 - Non-food costs (cleaning products and material, sanitary protection and control checks, purchase of small equipment and maintenance of APEEE machines, office and computer costs),
 - Miscellaneous costs (lawyer, insurance, etc.),
 - Income from the different sub-services (canteen, self-service, cafeteria, OIB)

- **Accounting:**
 - Salary costs (indefinite term contracts),
 - Group insurance costs,
 - Amortisation,
 - Financial costs.

General overhead costs are allocated to the different departments according to turnover: these are the following:

- The salary costs for general management roles
- Costs of our shared IT platform,
- Costs for external services such as Audit, DPO and general legal advice

Concerning *Affaires Générales*, we make an estimate of the income (contribution of 50€ per family) on the basis of the number of families attending the school. This budget is used on the one hand to finance the Social Fund (5 € per subscription is paid to the Social Fund) and on the other hand to pay the costs inherent in the secretariat of the APEEE (secretary's salary, insurance of the administrators, costs linked to the organisation of the Boards and General Assemblies, contribution to Interparents, ...). The part paid to the Social Fund is used to help families with financial problems to ensure their children can take part in school activities (for example: class trip) and secondly to support projects or events which improve the school life.

The final budget (which combines the figures given by the service managers and the accounting department) is presented to the Budget Working Group for validation and is submitted to the vote of the Board members. After validation by the Board, the budget is submitted to the General Assembly for approval.

However, **the budget approved by the General Assembly may fluctuate according to the conditions to which the services are subject** (exceptional closure of the school, large number of parents who register or withdraw from the services during the year, etc.). The forecast is therefore updated periodically to follow the evolution of the costs/income compared to the initial budget communicated to the General Assembly. These forecasts

enable the Budget Group and the Board to take the necessary decisions to safeguard a balance in the APEEE's finances.

Procedure for checking suppliers' invoices

Each service manager checks the invoices with the order form before sending them to the Financial & Administrative Manager for the accounts.

The authorisation of the expenses foreseen in the budget must be validated by the Director of the APEEE; in addition, each request for an amount up to 20k€ must receive the agreement of the Treasurer or of the Vice President Administrative Affairs; each request for an amount higher than 20k€ but lower than 50k€ must receive the agreement of the Treasurer and of the Vice President Administrative Affairs. In addition, for invoices exceeding 50k€, approval must be given by the President and/or the Board member responsible for the service in question (canteen or transport).

Procedure for checking staff benefits

For the contracts of supervisors and monitors, the manager of each service is responsible for communicating the exact benefits directly to our Partena Social Secretariat. For permanent contracts (administrative and kitchen staff), the benefits are reported monthly by the HR manager.

Quarterly invoicing procedure to parents

The APEEE issues 3 invoices during the year. The membership fee and the extracurricular activities are invoiced for the whole year at the time of the October invoice. For the canteen and school transport invoices are sent each school term. Requests from parents who want to pay their bills in instalments are accepted as long as the total amount is paid before the end of the school year. For amounts that remain unpaid on 31st August, a collection agency can be contacted to collect the amounts due.



Procedure for closing the accounts

The accounting year ends on 31st August each year. By this time, all supplier invoices have been received or provisioned and it is possible to take stock of the past year. The financial report for the year is prepared by the finance department and submitted in the first instance to the Budget WG. Once approved it is sent to the Board for formal approval. Once approved by the Board, the financial report is then submitted to the auditor appointed by the General Assembly, currently Mrs Brigitte Divers of GROUPE AUDIT BELGIUM srl. She audits the accounts to ensure they are an accurate representation of the financial situation of the APEEE and prepares a report for the Board and for the General Assembly.

Work related to the manager's budget for Transport

The manager draws up contracts with subcontractors (bus companies, Groupcleaning for supervisors, suppliers...). The manager receives the invoices related to their service (bus invoices, subcontracted supervision, toilet cabins, telephony, office expenses, IT, training, etc.). The manager checks each invoice according to the estimate, signs and stamps it and sends to the financial manager for approval.

At the beginning of each budget year, the transport manager plans the budget for the forthcoming year together with the financial manager, based upon the number of registered bus users, to arrive at the price per pupil.



Depending on the projects in progress, the manager adapts the budget.

Anticipating the final costs is quite a complicated exercise as the service depends on the number of users, whether new routes are created during the year and whether the Board decides to change certain rules (e.g. maximum time per journey) or create projects. All these reasons have a financial impact on the final subscription.

Work related to the manager's budget for the Extra-Curricular Service

At the beginning of each school year, a budget is drawn up based on the activities that will be offered. The first version of the budget is an estimate based on the previous year's enrolments and costs. The budget is established in collaboration with the financial manager and the management of the APEEE. This budget will be adjusted later on according to the actual number of registrations.

The manager draws up the contracts with the employees, subcontractors (independent monitors, bus companies, equipment suppliers, swimming pool, ice rink), they also draw up the work schedule according to the number of activities offered and the number of children registered for supervision.

The manager receives the invoices (monthly/quarterly/annual) related to their service, checks them, stamps them, sends them to the financial manager for payment. Employee benefits (absences, illness, unemployment, etc.) are managed by the manager directly via an online platform of the social secretariat.

Work related to the manager's budget for the canteen

The manager establishes the work schedules of the service subcontractor according to the needs of the service, adapts the costs according to the hours worked and applies the salary indexes in order to establish an annual budget.

At the end of each month, the manager receives the order forms from the chef. The order forms are checked and validated if they correspond to the invoices. The invoices are then scanned and sent to the financial manager.

At the beginning of the year, the budget is drawn up in collaboration with the financial manager. The budget may have to be adjusted for various reasons (increase in raw materials, quarantine, projects, urgent purchases due to breakage, number of subscriptions, etc.)

The manager also controls the different costs (food, non-food, personnel, etc.) and adapts the work in order to respect the budget established at the beginning of the year. They check that the different invoices sent to the different services (OIB, school, APEEE) are paid.

XI. Who Does What in the APEEE Parents' Association?

APEEE Bruxelles II – Woluwe Board 2021 Organisational Structure

BUREAU

The Bureau is responsible for developing an HR strategy, managing HR, monitor Board efficiency and effectiveness with strategy and targets approved by the General Assembly. The Bureau also takes care of the succession and continuity management.

President	Giles Houghton-Clarke giles.houghton-clarke@woluweboard.eu
Vice-president Administrative affaires	Roberta Maggio roberta.maggio@woluweboard.eu
Vice-president Pedagogical affaires	Michael Teutsch michael.teutsch@woluweboard.eu
Treasurer	Vanessa Aulehla vanessa.aulehla@woluweboard.eu
Secretary	Andrea Grgić andrea.grgic@woluweboard.eu
Secretary of information until 31/08/2021	Natalia Karpenko natalia.karpenko@woluweboard.eu
Secretary of information as of 14/10/2021	Kevin Smith kevin.smith@woluweboard.eu
Member of the bureau	Bengt Davidsson bengt.davidsson@woluweboard.eu

Working Groups

1. Working Group Coordinators and Members of the Pedagogical Groups

<p><u>Interparents</u></p> <p>At least 2 members to represent our APEEE at Interparents.</p>	<p><u>Coordinator:</u></p> <p>IP Representative: Bengt Davidsson bengt.davidsson@woluweboard.eu</p> <p>IP Representative: Vanessa Aulehla vanessa.aulehla@woluweboard.eu</p> <p>IP Substitute : Szilvia Kalman szilvia.kalman@woluweboard.eu</p> <p>IP Substitute : Michael Teutsch michael.teutsch@woluweboard.eu</p> <p><u>Members:</u></p> <p>Giles Houghton-Clarke giles.houghton-clarke@woluweboard.eu</p> <p>Raquel Jimenez Lopez raquel.jimenez-lopez@woluweboard.eu</p> <p>Minna Melleri minna.melleri@woluweboard.eu</p> <p>Anna Yavorska anna.yavorska@woluweparents.org</p> <p>David Zelinger david.zelinger@woluweboard.eu</p>
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REPRESENTATIVES OF THE EDUCATIONAL COMMITTEES

The pedagogical representative of each section is also the coordinator in charge of the pedagogical issues of his/her linguistic section.

<p><u>The education committee for kindergarten and primary (CEP&M)</u></p> <p>German</p> <p>English</p> <p>Finnish</p> <p>French</p> <p>Italian</p>	<p><u>Coordinator until 24/06/2021:</u> Johanna Schulyok johanna.schulyok@woluweboard.eu</p> <p><u>Coordinator as of 24/06/2021 :</u> Christine Pyka christine.pyka@woluweboard.eu</p> <p><u>Members:</u></p> <p>Christine Pyka christine.pyka@woluweboard.eu</p> <p>Anna Yavorska anna.yavorska@woluweparents.org</p> <p>Back up: Kevin Smith kevin.smith@woluweboard.eu</p> <p>Minna Melleri minna.melleri@woluweboard.eu</p> <p>Sebastian Guerrero sebastian.guerrero@woluweboard.eu</p> <p>Back up: Raquel Jimenez Lopez raquel.jimenez-lopez@woluweboard.eu</p> <p>Roberta Maggio roberta.maggio@woluweboard.eu</p>
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	Back up: Vanessa Aulehla	vanessa.aulehla@woluweboard.eu
Lithuanian	Ona Kostinaitė-Grinkevičienė until 24/08/2021	
Dutch	Andrea Grgić	andrea.grgic@woluweboard.eu
Portuguese	Tatiana Almeida	tatiana.almeida@woluweboard.eu
	Back up: Catarina Duarte Gomes	catarina.duarte@woluweboard.eu
Swedish	Bengt Davidsson	bengt.davidsson@woluweboard.eu
	Johanna Schulyok	johanna.schulyok@woluweboard.eu

<u>The Education Committee for Secondary (CEES)</u>	<u>Coordinator:</u> Szilvia Kalman	szilvia.kalman@woluweboard.eu
	<u>Members:</u>	
German	Michael Teutsch	michael.teutsch@woluweboard.eu
	Back up: David Zelinger	david.zelinger@woluweboard.eu
English	Kevin Smith	kevin.smith@woluweboard.eu
	Back up: Anna Yavorska	anna.yavorska@woluweparents.org
Finnish	Minna Melleri	minna.melleri@woluweboard.eu
French	Raquel Jimenez Lopez	raquel.jimenez-lopez@woluweboard.eu
Italian	Vanessa Aulehla	vanessa.aulehla@woluweboard.eu
	Back up: Roberta Maggio	roberta.maggio@woluweboard.eu
Lithuanian	Ona Kostinaitė-Grinkevičienė until 24/08/2021	
Dutch.....	Pim Gesquiere	No Woluweboard email address
	Back up: Andrea Grgić	andrea.grgic@woluweboard.eu
Portuguese.....	Catarina Duarte Gomes	catarina.duarte@woluweboard.eu
	Back up: Tatiana Almeida	tatiana.almeida@woluweboard.eu
Swedish	Giles Houghton-Clarke	giles.houghton-clarke@woluweboard.eu

2. Working Group Coordinators and Members of the Operational Groups

<p><u>Canteen subcommittee of the APEEE Board</u></p> <ul style="list-style-type: none"> Managing increasing demand Managing costs Ensuring canteen delivers the optimum service for our customers, the pupils and the parents 	<p><u>Coordinator:</u> Kevin Smith kevin.smith@woluweboard.eu</p> <p><u>Members:</u></p> <p>Tatiana Almeida tatiana.almeida@woluweboard.eu</p> <p>Vanessa Aulehla vanessa.aulehla@woluweboard.eu</p> <p>Pim Gesquiere No Woluweboard email address</p> <p>Andrea Grgić andrea.grgic@woluweboard.eu</p> <p>Giles Houghton-Clarke giles.houghton-clarke@woluweboard.eu</p> <p>Roberta Maggio roberta.maggio@woluweboard.eu</p> <p>Christine Pyka christine.pyka@woluweboard.eu</p> <p>Johanna Schulyok johanna.schulyok@woluweboard.eu</p>
<p><u>Transport subcommittee of the APEEE Board</u></p> <ul style="list-style-type: none"> Managing costs Managing increasing demand. Ensuring the transport delivers the optimum service for our customers, the pupils and the parents. 	<p><u>Coordinator:</u> Minna Melleri minna.melleri@woluweboard.eu</p> <p><u>Members:</u></p> <p>Vanessa Aulehla vanessa.aulehla@woluweboard.eu</p> <p>Bengt Davidsson bengt.davidsson@woluweboard.eu</p> <p>Pim Gesquiere No Woluweboard email address</p> <p>Anna Grömer anna.groemer@woluweboard.eu</p> <p>Roberta Maggio roberta.maggio@woluweboard.eu</p> <p>Christine Pyka christine.pyka@woluweboard.eu</p>
<p><u>Extra-curricular activities subcommittee of the APEEE Board</u></p> <ul style="list-style-type: none"> Managing increasing demand. Where possible aligning activities with school sporting, cultural and pedagogical objectives. Delivering the high-quality activities that parents demand. 	<p><u>Coordinator:</u> Roberta Maggio roberta.maggio@woluweboard.eu</p> <p><u>Members:</u></p> <p>Vanessa Aulehla vanessa.aulehla@woluweboard.eu</p> <p>Pim Gesquiere No Woluweboard email address</p> <p>Andrea Grgić andrea.grgic@woluweboard.eu</p>
<p><u>IT group</u></p> <ul style="list-style-type: none"> Drive the development of key IT projects. IT infrastructure for APEEE. 	<p><u>Coordinator:</u> Sebastian Guerrero sebastian.guerrero@woluweboard.eu</p> <p><u>Members:</u></p> <p>Catarina Duarte-Gomes catarina.duarte@woluweboard.eu</p>

	<p>Giles Houghton-Clarke giles.houghton-clarke@woluweboard.eu</p> <p>Kevin Smith kevin.smith@woluweboard.eu</p> <p>David Zelinger david.zelinger@woluweboard.eu</p>
<u>Health, Safety & Security</u>	<p><u>Coordinator:</u> Bengt Davidsson bengt.davidsson@woluweboard.eu</p> <p><u>Members:</u></p> <p>Tatiana Almeida tatiana.almeida@woluweboard.eu</p> <p>Catarina Duarte Gomes catarina.duarte@woluweboard.eu</p> <p>Pim Gesquiere No Woluweboard email address</p> <p>Andrea Grgić andrea.grgic@woluweboard.eu</p> <p>Raquel Jimenez Lopez raquel.jimenez-lopez@woluweboard.eu</p> <p>Szilvia Kalman szilvia.kalman@woluweboard.eu</p> <p>Johanna Schulyok johanna.schulyok@woluweboard.eu</p> <p>Anna Yavorska anna.yavorska@woluweparents.org</p> <p>David Zelinger david.zelinger@woluweboard.eu</p>
<p><u>Communication and welcome Committee:</u></p> <ul style="list-style-type: none"> Facilitate the sharing of information between APEEE Board members and support the overall communications efforts of the APEEE. Communications to stakeholders, whether lobbying, information dissemination or engaging parents and pupils is a core APEEE activity undertaken by all APEEE workgroups and the APEEE VPs, therefore a responsibility of all APEEE Board members. 	<p><u>Coordinator until 31/08/2021:</u> Natalia Karpenko</p> <p><u>Coordinator as of 14/10/2021:</u> Johanna Schulyok johanna.schulyok@woluweboard.eu</p> <p><u>Members:</u></p> <p>Vanessa Aulehla vanessa.aulehla@woluweboard.eu</p> <p>Catarina Duarte Gomes catarina.duarte@woluweboard.eu</p> <p>Giles Houghton-Clarke giles.houghton-clarke@woluweboard.eu</p> <p>David Zelinger david.zelinger@woluweboard.eu</p>
<u>Budget group</u>	<p><u>Coordinator:</u> Vanessa Aulehla vanessa.aulehla@woluweboard.eu</p> <p><u>Members:</u></p> <p>Catarina Duarte Gomes catarina.duarte@woluweboard.eu</p> <p>Giles Houghton-Clarke giles.houghton-clarke@woluweboard.eu</p> <p>Pim Gesquiere No Woluweboard email address</p> <p>Andrea Grgić andrea.grgic@woluweboard.eu</p> <p>Roberta Maggio roberta.maggio@woluweboard.eu</p> <p>Kevin Smith kevin.smith@woluweboard.eu</p>

	Anna Yavorska anna.yavorska@woluweparents.org
<p><u>Enrolment Policy group</u></p> <ul style="list-style-type: none"> Monitoring new developments regarding enrolment policy Providing analysis for the overall APEEE position 	<p><u>Coordinator:</u> Minna Melleri minna.melleri@woluweboard.eu</p> <p><u>Back up:</u> David Zelinger david.zelinger@woluweboard.eu</p> <p><u>Members:</u> all members of the Board.</p>
<p><u>Active School Community working group</u></p> <ul style="list-style-type: none"> supporting the school in the organisation of the events, proposal of projects, organisation of conferences etc. 	<p><u>Coordinator:</u> Anna Yavorska anna.yavorska@woluweparents.org</p> <p><u>Members:</u></p> <p>Vanessa Aulehla vanessa.aulehla@woluweboard.eu</p> <p>Pim Gesquiere No Woluweboard email address</p> <p>Andrea Grgić andrea.grgic@woluweboard.eu</p>
<p><u>Educational support working group:</u></p>	<p><u>Coordinator:</u> Andrea Grgić andrea.grgic@woluweboard.eu</p> <p><u>Members:</u></p> <p>Tatiana Almeida tatiana.almeida@woluweboard.eu</p> <p>Vanessa Aulehla vanessa.aulehla@woluweboard.eu</p> <p>Szilvia Kalman szilvia.kalman@woluweboard.eu</p> <p>Michael Teutsch michael.teutsch@woluweboard.eu</p> <p>Anna Yavorska anna.yavorska@woluweparents.org</p>
<p><u>Compliance & Risk Assessment group</u></p>	<p><u>Coordinator until 05/07/2021:</u> Marjo Toivo</p> <p><u>Members:</u></p> <p>Bengt Davidsson bengt.davidsson@woluweboard.eu</p> <p>Giles Houghton-Clarke giles.houghton-clarke@woluweboard.eu</p> <p>Pim Gesquiere No Woluweboard email address</p> <p>Andrea Grgić andrea.grgic@woluweboard.eu</p> <p>Szilvia Kalman szilvia.kalman@woluweboard.eu</p> <p>Roberta Maggio roberta.maggio@woluweboard.eu</p> <p>Anna Yavorska anna.yavorska@woluweparents.org</p>
<p><u>Task forces for horizontal issues:</u></p> <ul style="list-style-type: none"> <u>Mobility program</u> <u>Digital Privacy Awareness</u> <u>Evere Task Force</u> 	<p>TO BE DISCUSSED IN THE CEES – 11/02</p> <p><u>Coordinator:</u> Anna Yavorska anna.yavorska@woluweparents.org</p> <p>All board members</p>

APEEE Bruxelles II – Woluwe-Evere Organisational structure

APEEE Director	Anja GALLE	anja.galle@woluweparents.org
APEEE Administration	Ferhan PELISTER	secretariat.apeee@woluweparents.org
APEEE Administration & Communication	Clémence EUGENE	secretariat.apeee@woluweparents.org
Financial & Administrative Manager	Erwin VAN DIJCK	erwin.vandijck@woluweparents.org
Transport Manager	Hong Ha NGUYEN	hongha.nguyen@woluweparents.org
Transport Assistant	Ferhan PELISTER	ferhan.pelister@woluweparents.org
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Transport Assistant	Xavier VERBRAKEN	transport@woluweparents.org
Evere Transport Assistant	Paola CUBILLOS	
Evere Transport Assistant	André SHANY	
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Chef	Xavier DE BEYS	xavier.debeys@woluweparents.org
Canteen Administration	Monique MALLINUS	cantine@woluweparents.org
Extra-curricular Activities Manager	Agnieszka JEAN VILLANUEVA	agnieszka.jeanvillanueva@woluweparents.org
Extra-curricular Activities Assistant	Aliocha SIOEN	periscolaire@woluweparents.org
Evere Extra-curricular Activities Assistant	Hicham BOUSKIA	eve-periscolaire@evereparents.org
Supervision	Donatella Carraro	periscolaire@woluweparents.org

XII. Annexes

1. Mrs Kalman's message with EEB2 school management answers (in orange)

Dear Mrs Meeus,

Many thanks for the WAB documents. You will find our comments attached.

Some key points:

Annex 2- WAB document

- *We very much welcome the establishment of such a document, which should help clarify the purpose and the working methods of the group. We feel, nevertheless, that a number of issues need to be further discussed, including its link with the working groups. We find it confusing that the document makes no mention of the working groups and their composition, while you explained that this is where policy documents are prepared and discussed and that parents can contribute only by participating in these groups.*

The direction decides to establish working groups, based on the well-being action plan. This is not an initiative of the WAB.

Staff members and students can volunteer to join a working group. If needed, experts are involved to support the working group.

The WAB is there to overview well-being initiatives. Coordinators of working groups can be asked to give their state of play, this to inform all stakeholders on their process.

APEEE can comment the created documents (made by the working groups) going through the CEES. This by written.

- *As we mentioned previously, we believe that the WAB should provide a forum for exchange on well-being matters, where all members of the school community could bring forward and openly discuss ideas to improve the well-being of pupils. It should also make proposals to CEES as regards the development and implementation of well-being policies. We would like it to function as an 'advisory' body for CEES as suggested in its name, not as an information forum.*

The WAB is an internal advisory board. It is not a preparative body for the CEES, CA,SAC.

The CEES remains the official platform concerning well-being.

- *The document states that the members of the WAB, including parent representatives, are selected by the school based on expertise. This has not been the practice until now, and we hope this is only a misunderstanding. You will understand that the APEEE could not agree to such an approach, which questions the very essence of parents' stakeholder involvement. The APEEE is the formal representative body of parents and decides according to its internal rules and procedures on the distribution of tasks among its members, including participation in the various meetings and fora. We suppose that the CDE is also entitled to delegate its representatives and we see no reason why this should be done differently for parents. Parents should participate in the work on well-being first and foremost as a stakeholder group, similarly to CEES and not in an expert function. Needless to say that the APEEE fully takes into account the profile and interest of APEEE members when electing its delegates to ensure valuable input. We are also happy to reach out to the broader parent community and propose additional experts. As previously agreed, we will inform you about the APEEE delegates on Friday (following endorsement by the Board on Thursday).*

We didn't agree on the proposal in this last sentence. We could not reply in time due to other priorities at school.

In the WAB two fixed CDE members and two fixed APEEE members are present. In the working groups, we have students and staff members involved. If needed, specific expertise is supporting the working groups. We will maintain this way of working. As communicated in our message to Mr. Zelinger, the direction team decided to not involve parents in the working groups. APEEE will still have the chance to comment documents going through the CEES.

- *The paper seems to imply that the primary role of APEEE is to organise webinars for parents. While we are happy to support the school's efforts also by organising outreach seminars, as a first step, we think it would be important to agree on appropriate cooperation arrangements more globally and re-establish trust. The paper does not acknowledge the role of APEEE in contributing to the development of well-being policies. We believe that it is also interest of the school to have APEEE on board when developing new policies, so that you count on our support to defend these towards the parents community. We have received a very positive feedback from Mrs Johanna Schulyok, the APEEE delegate for anti-sexual harassment group about the first meeting she was invited to. She was deeply impressed by the all the efforts of the group and is highly motivated to support it. She already started to search actively for additional sources and expertise which can be brought in. We should follow a similar approach in other groups.*

The anti-sha working group is indeed doing a great job, with support , input, already from experts in that particular topic . Mrs. Schulyock is very friendly, but as mentioned during the WAB, not an expert in the theme.

On our pedagogical day, Mrs. Quintans (a contact we received by Mrs. Roda when she organized an anti-stress webinar for parents/staff in the past), informed a global well-being approach is the key to success. Problems don't start/stop at a school gate. Parents should be supported in the well-being issues of their children. We are convinced you can play an important role here: to support parents/staff in creating awareness about well-being topics.

Several requests to organize this kind of sessions for parents, based on our well-being action plan, were (as far as we were informed) ignored (WAB, CEES, by e-mail to the WAB-APEE Representatives with a specific proposition

- *The document suggests that parents should communicate about WAB, based on the minutes. It would therefore be important to circulate and adopt the minutes in a reasonable timeframe. We received the minutes from the last WAB meeting only a week ago, which means a 5 month delay. The document should also clarify the if the minutes are published by the school*

Indeed, those last WAB minutes came very late. We will do our best to avoid this in the future. Only minutes from the CEES and the SAC are published by the school.

Annex 3. Well-being action Plan: We have included two additional points from the Annual Pedagogical Plan:

- *Reflection on how well-being is integrated in different aspects of school life (including teaching, learning and assessment) : too vague to include this sentence in the well-being action plan. Our pedagogical project, the 8 life skills offers this possibility (by material for teachers,...)*
- *Monitoring of students' and teachers' well-being (e.g. through a new survey in 2022, introducing regular feedback mechanism from students) This is, as explained in the WAB not possible and*

feasible. We are still giving follow-up to the first one. And also, only after a few years, possible effects from well-being-initiatives can be “measured”.

In more concrete terms, such a reflection could be kicked off at a dedicated brainstorming session at the WAB. As for the second point, we suggest the establishment of a working group that would prepare the next well-being survey and how monitoring could be improved. We think that the first half of 2022 would be an appropriate timing for such a survey, as it would also allow to measure the impact of Covid. Also a 3 year time-lag between the two surveys seems optimal. We do not agree. We explained our point of view just above.

You will also find below some links to sources I promised at the last WAB meeting on bullying. I hope you will find them useful.

- **ENABLE (European Network Against Bullying in Learning and Leisure Environments) aims to tackle bullying in a holistic way, helping young people exercise their fundamental rights in the home, school, class and community (i.e. peer group).**

You will find plenty of sources on their website, including a comprehensive research paper and the description of bullying programmes and approaches from various countries. Their Belgian partner is Schoolnet, which you probably know. It could be useful to contact them for further support.

<http://enable.eun.org/report>

- **Research paper by NESET (academic network of the European Commission) on [How to prevent and tackle bullying and school violence - NESET \(nesetweb.eu\)](#)**

Thank you, will be transferred to the anti-bullying coordinator.

On the website of NESET, you will find a number of other analytical reports also on issues, such as socio-emotional learning.

Please note that I will not be able to participate at the WAB meeting today. The APEEE will be represented by David and Bengt.

Kind regards,

Szilvia

2. Well-being Advisory Board Document

Reason of existence

To coordinate and launch the well-being survey for students, a design team was created in 2018.

The survey took place in 2019, results presented in March 2020 and the recommendations for the school were ready in May 2020. As the coordination of the survey is finished, the design team was dismissed for her tasks.

To enforce the recommendations of the Design Team, the school installed an internal well-being advisory team in school year 2020-2021.

Main goals:

- To overview (plan, monitor) all the actions developed and taken concerning well-being of secondary at EEB2
- To inform the stakeholders about the development of concrete action points
- To give a possibility to a school member to give additional information, feedback about the process or well-being related project
- To give stakeholders the opportunity to support the well-being approach by theme related workshops, webinars, info sessions, ...

The WAB gives the school the opportunity to speak in depth about well-being for students and staff. The official pedagogical platform concerning well-being remains the CEES.

Confidentiality:

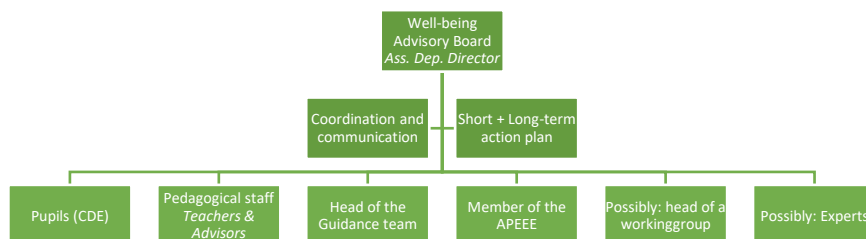
Only when specifically mentioned during our meetings, a topic may be considered as confidential.

For all other information: stakeholders are invited to inform their group about well-being initiatives, based on our agreed official minutes.

Members

- 2 educational advisors (Head Team Guidance and 1 other depending on topic)
- Chairman: Assistant to the Deputy Director
- 1 school psychologist (can be alternated between the 2 current school psychologist)
- 2 fixed CDE members – well-being working group
- 1 coordinator (depending on topic)
- 3 teachers (one for each year group S1-S2 / S3-S4 / S5-S7) who have interest and background in social-emotional expertise
- 2 fixed APEEE parents
- Optional: expert (internal or external) depending on topic / working group coordinator

The chairman of this coordination team is the key figure in the communication loop concerning all well-being topics and initiatives.



Meeting details:

Meetings are organized by ADDS.
All stakeholders each time invited.
Three or four times / school year
Minutes by secretary of ADDS

Working Groups (WG)

Based on the well-being action plan, the direction may decide to establish working groups to address a certain topic. Each WG will be assigned a specific task (policy, pedagogical tools, evaluation, etc.) and will be asked to write a project for one or more school years.

The head of the working group reports regularly on the state of play and content of their work to the direction. In the WAB the working groups may be asked to present their state of play.

The approved WG created documents, well-being initiatives go through the CEES.

Members of the WG

- Head of a WG (staff member - obligatory)
- Teachers and advisors (volunteers - obligatory)
- Students (obligatory)
- Member(s) of the Guidance Team (option)
- Experts according to topic (option)

3. Plan of Action of the Well-being Advisory Board

Plan of action

The design team created (based on the results of the survey) certain recommendations to the school management to improve well-being of students at EEB2.

To make these recommendations more alive, we drafted this document with more concrete action points. This to show school management what can be done and what prefers our priority.

This is a suggestion and a starting point. **This internal working document needs to be adjusted according to the current needs and situation.**

School year **2019-2020** (May-june)

1. Policy

- 1.1 Update school regulations for new school year (educational advisors) : **done**
- 1.2 Update anti-bullying policy. → **first steps taken**
- 1.3 Revise smartphone policy? (workgroup smartphone policy) **x**

2. Organisation

- 2.1 Compose internal coordination team well-being → **October 2020 (WAB)**
- 2.2 new school planner: **done**
- 2.3 first steps to integrate 8 life skills program in daily school life (8 life skill working group) **ok**
- 2.4 Overview workshops per year (previous schoolyear): evaluate and revise **ok**

3. Coaching

- 3.1 Online support by Educational advisors on Teams per year group (S1-S6): **ok**
- 3.2 Sessions mindfulness S5-S7 (voluntary parent expert) : **ok**
- 3.3 Sessions 'How do I plan?' S5-S7 (Educational advisors S5 and S6): **preparation: ok**
- 3.4 Online availability school psychologists? **x**
- 3.5 Update school planner: **ok**

Short term plan of action for well-being

School year **2020-2021**

1. Policy/docs

- A. Child protection policy: revise (Prim & Sec);
- B. Set up/clear out procedure sexual harassment: **part one + dress code (almost finalized)**
- C. Revise disciplinary measurements **done**
- D. Revise smartphone policy **done**
- E: new school planner (based on feedback students) **done**

2. Organisation

- A. Install internal coordination team well-being: **done**
- B. creating more safety in changing rooms, toilets, etc.: **ok!**
- C. Train staff in socio-emotional themes (pedagogical day, APEEE sessions? etc.) **ok**
- D. Plan green relax areas and silent spaces (Project CDE? Sports fields, garden?) **ok**

- E. class interventions working group 'Learn to learn' : **ok**
- F. Search and create new systems to overview B-tests (S4-S7)
- G. Prevention depression and self-harm **x**: Red nose day, conference day on mental health
- H. Create overview of all existing work groups, clubs, etc. for staff and students **x**
- I. Revise orientation sessions: **done**
- J. Create conferences for parents for specific socio-emotional themes (partnership with APEEE): **anti-stress (Mme Quintans)**
- K: well-being newsletter June **in process**

3. Coaching

- A. Availability of school psychologists: increase staff and lowering the bar to get help **done**
- B. Sessions Stress: mindfulness, yoga (by staff for staff & students): **ok**
- C. Sessions 'Learn to learn' (ex. 'How do I plan my school work?') : **ok**
- D. Breaks: music, sport, art, handcraft (knit, tax, cooking, driving) etc. (counters also overpopulation) : **x** / CDE material : games, puzzles,... **ok**
- E. Sessions Healthy lifestyle: sleep, eat, screens, etc. info agenda : **ok** sessions **x**
- F. Enforce surveillances in toilets, dressing rooms, play grounds.: **done**
- G. CDE: teambuilding day: **ok**

4. Research

- A inventory expertise within staff and parents **x**
- B look for partnership with external expert(s) at university to coach the staff in developing efficient policy strategies **ok**
- C: concrete helplines in and outside EEB2: **ok**

Short term plan of action for well-being School year **2021-2022**

1. Policy/documents

- A. Set up/clear out procedure sexual harassment (part two)
- B: Publication revised dress code policy
- C: Revise anti-bullying policy
- D: Prevention & guidelines: self-harm
- E: School planner for students & teachers: evaluation and corrections

2. Organisation

- A. Refine goals/organisation: internal advisory board well-being **done**
- B. Maintain focus on safety in changing rooms, toilets, etc (posters, collaboration surveillants,...) **done**
- C. Train staff in socio-emotional themes (pedagogical day, webinars ...)
- D. Install, develop green- relax areas and silent spaces (Project CDE, green team, Sports fields, garden)
- E. Evaluate & implement system to overview B-tests (S4): **done**
- F. Prevention depression and self-harm: theatre play (le Pont), contact external experts.
- G. Create overview of all existing work groups, clubs, etc. for staff and students
- H. Orientation sessions: new coordinator: follow-up installed update
- I. Create conferences for parents for specific socio-emotional themes (APEEE?): mental health, self-harm, healthy relationships, healthy lifestyle,... (aim = support staff/students in well-being approach)
- J: concrete organisation & evaluation life skill hour (manually in timetable, coach per class, rooms,...): **organisation = done /**

K: LGBTQ+ chart: from draft to step by step implementation
L: well-being newsletter June (2nd edition)

3. Coaching

- A. Presentation school psychologists, guidance team & management in September **done** + increase visibility
- B. Continuation: Sessions/workshops anti- Stress: mindfulness, yoga (students + teachers) **ok**
- C. Continuation: Sessions 'Learn to learn' (EA S4-S6)
"how to use school planner" (by class teacher) **done**
- D. Breaks: music, sport, art, handcraft (*covid proof?*)
- E. Sessions Healthy lifestyle: sleep, eat, screens, etc.: S1-S4
- F: anti-sexual harassment workshops (healthy relationships, bystander workshop, he...): S5-S7
- G: Training class reps(S5-S7): how to reach out to a friend in distress? (by guidance team)
- H: life skill hour coaching (pedagogical day, TEAMS resources) **ok**
- i: CDE teambuilding: 24/09+09/10 **done**

4. Research

- A inventory expertise within staff
- B look for partnership with external expert(s) to coach the staff in developing efficient policy strategies (anti sexual harassment)
- C: PMS collaboration (St. Gilles) **first meeting: ok**
- D: update helplines in and outside EEB2

Long term plan of action well-being School year 2020-2025

1. Policy

- 1.1 Up to date well-being policies on the level of prevention, increased care and individual care
- 1.2 Communication strategy to improve transparency between all levels (management, working groups, CDE, etc.)
- 1.3: yearly well-being newsletter (overview projects school year)

2. Organisation

- 2.1 Sustainable system of training staff in socio-emotional themes
- 2.2 Overview of prevention (through prevention piramide, etc.)
- 2.3 implement members of the coordination team into sustainable (new) structure or working groups
- 2.4 install green relax areas at the school site
- 2.5 Overall ICT software to harmonize homework, tests and exams
- 2.6 further development/adjustment class teacher hour (= life skill hour)
- 2.7 Revise position of surveillance staff (trust, social skills, picking up signals, etc.)
- 2.8 extra full time school psychologist
- 2.9 extra staff in function of overpopulation (surveillants, EA, teachers,...)
- 2.9: maintain: CDE teambuilding
- 2.10: communication process 'well-being EEB2' to other European schools: **done**

3. Research

- 3.1 in a few years: Launch a second survey
- 3.2: Share good practice with other European schools (creating network?)

Compte rendu/ Minutes

Conseil d'Education Elargi du Secondaire

11.02.2021

Participants:

School: DUQUENNE Nicolas, KJELSSON Carina, MEEUS Kirsten, SCHMELZ Joachim, VAN CLEEMPUT Luc

Teachers: CAUSTEUR Gill, IVARRA Luc, LIKIENE Sonata, VANLERBERGHE Sofie

Parents: KALMAN Szilvia, KOSTINAITĖ-GRINKEVIČIENĖ Ona, TEUTSCH Michael, ZELINGER David

Pupils: FALCH Alice, PAULANDER Gustav, ROUBINEAU Eva, SCHOBESBERGER Amelie

Guest: CHRISTIAENSEN Hilde, THORWART Jörg

1. Approval of the agenda

The agenda is approved with changes in the order of the agenda points.

2. Approval of the minutes of the meeting of 21/09/2020

The minutes are approved.

3. Programme de mobilité

Mme Christiaensen signale que concernant le Mobility programme, on ne peut rien faire, on peut juste attendre. Il y a trop d'incertitudes et de ces incertitudes naissent des difficultés (comme par exemple trouver des familles d'accueil).

M. Schmelz ajoute que nous devons préparer nos enfants au fait que les voyages ne seront pas permis. Ce serait bien que les parents préparent leurs enfants à l'idée que les voyages ne seront pas possibles.

4. GeoBra/BYOD

M. Thorwart indique qu'il y a une crainte que cela prenne du temps pour que les élèves obtiennent le matériel. On a proposé pour les élèves qui rentreront en S5 l'année prochaine de participer à un achat groupé. Nous n'obligeons pas à acheter le matériel proposé. Nous comprenons que certains élèves ont déjà un ordinateur. Mais ce matériel sera nécessaire pour suivre les cours. L'utilisation du Logiciel est dans le programme.

Diverses questions : Est-ce qu'il y aura des aménagements techniques par exemple pour recharger les ordinateurs ? Quand est-ce que ce sera lancé pour les S4 ? Le programme impose l'utilisation du matériel à partir de la S4 ?

Question de la part des élèves : Comment cela se passera pour les examens ?

Réponse de M. Schmelz : Il y aura un moment où l'ordinateur pourra être utilisé comme c'est le cas aujourd'hui pour la calculatrice.

5. COVID-19 – State of play– hybrid teaching and planning

Premier point : le système de rotation

Le système de rotation fonctionne bien, c'est le retour que M. Schmelz a reçu. Pour rappel, un système de rotation a été pensé pour toute l'année et il est fait de telle façon que chaque niveau sera présent sur site en durée la plus équitable possible.

En ce qui concerne les S7, le bureau central doit prendre une décision concernant les épreuves orales du BAC (entretemps la décision est tombée, les épreuves orales du bac sont annulées).

L'enseignement à distance a aussi permis de repenser un nouveau système pour les tests B. Les tests B seront, lors du 2^{ème} semestre, concentrés sur deux semaines. C'est mieux pour certains élèves qui vivent difficilement l'étalement des tests B sur toute l'année et le stress quotidien que cela génère. De plus, ce système permet de mieux simuler la session d'examen que les élèves de S4 auront à affronter en S5. Une évaluation de ce nouveau système sera faite à la fin de l'année scolaire.

Remarque de M. Teutsch : il y a des problèmes de stress chez les élèves parce qu'ils doivent gérer à la fois les tests A, les devoirs et les tests B. Le fait de tout concentrer en deux semaines est aussi une grande source de stress si bien que l'on peut se poser la question, vu les circonstances dans lesquelles nous sommes, de la nécessité de changer l'organisation des tests B en cette année si particulière.

Réponse de M. Schmelz : Il y aura toujours matière à discussion dans la mesure où nous avons des cultures différentes par rapport à l'évaluation des élèves. Dans certains pays, c'est plutôt l'évaluation formative qui prime là où, dans d'autres pays, il y a une habitude d'examens. Mais ce qui est certain, c'est que cela les prépare mieux pour la S5. Dans notre système, cela fonctionne de cette manière pour les dernières années, S5, S6 et S7. Il y a session d'examens concentrés sur deux semaines et les élèves ont parfois deux, voire trois, examens par jour. Pour compenser, il n'y aura pas de devoirs ni de tests A pendant cette période.

Par ailleurs, pour assouplir la situation des élèves avec des besoins spécifiques, l'école va leur proposer à nouveau (comme cela a été fait avant les vacances d'été) de venir à l'école et bénéficier en présentiel du soutien dont ils ont besoin.

Second point : l'évaluation en ligne – quelles en sont les possibilités ?

Nous essayons déjà d'en appliquer quelques-unes : nous encourageons des exposés oraux ou essayons de trouver des alternatives. Si nous évaluons en ligne, nous devons être certains que les élèves travaillent tout seuls et qu'il n'y a pas un adulte qui souffle les réponses. Ceci dit, les formes d'évaluation alternatives à celles classiques sont discutées et en partie déjà d'application.

Question de la part des élèves : Certains étudiants demandent si c'est possible d'avoir un étalement des tests B sur trois semaines.

Réponse de M. Schmelz : Ce n'est pas possible cette année, cela bouleverserait le système de rotation.

Question de Mme Kjelsson : Qu'est-ce qui est prévu pour les vacances de printemps ?

Réponse de Mr. Schmelz : Personnellement, je pense que ce serait bien d'avoir une semaine après les vacances, de cette manière cela assure une quarantaine pour tout le monde. Mais ce genre de décision est du ressort des quatre directeurs des écoles de Bruxelles, et ce sont des décisions qui ne se prennent pas rapidement. Je n'ai pas de réponse pour l'instant.

Remarques diverses

Mme Meeus : Le système des tests B sur deux semaines provient d'une demande des élèves afin de mieux se concentrer et d'éviter un stress toute l'année. C'est ce qui ressort de l'enquête sur le bien-être menée l'année dernière. De plus, nous avons prévu d'organiser des sessions de workshop « comment gérer son stress » avant les tests B.

Mme Likiene : Je pense que le stress dépend de la manière dont les professeurs communiquent et respectent l'injonction de ne pas donner de devoirs et de faire des tests A. De plus les professeurs peuvent faire entrer dans la note A différentes choses comme des projets, noter la motivation et l'implication de l'élève... Nous devons penser l'évaluation et faire une différence entre la note A et la note B.

Mme Kalman : Nous devons repenser l'évaluation, car les enfants sont souvent évalués et il y a beaucoup de stress chez eux. Beaucoup de parents se plaignent de cette pression continue de l'évaluation pour l'instant.

Mme Kjelsson : Nous essayons un nouveau système, mais une chose est sûre, c'est difficile d'évaluer le niveau d'un élève en ligne, car il y a de la triche. En ligne, certains élèves ont des bons résultats qu'ils n'arrivent pas à reproduire sur site.

Mme Kalman : Nous avons un point qui concerne la qualité de l'apprentissage en ligne. Nous demandons si les lignes de conduite sont suivies et s'il y a des formations pour les professeurs pour les appliquer. Il y a plusieurs points de mécontentement :

- Les guidelines ne sont pas toujours respectées : par exemple, elles recommandent que les professeurs se connectent et prennent contact avec les élèves en début d'heure et en fin d'heure de cours, ce n'est pas toujours le cas.
- Les parents se plaignent aussi que quand leur enfant n'est pas connecté ou décroche, ils sont prévenu tard. Il y a un problème de contrôle.
- Les résultats des examens en S5 semblent avoir été plus faibles que d'habitude. Tout n'est pas de la faute des étudiants
- Certains enfants décrochent, la question est de savoir ce qui peut être mis en place comme solution. C'est un problème réel.

Réponse de M. Schmelz : En ce qui concerne l'absence des élèves, s'il y a des professeurs qui ne mentionnent pas que les élèves sont absents, il faut me le rapporter, c'est leur devoir. Mais il m'apparaît que beaucoup de professeurs font bien plus que normalement. De plus, il me semble que les parents sont aussi à la maison, ils peuvent donc aussi être attentif à ce que fait leur enfant.

C'est certain que c'est plus difficile d'assurer la qualité de l'enseignement en ligne. La situation est exceptionnelle. Il faut garder à l'esprit que si les parents ont le sentiment qu'il n'y a pas assez de contrôle, ils doivent voir pour quelle matière est-ce le cas, pour quel professeur, et se poser la question de savoir si c'est représentatif ou non.

Pour les S5, il y a eu des examens moins bons en S5 cette année. C'est vrai. La raison est la suivante : comme nous étions déjà en COVID l'année dernière, les conseils de classes ont été plus souples quant au passage de certains élèves. Mais cette année, nous ne pourrons les laisser passer à l'année suivante en S6 avec le BAC comme horizon. Il risque d'y avoir plus d'échec cette année.

Mme MEEUS : Les parents doivent travailler et ils ne peuvent pas toujours contrôler. Il est certain aussi que les professeurs ont beaucoup de tâches à effectuer et il n'est pas simple de s'assurer de la présence de chaque élève. Il faut travailler en collaboration. Un simple message des parents aux enseignants peut éviter beaucoup de malentendus et de tensions.

Nous sommes tous concernés par le COVID, avec les difficultés que cela crée tant au niveau académique qu'au niveau du bien-être. Ce n'est pas que notre école qui rencontre des problèmes.

Mme Vanlerberghe : c'est vrai que c'est difficile de gérer les absences en ligne, il faut établir l'absence, il faut contacter les parents, voir ce qui s'est passé, cela prend beaucoup de temps et c'est compliqué.

Nous faisons de notre mieux aussi pour accomplir toutes nos tâches, mais il est clair que vu le contexte, c'est vraiment difficile et on peut le voir, c'est aussi le cas dans les autres écoles.

M. Teutsch : Les professeurs sont des professionnels et ils doivent faire ce qu'ils ont à faire. On ne peut attendre une solution magique qui viendrait d'ailleurs. Nous devons faire ce que nous avons à faire avec ce que nous avons même si la situation est difficile.

Mme Vanlerberghe : Il faut aussi prendre en compte le bien-être des professeurs. Certains sont en train de craquer. Si les professeurs et les conseillers craquent les étudiants seront seuls. Je pense que le niveau d'aide doit augmenter au niveau du système.

Mme Kjelsson aux parents : nous faisons notre possible. Il faut savoir que c'est impossible de répondre à toutes les exigences du guide du bon enseignement en ligne. Il faut comprendre que donner cours en ligne prend du temps. Ce que je conseille aux parents de faire, c'est de prendre contact avec moi si vous avez un problème avec un professeur et si vous avez un enfant avec des besoins spécifiques de prendre contact directement avec le professeur.

Amélie Schobesberger : Au sujet des examens, pour les S5, c'était leur première session d'examens, ils ne savaient pas trop comment les gérer. Aussi, certains élèves ont eu beaucoup de travail la semaine avant les examens : comme des devoirs, je pense notamment aux élèves qui ont Français langue 2. De plus, c'est un peu difficile pour les étudiants de se projeter dans des examens alors qu'il y a des incertitudes au niveau académique. Enfin, les professeurs ne sont pas assez clairs sur les matières à réviser.

Mme Kalman propose de partager les propositions d'enseignement en ligne faites à Laeken.

6. Politique d'évaluation

M. Schmelz signale que le document a été porté à la connaissance de l'association des parents. Il est proposé que les parents se réunissent et fassent leur remarque au prochain CEES. M. Teutsch se propose pour être la personne référente au niveau de l'APEE.

7. Bien-être

Mme Meeus indique que dans le cadre du bien-être, il y a une proposition de mettre en place une heure supplémentaire de titulariat par mois. Cela sera implanté dans l'horaire de manière officielle.

Une série de Workshops sera organisé et il y aura une source d'inspiration pour les profs en ligne : titulariat, gestion du stress et organisation du travail, pleine conscience.

8. Divers

L'usage du téléphone

L'usage du téléphone dans l'école crée des problèmes : par exemple le fait de prendre des photos. C'est pour cela qu'on avait développé une politique « gsm » à l'époque. Après un temps d'observation écoulé, nous allons maintenant réviser cette politique en place. Selon cette politique le téléphone est actuellement interdit dans le couloir et dans les réfectoires. Nous allons essayer de sensibiliser les

élèves au fait d'avoir un usage responsable de leur téléphone. Il va y avoir un changement pour l'année prochaine, nous allons autoriser l'usage du téléphone dans les couloirs. De cette manière, ils auront le droit de consulter leur horaire par exemple et les téléphones ne seront plus confisqués pour ce motif. D'un autre côté, nous serons plus sévères pour les cas où le téléphone est utilisé pour prendre des photos ou pour filmer. Une modification de la politique existante est en cours.

LGBT policy

Le jour contre l'homophobie (17/05) notre pride club va sensibiliser à la problématique de l'homophobie. Dans le même esprit, nous voudrions par exemple modifier les documents administratifs : votre fils/fille sera remplacé par 'votre enfant'. La charte 'LGBTQ+' est en cours

Antisexual harassment policy

Il y a plusieurs projets en cours, comme par exemple changer le code vestimentaire ainsi que d'autres arrangements comme le FLAG SYSTEM Il nous faut encore du temps pour travailler sur cette problématique (multi annuel plan)

School

planner

Nous travaillons aussi sur l'amélioration de l'agenda scolaire afin que les élèves l'utilisent, de cette manière ils seront mieux organisés et diminueront leur stress, mais aussi ils pourront prendre plus facilement connaissance des choses importantes comme les numéros des psychologues... Pour l'année prochaine, nous travaillons sur la version papier, mais une version digitale pourrait suivre dans le futur. Le planner/agenda 2021-2022 sera pour tous les élèves : S1-S7.

Les 8 compétences sociales

Pour ce qui concerne le projet pédagogique de l'école, « les 8 compétences sociales », il y a des workshops organisés dans la salle d'étude, des posters et des cartes pour adresser des messages aux élèves. Ceci pour remercier ceux qui ont fait qqch en ligne avec le projet pédagogique

Enquête stress S5

Mme Vanlerberghe ajoute que nous avons fait une enquête concernant le stress chez les S5 qui a augmenté et nous proposons des pistes pour améliorer la prévention concernant le stress :

- Le manque d'informations de la part des professeurs sur ce qu'ils doivent étudier
- Le manque de compétence pour étudier, s'organiser et planifier
- La situation avec le COVID
- Les tensions à la maison

Une grosse demande de la part des élèves, c'est d'avoir un espace de repos. Il y a aussi la demande d'avoir des ateliers : yoga, dance, repair shop, cuisine, des choses qui ne s'apprennent pas à l'école mais qui servent pour la vie. Ces apprentissages rendraient l'école plus riche et accueillante. Il y a aussi la demande d'avoir moins de tests et de devoirs les deux semaines qui précèdent les examens. Surtout cette année, cela a été sensible, ils étaient à l'école les deux semaines qui ont précédé les examens, mais les professeurs en ont profité pour faire les tests qu'ils ne pouvaient pas faire en ligne.

Remarque des élèves : Un problème important est celui de la procrastination. Ce serait bien d'organiser un workshop sur comment se mettre tout de suite à étudier et comment éviter la procrastination.

Réaction de Mme Kjelsson : Les professeurs doivent faire mieux au niveau de leur communication. Il faut que les élèves sachent comment et sur quoi ils seront interrogés. Il faut aussi remarquer que les tests avant les examens est une manière de faire réviser les élèves avant les examens.

Réponse des élèves : Les tests ont aidé à réviser, donc ils ont leur pertinence d'un point de vue pédagogique.

Le problème de la surcharge de travail vient du fait qu'il y a trop de devoirs et que ceux-ci ne préparent pas toujours aux examens.

Réaction de Mme Vanlerberghe: Nous ferons un sondage sur comment il se sentent après avoir vu leurs résultats.

Question de Mme Kalman : Pour les parents, est-ce que les professeurs mettent tous les devoirs dans SMS, est-ce qu'il y a une coordination ?

Réponse de Mme Vanlerberghe : Pour l'instant, ce n'est pas systématique.

Réaction de Mme Kjelsson : La mise en place d'un tel système est complexe, car chaque élève a un programme spécifique avec des cours différents, des professeurs différents pour les mêmes cours... Pour ma classe, j'ai 75 professeurs différents. C'est compliqué de trouver une date de test qui conviennent à tout le monde.

Remarque de M. Schmelz : Aujourd'hui, c'était la date limite pour remettre les choix d'options pour les S6. Comme vous le savez, il y a deux tours. Après le premier tour, je laisse ouvert les cours qui ont un nombre suffisant d'élèves : (trois pour les cours qui nécessitent 5 participants, 5 pour les cours qui nécessitent 7 participants).

Question de M. Teutsch : Est-ce que les élèves qui sont concernés par une non-ouverture seront informés ?

Réponse de M. Schmelz : Ils seront prévenus après les vacances et ils devront refaire un choix.

Information à propos du Pré-Bac en BIO 4

Certains groupes ont été interrompus par l'alarme incendie. Nous avons prévenu le bureau central sur le moment, ils nous ont demandé de continuer. Si on regarde les résultats, il n'y a pas de différences significatives à aucun niveau de comparaison. Mais la possibilité de recours reste ouverte.

Compte rendu/ Minutes

Conseil d'Education Elargi du Secondaire

18.05.2021

Participants:

School: DUQUENNE Nicolas, KJELSSON Carina, MEEUS Kirsten, SCHMELZ Joachim, VAN CLEEMPUT Luc

Teachers: CAUSTEUR Gill, IVARRA Luc, LIKIENE Sonata, VANLERBERGHE Sofie

Parents: KALMAN Szilvia, KOSTINAITĖ-GRINKEVIČIENĖ Ona, SMITH Kevin, ZELINGER David

Pupils: FALCH Alice, PAULANDER Gustav, ROUBINEAU Eva, SCHOBESBERGER Amelie, STAUDENMAYER Anya

Guest: CHRISTIAENSEN Hilde, THORWART Jörg

1. Approval of the agenda

The agenda is approved with an addendum. The document "APEEE questions" will be treated during point 3 as most of the questions are related to the previous meeting.

2. Approval of the minutes of the meeting of 11/02/2021

The minutes are approved.

Mr Schmelz indicates that in point 6 it is written that the parents, through Mr Teutsch, will make their remarks on the guidelines for school assessment at the next CEES meeting, but this has already been done during the SAC meeting (which, this time, took place before the CEES).

3. Follow-up to the meeting of 11/02/2021

BYOD

Mr Thorwart presents the latest developments regarding the BYOD.

First the S5, students have been ask to bring their own devices after Easter holidays and the Math teachers have started using GeoGebra. Up to now we have not heard of problems. We did a survey with the S5 Math teachers but we don't have the results yet. A GeoGebra training for S5 teachers was organized by Mr Charlier. All teachers of S5 can use the device in their classroom if they want to.

For the S4, it was suggested that they bring their devices after the B-tests weeks – they will have 3 weeks to start using GeoGebra to see potential problems. There was a training for S4 teacher as well.

The current S4 and S5 will use GeoGebra for real for exams in June, but we are planning a mock test in Autumn already in the Salle Polyvalente to see how it will work, if we will have enough replacement devices, etc.

There was a problem for pupils with the Internet access for the use of GeoGebra but there has been an upgrade so that S4 and S5 (next year S5 and S6) have now a separate access to Internet for using their devices in class.

A recurrent point was the BOYD policy. Based on the Netiquette policy already implemented beginning of the school year, the Assistant of the Deputy Director is preparing a policy with the ICT Department, but it was decided to wait for the feedback from the teachers before finalizing.

On the web site of the school there is a heading with “BYOD Frequently Asked Questions” where it is explained why we have to use it.

The planning for next year is to start with S4, even if they will not be allowed to use it for their tests, they should use it in class. It will start after the Autumn holidays in order to give to parents time to organize themselves regarding the devices.

The big project will be to see how will exams work for S5 and S6.

Upon request of Mr Schmelz, Mr Thorwart agreed to be one of the contact person, in case of questions raised, together with Mr Charlier for technical aspects.

Mr Ivarra emphasizes that the mock exam is a brilliant idea and Mrs Kjelsson add that it is important to start already with S4 next year, and probably with S3 in the future.

The Assistant of the Deputy Director adds that from September on we will have electronic lockers for S5, S6 and S7, with the possibility to charge the devices. This will be done for S1 to S4 in the second half of next school year.

A parents’ representative raises a few questions:

- 1) She already had a look on the web page and there are from parents a lot of questions and suggestions how to enrich the page. To whom address those questions? It will be interesting to work together. Other European schools seem to already have good practices that could be used as well.
- 2) The exams will only start in Spring 2022. Is there any known software that will need to be installed, something regarding privacy and security issues?

Regarding the set of questions, Mr Schmelz suggests to address them to Mr Thorwart and Mr Charlier.

Regarding the software, Mr Thorwart answers that the GeoGebra classic 6 must be installed – there is an exam mode and the software itself locks the computer. The *Bureau Central* is discussing to see if additional software are necessary, but at the moment it is only GeoGebra. There will be an update that will most probably run better. In addition to the Mock test, teachers will also use GeoGebra for A tests in class. We will then see how it works.

Mr Schmelz reminds that the first step this year was to have everybody equipped and to make everybody aware of this change. The Inspector in charge will certainly come back to all of us when concrete questions will be raised.

A parents’ representative wants to know if devices like Windows laptops that can be turned into a tablet with keyboards that can be attached, such as Surface Pro, are accepted, because the service is much more convenient.

Mr Thorwart answers that if it is true that our partner has a deal with Dell, other options are also fine. It is important that there is an efficient keyboard and some kind of mouse – students needs, on the long term, to be happy using it.

The parents' representative express also concerns of parents regarding the longevity of what they get from rental company, unless they go for most expensive versions – problems due to Windows upgrades 'eating' resources and problems with battery life. It is an important expense not be used just for one program, once or twice a week. Most parents have already a device that they cannot use and are upset.

Mr Thorwart points out that the rental company guarantee that the batteries will last the 2-3 year period and will be replaced, if needed. Mr Schmels adds that the school tried to best negotiate with the rental company, but in the end, there are no obligations, it is up to the parents to fulfil the minimal requirements.

A pupil's representative signals that lots of students, especially S5, are worried using GeoGebra for their exam, as they will have only a few months to fully adjust before the December exams. They are worried it will not be accounted at all for the grading because S6 grades are important criteria when applying to universities.

Mr Thorwart reminds that the December exams will be without using GeoGebra. There will be A tests to get used to it but the first exam using it will be in June. Mr Schmelz adds that he is aware of the students worries but that they will get almost a full year to get used to it. He will be in touch with the Math teachers in order to make the students progress softly with GeoGebra and he will meet with the teachers if some problems occur.

A parents' representative makes two remarks:

- 1) He suggests to communicate also to parents of future S1-S2-S3 pupils, as they might not wish to wait until their kids reach S4 for buying or replacing an existing device.
- 2) He would plie for neutrality regarding the operating system, reminding that GeoGebra claims it is working with all existing operating systems. He would add iPad Pro to the list of usable devices.

Mr Thorwart has heard about problems using GeoGebra with iPad Pro, so he would have to test it first. But the problem is that even if GeoGebra runs on different operating systems, the design is different. Students can decide to use another system, but then they will have to learn to use it on their own, without support from teachers. This support would, of course, be much more efficient if not everybody pupil had another device. And there could be network problems. We know it works with Windows 10, but have to be cautious with other systems.

APEEE questions (please refer to "Annex - point 3" for the answers sent before the meeting – hereafter are extra comments)

- 1 The Assistant of the Deputy Director summarizes explaining that the school followed the Loss & Grief policy. She adds that teachers have access to a "grief box" containing material for every language section.

The CDE President reports, after having talked with some students, particularly the classmates of the deceased student, that the majority appreciated a lot what has been done by the school. Possibly, it would have been nice for some students, especially those who found difficult to attend the classes after the memorial, to be excused. Mrs Vanlerberghe points out that all the concerned S5 students were excused.

The Assistant of the Deputy Director signals that the next step is that the Guidance Team will meet and debrief. Upon request of the S5 and S6 class representatives, the Guidance Team will offer them a formation on how to support their classmates who are in need. Finally, she confirms that in order to support the school, APEEE can organize Webinars as it is already being done.

- 2 In addition to the written answer, Mr Schmelz specifies that the academic stress cannot be reduced by modifying tests and exams, because they need to be done to get valid grades. Changing this will not be in the interest of the pupils. “Teachers are strongly advised to give only reflected homework.”
- 3 Mr Schmelz: the Warning letter is perceived in a very different way according the horizon you are coming from. For instance, in Germany it is something just to draw the attention – “wake up, please do something” - while in Italy or France it is perceived in a much more severe way. Some parents seem to think that the “not passing” is something already predicted, but this is not at all the case. It is an informing letter. Please spread this information.

The year before the COVID we sent out 95 Warning letters in total. In 2020, after the 1st COVID year, hoping so much that the COVID would be a one year phenomena, we were very *souple* and sent out only 40 letters. The 2nd COVID year was different, we saw that several pupils whom we had passed for COVID reasons, were those who did not recuperate. It is not in the interest of the pupils to continue having important lacks of knowledge. They will be completely lost next year and will have to recover not 1 but 2 years. We send out 115 letters this time because we needed to warn more pupils to make them conscious to do their utmost best now, even with the COVID, to pass.

The school management is not planning to engage in a dialogue with the families - there is no time. Parents receive reports all over the year. There is none of the warned pupil who is not aware of the risk in which he/she is. To think that the problem could now be solved by a dialogue would not be honest. The only thing that helps is to do their utmost best to get better grades in the coming tests and exams.

The Class Councils will take into account the difficult learning circumstances as we do always, on the base of our pedagogical expertise. This will be discussed very honestly and sincerely amongst experts.

A parents’ representative takes the floor to say that there are plenty of evidence in the literature of the negative impact of repeating a year and that the Commission is usually pushing Member States to reduce the number of repeaters.

Mr Schmelz interrupts to specify that we have as few repeaters as in no other national system (working with the repeating as a consequence of bad grades) – 22 repeaters out of 2000 pupils, 2 years ago and states that intervention has been done during the whole year but that it is now not anymore the moment in the year to intervene.

The parents’ representative resumes telling that it is not the proportion that is questioned , but the general principle should rather be that pupils who are struggling are supported to allow promotion to the next year.. The negative impact of grade repetition on wellbeing of pupils and its social implications should also be considered. This year, in particular, due to the difficult learning circumstances , the APEEE would be very much in favour of a *souple* policy like last year and additional support next year.

A teacher’s representative reacts telling that she feels questioned in her professionalism. The teachers never ever let a student repeat the year without a very serious discussion and after having a look at everything: mental health, results and especially “will the student be able with support to pass until the BAC?”. We are talking of weak students who need extra support to learn normal stuff and you are asking for even more support. How many hours a day can a student study? We discuss this in detail during Class Councils.

- 4 Mr Schmelz indicates that if there are valid reasons, we never ever deny support - the support budget of the school is an important one - but the problem is as well that support is not accepted by every pupil who would need it.
- 5 Mr Schmelz explains that, surprisingly, the level of teachers' absence is not significantly higher than in other years. Up to 10 teachers belonging to the risk group were not taken into account – they were not at school, but did the online teaching on a regular base. He reminds that some replacements are difficult. If, for instance, a Chemistry teacher from the Swedish section is absent, it is very difficult to find a replacement available “from tomorrow” – it is easier in the francophone section.

Mr Schmelz asks the APEEE to influence the parents about the way they are addressing teachers – two teachers are on Medical certificate this year because of bullying by parents.

A parents' representative, reacting on bullying, asks if the school is about to inform the parents on the upcoming issues (Instagram accounts and screen shots) related to the passing of a student?

The Assistant of the Deputy Director specifies that an Instagram post from 2020 only now came to the front. It is very regrettable the everyone just pushes the forward button, without any context, one and half year later – 90 likes on Instagram but no one who did anything... We did a lot regarding anti-bullying, but apparently information about what we do is not passed on to parents. Mrs Vanlerberghe adds there was a meeting to talk about that with all the S5 class representatives. Students add that the school implemented outstanding good measures in the last years in the wider context of bullying prevention and that if something was perhaps lacking it is certainly not a number of activities but opportunities to be heard and listened to..

Mr Schmelz asks to close this topic, not at all foreseen, before giving the last floor to a parents' representative who suggests to, possibly, continue this discussion during the next coming Well-being Advisory Board. She clarifies that nobody puts the blame on anybody, but it is worth to know what could be done in similar cases and proposes that anti-bullying becomes a priority for the next school year. She adds that from the well-being survey we know that while overall bullying is not high in the school, relatively few are reported to the school and solved with the intervention of adults.

Mr Schmelz reacts precisng that anti-bullying procedures are since years one of the most important priorities in this school.

- 6 Mr Schmelz informs that there are more or less 20 teachers leaving, as every year. So far, we have promises from the delegations that the ones who have to be replaced will be replaced. From the French delegation we have already the names.
- 7 Mr Schmelz informs that he is not going to talk now about the S4 choices, because it is too complex. For the S6, the important classes that cannot be opened because lack of interest by pupils are: L4-FR, L4-IT, MAAFI, MAASV, MU4 and PHYLT.

The policy in the 1st round is that we need to have 3 pupils interested when 5 are needed, and 5 when 7 are.

- 9 Mr Schmelz informs that Work Experiences are not in place since last year. This has been put, when it came from Central Office, on our school website and could have been read by every parent since May of last year.
- 10 Mr Schmelz signals that it is not yet solved and that it will occupy him for the next weeks. Physical Education is a “normal” subject for which grades are needed – it is a real problem. For the time being there is no solution, except for the S7 evaluated in a mostly normal way.

4. Planning for the remaining of the school year

Mr Schmelz reminds that the planning was largely discussed during the SAC meeting and will not repeat the discussion. Regarding the official complaint from Interparents to the *Bureau Central* about the last 2 weeks organisation, he cannot add anything since the Secretary General is discussing it right now.

The S7 are studying at home this week, as usual, and they will come back next week for the subjects for which they sit an exam. This has been decided 4-5 years ago and it will be done as before the COVID. Experience shows that it is a well accepted way to prepare the S7 students for the written BAC.

Last information, the S7 will get their Preliminary Note on 28th May.

A teachers' representative wishes to express her disappointment about the pressure parents put to continue classes until the very last school day. She cannot understand how parents could think she could have all her lessons and correct all the BAC exams at the same time – it is not possible.

A parents' representative assures that parents were very much concerned - teachers have been very much in parents' mind, who are grateful for everything that has been done since the COVID – but maybe all the teachers will not be involved by the exams. Is there a chance that something can be done for pupils in need?

The CDE President makes clear that the majority of students will be very upset if the parents request is accepted. Having organized school in the very last weeks as in the past gives especially to S6 and S5 students the opportunity to come to school and look at their exams, learn from their exams and discuss their progress - there could not be any greater way to learn.

Mrs Vanlerberghe, talking from the higher years Educational Advisors point of view, explains that the last 2 weeks there is a lot of time spent for the re-organization of exams (for students who were sick or quarantined during the session), for the preparation of the Class Councils (with the principal class teachers, then with Mr Schmelz and the Cycle Coordinator) followed by the Class Councils (which last hours), for the preparation of the BAC ceremony, etc. With the S5 and S6 in classes, you have to take care of the attendances and late comings, etc. as well. It is simply not possible.

5. Forecasts for 2021-2022

- Excursions, Mobility Programme

Mrs Christiaensen reminds that all S4 parents have received a message informing them that the Bureau Central's decided that there will be next year no exchange in S5 in none of the European Schools. Regarding excursions, it seems weird to start planning trips in September without knowing where the COVID situation will lead us. In the next days, a group of teachers will gather trying to find out what can be done while avoiding the risk of having to cancel.

- Educational projects, new policies and "well-being" action plan

Further to the "well-being" action plan discussed during the previous WAB (Well-being Advisory Board), the Assistant of the Deputy Director has sent the new Smartphone policy as well as a revision of the Disciplinary measures.

The Smartphone policy was updated in collaboration with teachers, students and Educational Advisors for next school year, focusing on not taking picture and not filming. The focus changed because of the new BYOD project, insisting on using the phone for pedagogical purpose.

The scale of sanction has already been implemented in the school regulations. It needed to be revised because of new elements like the phone issue. For transparency reasons it is shared on the school regulations.

A parents' representative asks if it is possible to discuss these documents as parents have not been consulted on them and have some reservations regarding the sanction scale. The Deputy Director clarifies that the documents have already been approved and were circulated for information, but parents can send written comments by mail, if they wish. The parents' representative prefers to have the opportunity of a constructive dialogue to understand each other, instead of just sending written comments. The request is turned down by the Deputy Director. Another parents' representative adds that he understands the reasons the school is taking away a phone to a child but there are safety obligations. If children leave school without phone because someone collected it, they might have no way of contacting their parents if something goes wrong. There is no guarantee that a child will get his/her phone back – because children forget, are too late plus, and at least 20 other reasons, especially for younger ones. The document seems very aggressive and it will be good working towards something more easier for the parents to understand and work with. The Assistant of the Deputy Director specifies that in the rules it is written that "if the student and the Educational adviser missed each other at the moment the phone was supposed to be picked up, the Educational adviser will bring the phone to the security Teamleader. The pupil can collect the phone at the main security lodge afterwards." Forgetting a phone might happen but it is really exceptional. Besides, she informs that students will soon have the possibility to check their timetables on their phone. It is not just about confiscating phones, it is about using phones where it is allowed and this is already clearly explained to the students. To make it short, Mr Schmelz suggests that parents send their comments and the school will discuss it internally.

The Assistant of the Deputy Director informs that the LGBTQ+ chart is still in progress. Thanks to the Pride Club there were very nice initiative during the Day against Homophobia.

Regarding the school planner, it was renewed last school year but following a lot of feedback it will have again a makeover. It will be an A4 format to have more place to note things.

The Orientation sessions, thanks to Mrs Chessé-Chesnot and to Mr Ivarra, also had an update. The Orientation information can be consulted on the school website.

A very important new thing will be the Life-skill class hour from next school year on. Mrs Vanlerberghe explains that it is a prevention tool, so that students find the bridge between teachers and Educational Advisors, or other persons. Once a month there will be an extra hour. For S1 to S3 it will most likely be within their timetable, but for S4 to S7, due to the complexity of their timetables, it will only be possible to do it in P6, once in a month. The Cantine has already been contacted to figure out if there will be organizational issues. On demand of the Guidance Team, Life-skill hour Coordinators will be appointed - staff members that will be responsible for receiving feedbacks from students and colleagues regarding as well the organization as the contents.

Lastly, the Assistant of the Deputy Director informs that there are also the "Learning-to-plan" and the "Learning-to-learn" workshops. The S5 and S6 Educational Advisors will again help those students who need it.

The parents' representative thanks for the overview and asks if there will be an Action Plan for the next school year. The Assistant of the Deputy Director answers that it was too short notice to have it ready today. A Well-being Newsletter will be published in June to overview the well-being initiatives from current school year. She asks how everything that has been discussed in the WAB goes to parents. The parents' representative replies that at the first meeting of the WAB members were informed that

all topics discussed should remain confidential and therefore WAB minutes are not shared. She confirms to Mr Schmelz that once CEES minutes are approved, they are shared.

6. Miscellaneous

There are no points.

APEEE questions to CEES – 18 May

1. Can the school please inform what immediate actions have been taken after the death of Jonatan Honig to help the school community cope with grief? What further follow-up actions are planned? Can we receive more information about the internal grief and crisis management policies? How can the Apeee support the school's efforts?

1A) On a suivi les étapes comme décrit dans le document 'loss & grief'.

Autres infos :

- Première réunion avec notre 'Guidance team' a eu lieu lundi 3/05 à 8h30
Présent : direction, EA , titulaires de classe, psychologue
- Classe S5FIA +S6FIA : 03/05 : quelques périodes avec leurs titulaires de classe, soutenu avec le matériel en finlandais de notre 'boîte deuil'
- Organisation de la cérémonie ensemble avec les élèves S5/S6fia, EA S5, titulaires de classe, direction : 04/05
- Organisation de la salle de deuil ensemble avec les élèves + EA S5 + profs finlandais : 04/05
- Cérémonie pour le personnel et élèves (invitation/pas une obligation) : 05/05
Après la cérémonie : S5FIA+S6FIA : élèves + titulaires + psychologue + membre équipe de guidance présents en classe pour soutenir les élèves. Les élèves ont bricolé, écrit des textes, parlé ensemble, ...
- Une minute de silence (toute l'école)
- Salle de deuil : 2 semaines ouvertes pour tous les membres de l'école
- Tous les profs ont reçu le message de la disponibilité des psychologues pour soutenir et les profs et leurs élèves en besoin+ ils ont accès au matériel 'deuil' (disponible pour chaque section de langue)
- Help lines (in & outside school) were sent out to all school community before the week of holidays
- 06/05+07/05 : Les parents des élèves qui ont déjà des problèmes mentaux et qui vont mal à cause du décès ont été contactés par nos psychologues
- 07/05 : Salle Jean Monnet : disponible pour les élèves S5/S6FIA pour suivre les funérailles. (Ensemble avec deux profs finlandais et une membre équipe de guidance finlandaise)

1B) SUIVI:

Semaine 17/05 :

- à la demande des élèves : l'équipe de guidance offre un atelier aux représentants de classe S5/S6 pour soutenir leurs camarades en deuil, pour leur guider, pour leur convaincre à chercher de l'aide en cas de besoin
- équipe pastoral : comme chaque semaine on continuera à soutenir, à mesure, ces élèves qui vivent une période difficile
- vigilance profs, psychologues, EA ,... → soutenir les élèves, garder le contact avec les parents, services externes,...
- on continuera à investir dans le bien-être des élèves
(action plan well-being)

1C) Internal policy : working document (will be shown during CEES)

1D) Comme indiqué dans une communication précédente à ce sujet ;

APEEE pourra soutenir les parents dans le processus de deuil de leurs enfants (webinars, liens intéressants internet,)

+organiser des webinars sur des thèmes spécifiques : problèmes mentaux en général pour conscientiser les parents.

2. How is the school planning to address concerns on the well-being of pupils for the remainder of the year? Are there any plans to reduce academic stress linked to B-tests and exams?

The psychologists, the Guidance team and the Class teachers are asked to be extremely sensitive. The academic stress however cannot be reduced by modifying tests and exams. Teachers are advised explicitly to give only reflected homework.

3. We understand that on 3 May parents were informed about the risk of failure of their child and were asked to put forward their observations in writing to the school management to be considered by the Class Councils, which will decide on the promotions. How many such letters have been sent and how does this compare to the failure rates of the last two years? Is the school management planning to engage in a dialogue with the families concerned beyond the possibility for the parents to put forward written observations? How will the Class Councils take into account the difficult learning circumstances resulting from the pandemic in their decision?

Mr Schmelz will reply on this during the meeting.

4. Given the high proportion of students identified at risk of failure, will the school provide any support to the students concerned to help them successfully complete their year? What measures are being prepared for next year to support learners in catching up? Is there any intention to increase educational support?

To help more than we do already is, for the time being, not possible. Increasing the Educational Support next year won't be any problem if requested and, first of all, followed.

5. Could the school give us update on the situation of teachers replacement in case of (longer) absence. Is the school able to find replacements for all/most of the hours? Is the level of absence higher than in other years? Is there anything on this matter where parents could be helpful? For example by signaling any problem at system level requesting more funding or asking for more attractive/competitive contracts etc...?

Signaling the problem at system level and asking for more attractive contracts is always helpful. Please note that some teachers' absences are due to bullying parents.

6. What is the situation for the school year 2021/22? Are many teachers leaving? Have you received reassurances from the capitals that new seconded teachers will be sent? Is there anything on this matter where parents could be helpful? For example by signaling any problem at system level or by doing lobbying with the inspectors?

Mr Schmelz will reply on this during the meeting under point 5.

7. Is there anything to inform on the subject choices for S4 and S6? Have all requests been able to accommodate? In case not, could you detail which classes will not be opened next school year as not reaching the minimum threshold? Where have you asked for derogations? Any reply from the Commission on this matter? Please keep us in the loop in case a written procedure is launched.

We will ask for derogations in situations of pedagogical continuity and for religion classes. This formal procedure is foreseen at the end of the school year.

8. On the bac, will you advocate to keep the S7 students at home the week before the bac in order to limit the risks for a wider quarantine of S7 students? What are your concrete plans to limit propagation (and potential wider quarantine measures) of the virus during the bac exams? Envisage you also to use the sport hall? What are your plans for the bac ceremony?

The week before the BAC starts pupils will come into the school for the subjects of their upcoming exams, exactly like in the past except for last year.

To limit the virus propagation, we will go for the solution of the pre-BAC, meaning having the Cantine and the Salle Polyvalente as exams' rooms, in order to establish a lot of space for everybody.

The BAC ceremony will be organized in the same way as last year.

9. In case S5/S6 students envisage to do a work experience during the summer holidays, are the school policies on this still in place? Is school providing assurance coverage and formal recognition? Were S5/S6 parents informed?

There is nothing in place. The information that "due to the COVID-19 situation, work experiences are not authorized" is stated on top of the "Work experience" web page of the school (since May 2020).

10. How will sport be assessed in S5-S7 given that activities were not organized?

No yet solved.

11. There are still some outstanding unresolved issues as regards BYOD such as organization of exams, the use of tablets and privacy. Would it be possible to organize a meeting to discuss how these could be addressed?

BYOD : <https://www.eeb2.be/en/secondary--education--byod/>

New Q&A page: If some answers to your questions would not be on our website yet, please contact Mr Thorwart.

Rapport Réunion CEES

Date de la réunion	07/10/2021		
Présents	Direction J. Schmelz (JS) K. Meeus (KMe)	Représentant professeurs V. Arimondo (VAr) S. Franz (SF) P. Koskinen (PK) S. Vanlerberghe (SV) Représentants élèves B. Kuhne (BK) S. Locchi (SL) G. Paulander (GP) D. Shah (DS)	Représentants parents C. Duarte Gomes (CDG) S. Kalman (SK) M. Teutsch (MT) Représentant PAS L. Van Cleemput (LVC) Invités J. Anttonen (JA) H. Christiaensen (HC) E. Irvine (EI) C. Kennel (CK)
Excusés	K. Malik (KM)		V. Aulehla (VAu)
Ordre du jour	<ol style="list-style-type: none"> 1. Approbation de l'Ordre du jour 2. Approbation du compte-rendu de la réunion du 18/05/2021 3. Suivi de la réunion du 18/05/2021 4. BYOD 5. COVID-19 : état des lieux 6. Rentrée 2021-2022 : état des lieux (élèves, personnel enseignant, soutien) 7. Plan d'action Bien-être 2021-2022 8. Voyages scolaires et semaine d'activités 9. Divers (<i>including CDE's question</i>) <p>AGENDA APPROVED (parent's questions will be discussed in points 5 & 6 and CDE's question in point 9)</p>		

prises par:			
EEB2	<p>BYOD: state of play and steps</p> <p>(JA) Last year, we took S4/S5 computers to learn BYOD & GeoGebra classic's – was used by all mathematics teachers.</p> <p>This year with S6/S5: going further with BYOD GeoGebra and GeoGebra Suite (a new version to switch to by the end of the year)</p> <p>Three testing times planned:</p> <ul style="list-style-type: none"> - In November, mock exam for S6-S5 (math) to test how the system works, the surveillance, and how the students manage. - In February, idem with physics - In April-May, again with math <p>After the tests, our plan is to get all the teachers to use computers with students in the class room. Teachers will be trained. S4 to take their computer with them after Spring holiday to use GeoGebra (not in tests).</p> <p>(JS) The introduction of GeoGebra came a bit as a rush from above, but it was very clear for us that we would try to take benefits out of this obligation to go for wider use of ICT technologies for all the subjects.</p>	<p>Very good results. We started using it with math, but GeoGebra is much more.</p> <p>CDE (DS) to EEB2 (JA): what sort of training will be given to the teachers on BYOD and how is it going to be passed on to the students? (JA) to CDE: Every teacher will say exactly the same thing to their students prior the exams.</p> <p>CDE (GP/DS) S6 students need more training on how to use GeoGebra. Is there a set number of periods for teachers to teach GeoGebra to students? (JS) (JA) to CDE: teachers will teach all students how to use GeoGebra. The only obligation is that students have to be ready for the end of the year to work with GeoGebra at an exam's level. Direction is attentive to what is needed for the teachers to go forward with their students. Teacher will introduce GeoGebra in the very next periods. Do not hesitate to talk to them if it is not the case.</p>	<p>✓</p>

	<p>(JA)The school is now writing procedures and how to act during exams - will be ready within two weeks for students & teachers.</p>		
	<p>About lockers (KMe) New lockers were not ready in September as planned → new procedure launched – new lockers for S1 to S7 will be installed for September 2022. There will be no charging the devices in the new lockers as initially planned to support BYOD; instead, extra charging will be set up in class rooms.</p> <p>Missing lockers (120 new students without locker) are expected mid-October (delay due to problem with metal supply)</p>	<p>CDE (SD): timeline for additional charging options in the class rooms (important for exams periods)? (JA) to CDE: any day now</p>	
	<p>COVID-19 More children are infected and not well in primary school then in secondary where one German class was sent home + one cluster in PT section. A clear protocol was sent out. We are planning to allow, more activities for next year: reopening of school trips, work experience, exchanges, mobility program and Eurosport in Mol. We also need to think about the Footfest.</p>	<p>(SF) to EEB2: will we organise a vaccination campaign as some other schools do? (JS) we do not consider having such campaign, we continue to follow our guidelines. <i>For information, and post facto, a vaccination bus came to school on 9/11 to give the possibility to get vaccinated, with permission of parents and will come back on 30/11.</i> Entry policy applied until the autumn break at least. (SF): what about not vaccinated pupils for school trips if going abroad? (JS) Hoping for guidelines on how to act – we will go forward with the planning and we will re-discuss the situation when needed. We also need a clear</p>	

		<p>approach with parents.</p> <p>APEEE (MTe) Should we have more regular testing strategy at school, as also suggested by APEEE in the SAC? (JS) No radical step done since last discussion on the topic. Not feasible in our school - will be re-discussed.</p> <p>APEEE (CDG) all the material seen in class was not available on Teams for the quarantined students - Asking to all teachers to put all material on teams for everybody. (SK): Putting materials in Teams also helps students with difficulties, as also suggested in the Annual Pedagogical Plan as good practice to be retained. (Var): Most teachers do post material on line, and try to make it as easy as possible to catch up. But we also have 20 students in front of us and cannot double teach. (JS) direction asking teachers not to go for streaming during one-week quarantine as it is negative for every part participating. Teachers are informed by the Direction that they have to provide students and parents with materials. Support is an important part of our structure and the teacher will check if lack due to absence. If so, support is easily organized.</p> <p>CDE (DS) It's a challenge to catch up for student, if material not on Teams. Are they specific requirement for teachers to put things online? (JS) to CDE: teachers to do what they have to do in order to make students progress. What to put on</p>	
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		<p>Teams is up to the teacher.</p> <p>APEEE (SK): would the Direction consider to let students with naturel immunity/recovered come back to school (cf. Belgian authorities). (JS): to be discussed when Mrs Malik is present.</p> <p>(SV): students of higher years ask their teachers to be more structured about what they need to learn for their exams and please make it very clear exactly what to study, where, what material to give the responsibility to students to get organized. We will give workshops on how to be organized for all the S5, S6, S7 students.</p>	
	<p>Rentrée 2021-2022 état des lieux all numbers about pupils, sections and grades are available since the early CA: <u>2008 students in secondary as of 1 September</u> then we lost 30 of them. We are a little over last year's figures. The last round of ACI allocations of places creates an immense fluctuation in September, complicating our organization. Each year we need one month to organise timetables and come to an end with "regroupment". This is due mainly to the oncoming new parents who can enroll their children until mid-September. When ACI allocate a place in a class, they do not take into consideration that this pupil will have human science in EN, sports and arts classes mixed with other classes whose numbers are not know by ACI</p>	<p>CDE (DS) What is the situation about EN teachers? (JS) EN teacher for EN section is difficult to find. But I am quite happy with recruitment. As we no longer have seconded teachers from UK, Ireland is compensating a lot. Some UK teacher are locally recruited. We are OK for the moment. Recruitment problem concerns other sections. This is to be discussed at CA level.</p>	

	<p>which makes us double classes. We had five groups to split, with no rooms available. <u>25 new colleagues</u> <u>Overcrowding situation:</u> 15 periods a week where a group or teacher cannot teach/be taught because no room available. We have to create artificial lack in schedule. 10% of our students receive intensive support and have their support sessions in corridors. Considering to use the canteen for classes.</p> <p><u>Warning letters:</u> 2019: 95 warning letters/30 repeaters 2020: 40 warning letters / 23 repeaters 2021: 115 warning letters / 17 repeaters Warning letters are to be seen as a helpful reminder to make an effort, Numbers above show how helpful they are.</p> <p>Refer to minutes of the CA for more numbers and explanations.</p>	<p>(SV) Overcrowding and timetable: preaus are filled, causing more surveillance, more students, for the supportive staff and advisors. We have reached our limits. We need your support for adding more supportive staff. Pupils get along well, even when they are squeezed like sardines, are cooperative, positive and understanding. (Var) There is also a furniture problem (chairs, tables missing in September)</p> <p>APEEE (MTe) suggests to rephrase some parts of the warning letter to make them less administrative. They are a very good thing to encourage the students to make everything they can to improve the situation and to offer the school's support in getting there.</p> <p>(SV) Warning letters are also there for us to open the door with parents for their children we think are better off in a technical school. From the 17 repeaters last year, there were some S5. They had all been directed to technical schools. Except for one, they moved to another school.</p>	
	<p>LGBTQ+ LGBTQ+ Charter published on the website in September to make EEB2 a safe place and a more inclusive school. This charter is linked to an action plan to raise awareness in our school community</p>	<p>APEEE (MT) Excellent initiative. Parents would have liked to be more involved with the document before it was published. APEEE has questions on how to implement it, as there are questions received from the parents about changing rooms in sport, room</p>	

	<p>(Pride Club to organise an event 17 of May). Workshops in school will be organized on pedagogical day, posters with role models, workshop with teachers od integrated science to raise awareness on chapter of sexual education.</p>	<p>during trips and mixed sport classes. (KMe) Lots of parents attended the presentation organized by CK on 17 May; some parents created their own group as follow-up on that. Last school year no parents were proposed by the APEEE members to join the WG. Separate individual changing rooms for students in transition. Choice of room in trips will always be with consent of parents and involved students. The idea of mixed sport classes are fully in line with the management's position.</p>	
<p>EEB2 (KMe)</p>	<p>Well-being action plan 2021-2022 <u>Anti-sexual Harassment Policy</u>: a clear procedure to avoid sexual harassment, to give tools to cope with sexual harassment in close cooperation with SENSOA/Flex system. A parent will join the working group. <u>Dress Code Policy</u> will be published soon (FR translation in progress). This policy was made by the anti-sexual harassment group. <u>Revision and update of antibullying policy</u> (prevention aspect + build a bridge with primary social program in place called “Vivre ensemble”) <u>Self-harm issue</u>: need some tools to cope, prevention <u>Refine goals of WAB internal advisory board of well-being</u> (revise confidentiality) <u>B-Test system put in place for S4</u> – overview in four big blocks will be maintained following the survey among S5 students and</p>	<p>APEEE to develop possibilities for parents and staff to follow well-being related webinars</p> <p>APEEE to inform us on how to do to find the parents with well-being expertise who want to join us on well-being</p> <p>(EEB2) Positive feedbacks from life skill hour: S3 to S7 Pupils have to work out what they want to talk about and what they feel is important and have a space to do that with their class teachers. Extra tools will be given to teachers during pedagogical day. (JS) a big thank you to Mrs Irvine. We worked on this during three years now. SK: APEEE broadly supports the initiative of Life-skill hours and understands the difficulties of finding a slot, but lunch-break is problematic. The class is about well-being, so the question is whether this</p>	

	<p>concerned teachers. <u>Learn to learn</u> and <u>Learn to plan sessions</u> will go on going further with <u>workshops on healthy relationships, prevention of depression, and more.</u> <u>Inventory expertise among staff and parents</u> <u>Life skill hour:</u> (KMe) the life skill hour is there to re-install human contact and promote the feeling of class group, depending on class year. We hope that this life skill hour becomes something that everyone is looking forward to, to connect to the classmates. (EI) It was a huge collaborative effort. Last May I started to put resources together on as many topics I thought would be helpful to class teachers or class coaches (all are online), also physical resources, time-tablers did find a hour where all the classes were free. For S4 to S7 it has to be during lunch the only way. (one lunch time a month) Then find teachers Organise lunches for the classes having during lunch (canteen very helpful preparing sandwiches) Staff working an extra hour a month The whole school is involved in this as a community.</p>	<p>goal could be achieved if students have 9 periods without a break. Recalls letter from FI section on this to management.. Pleased that the class is not only about the 8 life skills and that teachers and pupils will have the possibility to discuss other issues freely. Suggests that feedback should be collected in a few months. (EI) a feed-back questionnaire will be sent regularly, the first one in a couple of months so we will keep updating and make this life skill hour as good as it can be.</p> <p>CDE (DS); depression prevention workshops – what are they concretely - to be handled very carefully as students going through depression can feel very alienated. How will this be done? (KMe) Theater play Le Pont where psychologists are involved (our + external)</p> <p>CDE (DS) timing of life skill hour – everyone is interested to see what the next meeting will be. Students are ok with the timing as it is to connect one another on a more regular basis. (SV) students’ feedback, awkwardness, waste of time, teachers not comfortable yet, good that pedagogical day address this to give more tools to teachers, but it is up to the students to talk to their class coach and talk about the topics you find important. We are expecting a constant flow of feedback from our students.</p> <p>APEEE (SK) about WAB Action Plan: Mandate of the WAB to be discussed</p>	
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		<p>Policy documents to be discussed in the WAB More structured format of WAB working group. Parents would like to receive the dress code policy before it gets published Also reflect in the action plan the points from the Annual Pedagogical Plan which relate to well-being, e.g. how well-being is integrated in school life and monitoring of students and teachers' well-being Globally, the action plan is very comprehensive and APEEE support it and would like to discuss involvement of parents at the WAB meeting. (KMe) we received the name of anti-sexual harassment end of May. Policy will be published as ready. The working group has finished their work. (JS) Parents can comment on policy documents after they are published. They are 'work in progress' and will be modified when appropriate time comes.</p>	
<p>EEB2 (HK)</p>	<p>School trips: No exchange program this year but planned for next year. November: info meeting for parents of S4 who can apply for next year. Parents will be informed. 3 weeks of excursions: End of <u>October</u> (one day in Belgium allowed) Reservation are made for Belgian trip It is too early to make a clear decision for abroad trips. S2 moved in <u>April</u> to reduce risks S6 trip in <u>May</u>: as a green school we will only travel by train or buses. Destinations will be presented after autumn break.</p>	<p>APEEE (MT) parents appreciate that trips are maintained as they are important for students. <i>The decision to provisionally allow school trips in spring, should the pandemic allow it, has been reverted in the meantime given the more serious Covid-19 situation, now all school trips cancelled until the end of the school year (N.B. BE authorities foresee cancelling of all school trips until February school holidays)</i></p>	

EEB2 (CDE)

About transition of new students:
We notice that there was new system where the advisor would stand outside ...
Continue like this? Difficult for new student still to come to a new school.

(KMe/JS) pleased by the system, good feedback from student and EA. Some things need to be improved, we want a nice project for a warm welcome to new comers.
CDE (DS) suggests to involve de student council to welcome new higher year students.
(SV) CDE members to be very visible next to teachers and EA is a good sign for new students. 50 new students this year for S5 S6, with no time table yet, not on the list... . CDE to reflect on every new student to have a godfather/godmother, someone from the same language section, find a system. Also, could CDE make a brochure with all the clubs in it, what you should know when you enter EEB2 (one for younger years, one for higher years) in several language. Up to the CDE.
CDE (BK) I was new two years ago. Having students greeting you would be nice, you can relate more to someone your age.