

**MINUTES of the APEEE Board Meeting
Thursday, 28 May 2020
as online Video Conference for titular Board Members**

ATTENDEES:

Voting Board Members: Georg BECKER (DE Prim), Nils BEHRNDT (VP Administration, DE Sec), Noemie BEIGBEDER (Berkendael), Marek BOBIS (Berkendael), Henning EHRENSTEIN (VP Berkendael), Brian GRAY (Treasurer, member elected by GA), Marc GUITART (VP Pedagogy, ES Sec), Anne-Marie HAMMER (member elected by GA), Karin HUNDEBOLL (DK Sec), Alejandro MARTINEZ TUREGANO (ES Prim), Kathryn MATHE (President, EN Sec), Gundars OSTROVSKIS (Berkendael), Pere MOLES PALLEJA (Bureau, member elected by GA), Valentina PAPA (Secretary, EN Prim), Julien REICHSTADT (Dep Sec Information, FR Prim), Emese SAVOIA-KELETI (HU Sec), Thomas SPOORMANS (FR Sec), Ivan TORRE (IT Sec), Istvan VANYOLOS (HU Prim, by proxy to Veronika PATYI-HORVATH), Monika VELIKONJA (SWALS).

Deputy Board Members (non-voting): Bartosz HACKBART (Berkendael), Maria DE YTURRIAGA-SALDANA (ES Sec); Dominique BESSER (FR Sec); Veronika PATYI-HORVATH (HU Prim), Tibor SCHARF (DE Sec)

Other Participants: Samantha CHAITKIN (CE IT Prim)

APEEE Secretariat: Selena GRAY

Board members can find all supporting documents in the shared folder in One Drive (2020-05-28 APEEE Board Meeting)

1) Technical check

Board members, and non-voting members who requested to participate, successfully join the online Video conference. Participants are requested to clearly identify themselves on profile names (name and section).

2) Adoption of the agenda

The agenda is adopted unanimously (22 Votes For, 0 Against, 0 Abstentions). The Secretariat (point 15) is moved up to follow Point 3.

3) Approval of draft minutes of the Board meeting on 28 April; action points reviewed

The draft minutes are approved unanimously, and action points reviewed: the **Spring Call** was circulated again as requested; the **Evere Task Force** was convened (additional member Emese SAVOIA-KELETI); instead of contacting all class reps, APEEE wrote in the newsletter, encouraging parents with quality concerns for **remote learning** to write to section representatives and the Remote Learning team; they received response and feedback, especially from the primary; the Bureau met with Direction to discuss a **distance learning strategy and support for teachers**

(including several other points); the **letter on the reopening of the school** was revised by Nils BEHRNDT and sent, and Mr Goggins responded; a letter to Mr Beckmann to support the **INTERPARENTS position calling for the BAC Observatory Group** to help with the final BAC formula was eventually sent by IP on behalf of all APEEEs. Mr Beckman responded but did not call up the Group; IP raised concerns during the final written procedure presented to the Board of Governors, noting that this Group had not been consulted; the **S6IT letter problem of S6 B-marks** was circulated to S6 class representatives and discussed amongst them; the possibility of **supporting single parent families** was raised with Bien Etre but needs developing (volunteers, Facebook group...); **Pedgroup Language subgroup** continued discussions on enrichment programme and bilingual classes; this topic was included in the Bureau meeting with the Direction; VP Pedagogy raised all of the issues requested in the last Board meeting in the CE meetings

Action still pending: Tibor SCHARF and Pere MOLES PALLEJA will work together to produce draft **guidelines for the internal procedures** to present to the Board in June, in order to be able to work on them over the summer.

Points for discussion and decision

4) APEEE Financial Procedure to Award Funding – proposal to extend start date for currently running projects through 31 January 2021

Pt._4._FinancialProcedure_ProposedStartDateExtensionforCurrentProjects

The Board approves (16 votes For, 0 Against and 2 Abstentions) the proposal to extend the start date for projects approved during Spring and Autumn Calls 2019, with latest start date May 2021 (taking into account that some projects are seasonal).

All projects should be delivered by latest May 2022.

The Treasurer has drawn up and presents *Pt. 4.1. GUIDELINES FOR THE IMPLEMENTATION OF PROJECTS*: clear guidelines for the implementation of projects, how to invoice for funding and how to communicate clearly with the APEEE secretariat.

Action: APEEE Secretariat to do inventory - to contact all open projects for status quo and inform on extension of delivery date and guidelines.

5) APEEE Financial Procedure to Award Funding – Spring 2020 overview of submissions and selection of Awards Panel

Spring Call 2020 was extremely successful with 24 applications. The President presents document *Pt._5.1._OverviewofSubmissions_ProjectCallSpring2020*, an overview with visuals showing a breakdown of applications by section and level as well as most popular objectives covered (12. school ethos and promote relations between sections, 3. health/mind awareness/wellbeing, 11.art, music and culture, 1.indoor/outdoor spaces and 10. Sustainability and green initiatives).

Projects cover all sections; Italian, Spanish, German and English are very well represented. All levels are represented, with more from primary and maternelle than previously. Just under half of the projects are from teachers, under half from parents, the rest students and staff. 80% are new projects; 20% recurrent. 60% already have some commitment from management.

The award panel will be made up of APEEE representatives and other stakeholders (school and students) with feedback from Working Groups. Proposals and recommendations will be submitted to the Board with a written document from the award panel (*Pt._5.2._SelectionofAwardPanel_Spring2020Call*)

The proposal for the members of the Award Panel is voted for unanimously (19 For, 0 against, 0 Abstentions and composed of Krista SZABO or Sara DAGOSTINI (Bien Etre), Samantha CHAITKIN (community building), Marc GUITART (Pedagogical Group), Alejandro MARTINEZ TUREGANO (Safety & Hygiene), Gundars OSTROSKSIS (Financial Adviser), Kathryn MATHE (Board Member).

Any other interested members from the Board are invited. The Panel will be contacting the school and the student committee to fill out this group.

6) Future of the Brussels Schools: report for "Evere" task force and proposed APEEE position on temporary site Evere and attachment of Berkendael to Uccle

Pt._6.1._FutureOfBrusselsSchoolEvere_EEBIAPEEEPosition&Comments_Proposal,

Pt._6.2._FutureBrusselsSchools_2020-03-D-47-en-1_temporary_site,

Pt._6.3._FutureBrusselsSchools_FourAPEEEPosition_2020-03-D-47-en-1_Temporary_school

Pt._6.4._Régie_des_bâtiments_-_École_Européenne_provisoire_sur_lancien_site_de_I_OTAN_-_Planning_des_etudes_et_de_l'exécution__copy

Pt._6.5._Planning_EE_provisoire_copy

The Evere Task Force (approximately 10 members) met to discuss some basic principles which could form a whole EEB1 position, to use as basis to discuss proposals with the Central Office, the Commission and other interlocutors in the Groupe de Suivi and the Board of Governors. The situation (the background and proposal for Berkendael and Evere was discussed in depth in the last Board meeting) is complicated. The plan is to populate the new site with new enrolees and students from Woluwe. The immediate concern of the WG is how Berkendael will be populated and attached to Uccle, and on the other side how Uccle primary will be depopulated as would be necessary if all Berkendael Primary students will attend Uccle Secondary. This would almost surely mean some buildings would need to be transformed as Uccle Primary is cleared out to make way for more Secondary.

The rationale behind many discussions is that the Berkendael population does not integrate with the current structure of Uccle. There has been a decision to avoid positions specific to particular sections but instead to set general principles for populating Berkendael and depopulating Uccle in the least invasive way. The President takes the Board through the principles the Working Group came up with, underlining that we have to work as constructive partners, which requires flexibility from parents, not only barriers. The President discussed the principle of maximum 1 transfer between sites, principle of continuity of sections (example of SWALS), support of satellite classes, priority transfers to chosen site for Berkendael for S1 (solidarity for FR section Berkendael but allow to transfer to other site than Uccle), any year priority transfer for Berkendael students (even if P2/P3), section should only be made phasing in or out, but WITH PROPER PLANNING (no transfer of sections from one site to another), more clarity during enrolment process. The documents also detail parent and section concerns.

Board members are given the opportunity to raise questions. It is clarified that APEEE EEB1 do not support moving of whole sections but do agree to gradual phasing in/out of sections. Discussion ensues around the schools in general and the opening of the 5th school, with concern around how it will work with the balance of sections in the system and the different sites. In general the concern persists for Greek satellite section about the space in Ixelles and Latvian section not being moved back into SWALS. Detailed discussions ensue around the proposals, as per each section's experiences. Various updates to the position are proposed, related to: the continuity of sections; to phasing in and phasing out sections; and to the concerns on populating Berkendael.

It is decided not to vote on this yet but first present to parents, in particular primary parents, for further feedback. It is generally agreed that this is a time to decide whether to be brave and put forward a constructive vision rather than let all decisions be made without parents. A Task Force is proposed (3 or 4 people good with statistics) to produce a forecast (studying last year's enrolment figures) of what this would imply for the 2 sites – estimation of the population for each site. Nora STRAEHLE is put forward as candidate. Gundars OSTROSKIS volunteers.

Action:

Kathryn MATHE to update document with proposals made in the room.

The revised document will be sent out by Secretariat the next day, members will be asked to circulate to sections for discussion with feedback requested by following Thursday. Kathryn MATHE and Noémie BEIGBEDER to include cover page explaining why it is important to free these spaces. EVERE Task Force to meet on the Friday and final proposal will be run by Written Procedure with 3 days to vote.

Points for discussion

- 7) De-confinement, reopening of campus, and reinstatement of *in situ* teaching: feedback and discussion on June programme; looking ahead to September

Pt._7.1._Letter_to_Director_on_Reopening_from_Safety&HygieneCommittee_29-04-2020,
Pt._7.2._ResponsetoLetter_onReopeningfromAPEEES&H_06-05-2020_NOT-FOR-CIRCULATION
Pt._7.3._ImportantDates_Communication_07-05-2020,
Pt._7.4._UpdatefromEuropeanSchoolsBrussels_Communication_14-05-2020
Pt._7.5._Important_information_relating_to_the_re-entry_programme_in_the_school_26-05-2020
Pt._7.7._Activités_in_situ_au_Secondaire_à_partir_du_4_juin__In_situ_activities

Nils BEHRNDT recalls the position agreed by the Board at its last meeting on 28 April. Together with Henning EHRENSTEIN, Marek BOBIS and Georg BECKER, he took part in two extraordinary meetings of the School Advisory Council (SAC) convened by the Director to discuss the reopening of the school. Both meetings had been used by the Director to listen to the different positions of the students, the teachers, the Services and the parents. Considering the split position of the parents (some in favour of sending their students back to school before summer, others preferring to keep their students at home), the APEEE representatives did not take a position but posed questions based on the situation of the two schools. They had also insisted that the school starts the planning for September rapidly and, as appropriate, draws on the experience gained up to now and from the partial re-entry until summer. Finally they invited the school to regularly and rapidly communicate with all parents as they had to adapt and plan ahead.

Further to those two meetings, and in consultation with the other European schools in Brussels and the Office of the Secretariat General of the European Schools and the Commission, the Director announced that they would maintain the home schooling/remote learning as the primary method of teaching until the summer. However for certain class (P5 and S7) special programmes would be organised to allow them to return briefly to the school for certain organisational and logistical issues. A few days later, the approach was adapted in order to allow all students to come back to the school once for up to 3 hours without a special programme for any class. The day before the Board meeting, the Belgian government announced a fundamental change for the Belgian schools allowing students in the maternelle and primary sections to return to school. As a result, the European schools in Brussels informed that they would also reconsider a general re-entry of maternelle and primary students before the summer.

The Board have an in-depth discussion of the process so far, communication by the school and remote learning, the psychological effects on families, the recent announcement by the Belgian government and its impact for the re-entry of students at our school. The discussion shows that the orientations and principles agreed at the last Board meeting remain pertinent and valid. Emphasis is put on supporting S7 as their year ends and efforts for proper planning of re-entry and classroom logistics in September.

It is agreed to keep the Board closely informed, also in case the school convenes further extraordinary reflection meetings. No formal decision is taken.

- 8) EEBI remote learning programme in primary and secondary: remote learning cycle-wide strategy; class-level quality assurance; support for teachers; *in situ*-remote “hybrid” curriculum**

Pt._8.1._Minimum_requirements_for_online_presence_and_activities_of_teachers_NOT-FOR-CIRCULATION,
Pt._8.2._INTERPARENTSQuestions_to_Direction_Version5DistanceLearningRecommendation,
Pt._8.3._Version5DistanceLearning_Recommendations_2020-03-D-11-en-5__NOT-FOR-CIRCULATION,
Pt._8.4._APEEE_Comments_-_Uccle_Primary_L2_Issues_&_Recommendations (1)

As per actions agreed during last meeting:

The Bureau met with management and discussed a Remote Learning strategy at cycle level, taking into account issues that had come up (weekly structure, minimum requirements, homework principle). Teacher support was also discussed, not only for equipment but also training. The director confirmed that they would put a strategy in place without discussing the details, but with the promise to include cycle specific programme. The directors' response to teacher support was that they had been continuously carrying out training. There was no perception that teachers lacked equipment.

Quality control by APEEE has been put into place more actively, supporting parents with quality concerns related to Distance Learning. Parents were asked to contact APEEE, and feedback was received, particularly in 3 areas: that of primary L2 (both sites), discipline and safety online (especially for primary and lower secondary) and the well being of families should maternelle students not return to school. APEEE sent a feedback document (Document pt. 8.4) on L2 primary and these were taken into consideration during the Primary L2 coordinators meeting.

Board members discuss parent feedback and there is agreement that simple guidelines are required for teachers, in order to have some kind of harmonisation of online teaching practice and consistency of homework platforms.

Kathryn MATHE and Pere MOLES PALLEJA are involved in ongoing discussions at the INTERPARENTS level, with an Extraordinary Joint Teaching Committee meeting planned for next week. A Task Force of Inspectors will be put in place starting June, to develop stronger distance learning practices (assessment, quality insurance..), to work through the summer, aiming to have some measures passed in September at an Extraordinary Board of Governor meeting.

INTERPARENTS already succeeded in getting Central Office to circulate a set of basic requirements of Best Practices to all Directors (Pt 8.1). The document is not for circulation but can be summed up by section representatives.

Document 8.2 was produced by INTERPARENTS based on Version 5 of the central office's Recommendations (practical questions we could pose to our Direction, to be used by Parent Associations to encourage their schools to meet practices put in place by Central Office). It is proposed that this is also sent to the school to be used to develop their strategy.

Action: There is consensus for Kathryn MATHE to send IP document to school management, in order to further their work on a remote learning strategy.

9) Cyber Bullying: recent incident, consequences and looking forward

*Pt._9.1._Harcèlement_site_internet_S3_FR (1), Pt._9.2._Harcèlement_internet_suite
Pt._9.2._Harcèlement_internet_suite*

Marc GUITART refers to the recent incident of cyber bullying (Instagram account set up to target S3 students). He and Tibor SCHARF wrote to the school Pedagogical Coordinator, asking to identify the students behind and to put in place a wider educational action. The reply from Deputy Director Mr ROESEN, that the school do everything they can but it is up to parents to monitor the situation, was surprising. Our position is that this should be a joint collaborative exercise, with guidelines on the responsible use of internet, APEEE are asking the school to do their part, to talk with these instigators as well as the students involved (Italian Danish and French sections).

This point was raised at the recent Bureau meeting with the direction and management. The school explained in more detail the steps they took, which included reporting to police. In this situation the school did not find which students instigated the account, only students who participated. The management asked that parents trust the them more, noting that they cannot tell us all they are doing.

The APEEE feels that these issues need to be tackled head on in the school context. It is not just about sanctions but about dialogue. This could be done in the context of BIEN ETRE. Ms KUNSTER, Educational Advisor, was receptive to working with BIEN ETRE.

10) Soliciting Points for June School Advisory Council (SAC) and June Safety & Hygiene Committee-Uccle

As the meetings have not yet been set and this Board meeting time is running over, it is decided that the Bureau will put together a proposal for points and circulate to Board members for feedback instead.

Action: Circulate proposal for SAC points

Oral Points for Information

11) Berkendael Update

Covered in previous points.

12) Pedagogical Update: May primary and secondary CE meetings debrief; language enrichment programme evaluation; CE Rules of Procedure; working group status

Marc GUITART reports that the secondary CE meeting was held and flash report (*Pt.12.2._CESecondary_FlashReportCE7May*) circulated (including return to school, marking for Secondary and BAC and other points, which have not progressed due to the current crisis)

For Primary the most relevant point is the new Rules and Procedures for the Education Council. He reports that parents pushed back on agreeing to the School's final rules as they had not been discussed at Board level and by the Working Group set up by the school. He invites members to give feedback, highlighting the main change whereby the Education Council would comprise of following members: Director, Deputy Director, 2 teacher representatives and 2 APEEE representatives, with possibility to invite Section Representatives: (rather than the current big forum represented by 1 Representative from each section).*Pt.12.3.a._annexe_3_Règlement_du_conseil_d'éducation_adapte_primaire_copy,Pt.12.3.b._annexe_3_Conseil_Education_rules_of_procedure__Nursery_and_Primary_EEB1_copy*

He invites the members to have a look at the points in the draft minutes (*Pt.12.1._CONSEIL_D_EDUCATION_COMPTE_RENDU_050520_-_version_du_11_mai_NOT-FOR-CIRCULATION*). It is noted that the results of the pilot enrichment programme are still pending and it is urgent for us to see a copy of the Masson report.

On School-level Working Groups, the President informs the Board that confirmation was given that all Working Groups will start in September; though Languages and Mobile phones will already begin work this month.

Action: Marc GUITART to urgently send reminder to Director and request languages meeting (latest 2nd week June). Insist that school share in advance the results of the evaluation and what the plan for the future is.

13) INTERPARENTS/BoG Report: "Special Powers"; Baccalaureate marks; CatIII solidarity; Distance Learning Group; NMS update; Obligatory L3 in P4; host country language option for L2; and more.

INTERPARENTS has been extremely active during this period, meeting weekly. Pere MOLES PALLEJA reports on the last updates:

The 'Special Powers' procedure was withdrawn; an accelerated procedure was approved instead for the approval of decisions from Board of Governors. This would only be applied in situations related to COVID19 and the legislation will expire end of August. It was thought that this could be

used for approving BAC arrangements, to adapt the rules to the current situation and not only suppression of BAC exams.

He reminds the Board that there was a decision from the Board of Governors in April to cancel written and oral BAC exams and calculate BAC mark based on A and B marks only, with 2 courses of action if a student is not happy with the final grade: a request for exams in August or to repeat S7. Discussions with the Central Office began for the updated BAC arrangements document to be discussed by the BAC Observatory Group, but the Central Office argued that actually the decision of the Board of Governors had given the mandate to the Central Office, so there was no need to go through the whole process again. Even if the overall feeling is this decision is flawed and did not undergo proper consultation, it all happened so late it was hard to fight against this written procedure, it would have implied a legal mess for the candidates. Comments and concerns were sent to the Board of Governors, especially the lack of weighting of BAC choices. Nevertheless, rules were required urgently and decisions were made. The risk persists of them making some moderation of marks if statistically higher or lower results compared to previous years. Central Office will have a 2 step phase – hiring of statistical officers followed by a group of statisticians which will be hired by the Spanish presidency, to check if results are statistically sound. Then these will be applied to actual BAC marks and if significant divergence, the Board of Inspectors will propose to modify marks. There is the promise that any modification, in the case of lowered marks, will not result in the failing of any student as a result.

The President reports on the development of solidarity with the CAT III families (parents who pay own school fees). INTERPARENTS sent a letter supporting an instalment plan and solidarity for these families, which our Bureau supported on behalf of the APEEE. Some families complained more broadly about having to pay for weak Remote Learning. This is more pressing in other schools where the group is bigger. (*Pt._13._CAT_III_letter*)

There is a constructive Remote Learning Working Group in INTERPARENTS which is in constant discussion with the Central Office.

New Marking Scale – the problem of many outstanding equivalence tables still persists (tables which will be used for next year's BAC results). It is therefore becoming urgent that member states update theirs - some MS have not yet looked at how we evaluate the BAC with New Marking Scale and this should have been done by December. Additionally there persists the problem of the Germans, whereby this has been done but is unfavourable. Danish is still unfavourable and not getting better. There is an appeal for section representatives to check and to push the governments of their member states to update these.

14) COVID Consequences: travel reimbursement, S4-S7 evaluation, Student Mobility Programme

Document: Pt._14._COVIDConsequences_ResponsetoPendingIssuesfromAPEEE_27-05-2020_NOT-FOR-CIRCULATION

The President refers to the document circulated. The school will get back to parents on travel reimbursements and the Student mobility programme has been cancelled at all schools.

The members discuss the latest updates on S4-S6 transcripts and the request to put an annotation explaining that the B marks have been duplicated. There is agreement to respond to Mr Goggins by requesting concrete actions to protect the students be taken as soon as possible Ivan TORRE is appointed with Marc GUITART, Thomas SPOORMANS, Maria DE YTURRIAGA-SALDANA and Kathryn MATHE to follow up on the S6 evaluation and the implications.

With regards to the S7 Ceremony, this is still under consideration as per the restrictions in place. Thomas SPOORMANS is appointed to be the S7 APEEE Delegate to liaise between S7 class reps and the school.

Finally, Kathryn MATHE and Julien REICHSTADT are in the process of updating the website and appeal to all to look at the APEEE Section and give feedback on how to improve. They are trying to update COVID 19 as a separate page.

Action: Kathryn MATHE, Ivan TORRE, Marc GUITART and Thomas SPOORMANS and Maria DE YTURRIAGA-SALDANA to meet and draft letter for S6 transcripts.

15) Secretariat Update

The President informs the Board that sick leave for Guendalina COMINOTTI is extended through June and that the Secretariat is beginning to struggle, a replication of the issue experienced last year. She informs the Board that both she and Selena GRAY are working a lot of extra hours. She underlines that the Secretariat urgently needs man hours to resolve its GDPR situation.

A WG was formed last Board meeting to support the APEEE Secretariat (Ivan TORRE and Emese SAVOIA-KELETI) and the DPO is in the process of producing a Temporary policy to cover the APEEE. However, there is still an urgent need for someone to take charge of the task and follow through with the inventory. Staff is needed. Board members discuss candidates, it is agreed an additional member of staff or specialist is required for the heavy data processing and document management. There is consensus to mandate the Bureau to look into the financial situation and to hire a replacement member of staff who will prioritize this task, who may also act as support in general for the APEEE Secretariat, possibly even when Guendalina COMINOTTI returns.