

EEBI SAC, November 25 Parent Agenda Points

We didn't receive a draft agenda, and it is unclear to the APEEE whether this is an extraordinary SAC or the SAC intended for preparation of the January Admin Board—the latter would mean that the agenda should already be quite charged; if this is the case, then we would be grateful to receive the documents in preparation. We believe this SAC would be a key opportunity to review the APSP that we did not have a chance to discuss in-house in September.

1. Distance Learning Strategy: The APEEE again requests that the school draft and publish a Distance Learning Strategy specific to each sub-cycle or even level. The strategy should cover tools used and general arrangements and practices put in place to ensure pedagogical continuity in a range of situations: full distance learning, hybrid learning, *in situ* learning with quarantined/vulnerable children or teachers.

Parents have felt a general improvement in the distance learning over the last period and have appreciated the increase of information on programmes proposed as well as the new primary Online Safety Rules. Still, it remains important to clarify arrangements in a range of situations for all stakeholders over the longer term. Parents would also like the Distance Learning Working Group to be convened to follow this issue (see Working Group Calendar below).

2. COVID Arrangements:

- **Safety Measures – Ventilation:** ventilation of classrooms needs to be urgently addressed, particularly for classrooms with windows that don't open or do not open to the exterior.

While the management has suggested that classes will not be held in rooms that are inadequately ventilated, as we understand this has not happened in a systematic way.

Berkendael: In particular, there are several classrooms in Berkendael with windows that do not open, and more rooms where windows only open partially and where we doubt that real ventilation is achieved. With the campus full every day, parents do not understand how classes held in these rooms could be moved.

Uccle: there are several interior or basement rooms in buildings in Uccle. In the primary, as with Berkendael, it is unclear how classes can be moved. In secondary, we understand a system allowing teachers to switch into empty classrooms has been initiated, but we understand that this does not fully meet needs.

We would be curious to know the solutions proposed to immediately address the situation.

- **Distance/Hybrid Learning:** As noted, most parents noted improvements in the recent distance learning offer compared with spring so there was a general feeling of relief. Nevertheless, there were still concerns:
 - **Teaching from home in primary:** Parents in primary classes where distance teaching is undertaken are concerned about this practice. As a rule, parents see this as a temporary measure and are concerned if it goes on for an extended period. There is also concern that the support teachers found to manage the class are not always appropriate (e.g. do not speak the language well or are not consistently available). How does the school envisage this situation over the longer term? Is there thought of redeploying vulnerable teachers to other areas?
 - **Overloaded primary teachers:** Parents with children in classes with primary teachers who also teach L2 have found their teachers can offer fewer hours of class and seem to be overloaded. Parents suggest that during future distance learning periods, these L2 lessons are given to other teachers, but would be happy to hear other proposals from the

management. (We know that this was already done in Uccle primary last year so we hope this practice can be put in place again.)

- **Rotation in Secondary:** Parents would be happy to know what instructions teachers have received for the rotation system. How often should they undertake live teaching and which tools must, should or can they use?
- **Period after Xmas Break:** Many primary families (particularly MAT-P2 families) have contacted the APEEE about the plans to put distance learning in place after the Xmas holidays. This is felt to cause undue stress on families with young children as parents are also compelled to work over this period. Not only is this added stress on the families, but they feel that the children of this age gain little benefit from online learning—so extended breaks can have real impact on their progress. Are there any alternatives or ideas for mitigating the effects of this break on families with the youngest children?
- **Quarantine/vulnerable students:** What rules are currently in place in primary and secondary to cater for quarantined and vulnerable students who cannot come to school for *in situ* lessons? How is minimal contact ensured? Who is in charge of making sure that happens? We are also concerned that the school has not found a clear solution for families with medically-validated vulnerability.
- **Educational Support:** Since the start of COVID-19 crisis there has been little information from the school management targeted to parents of children on educational support. We would ask the school to share with parents the plan for provision of regular educational support under rotation and distance learning in primary and secondary this year. This should also include provision for any children deemed vulnerable or in quarantine. Is there provision for students on educational in secondary to be in situ more than 50% during hybrid-rotation as allowed in the current Belgian regulations? How does the school envisage and facilitate the work of support assistants and therapists on tripartite agreements under the current circumstances, both in situ and at distance?

3. Governance - Working Group Calendar: The parents are quite happy that the school and other stakeholders have launched working groups in order to treat specific issues in detail.

By our count there are currently 9 working groups established over the last two year, which which 3 have met though not recently: **Management led:** Communication Policy (never), Child Protection (never), CE Working Methods/Rules of Procedure (March 2019 meeting cancelled, never called again), Addiction Prevention (winter 2019-2020), Green School (winter 2019-2020), Science Festival (spring 2018-2019); **Student led:** Homework Guidelines (never), Vending Machines (never); **Teacher led:** Mobile Phones (never)

There are also 4 that have been proposed, of which 2 have been agreed but not yet put in place:

Management led: Distance Learning WG; **Student led:** Teacher Feedback WG; **Not yet established:** Projects and Trips WG; Classes Transplantes Steering Group. This is a total of 11-13 working groups.

Parents urge the school to develop a calendar of meeting with clear priorities and deadlines for outputs. These can be tailored to the SAC or CE schedule depending as appropriate. We note that:

- several of these groups are relevant to the current period (e.g. Distance Learning) and need to be convened as soon as possible;
- others address long-standing issues that should no longer be put off (Addiction Prevention, Mobile Phones, Child Protection, CE Rules of Procedure);
- while some have helped to support successful initiatives (Green, Science Festival) that we hope will be continued;
- and some are needed in time to plan for 2021-2022 (Projects&Trips, Classes Transplantes).