

**Thursday, 25 February 2021 at 20:00**

as an online Video Conference for titular Board Members

## Minutes

### **ATTENDEES:**

**Voting Board Members:** Nils BEHRNDT (VP Administration, DE Sec), Noemie BEIGBEDER (Berkendael, FR), Marek BOBIS (Berkendael, SK), Sara DAGOSTINI (IT Prim), Henning EHRENSTEIN (VP Berkendael, DE), Almudena FUERTES (ES Prim), Brian GRAY (Treasurer, member elected by GA), Marc GUITART (VP Pedagogy, ES Sec), Karin HUNDEBOLL (DK Sec), Julia MADL (DE Prim), Sara MARTELLI (Berkendael, IT), Kathryn MÁTHÉ (President, EN Sec), Pere MOLES PALLEJA (Bureau, member elected by GA), Gundars OSTROVSKIS (LV, Berkendael), Valentina PAPA (Secretary, EN Prim – by proxy to Amy HAYES), Sigfrido RAMIREZ PEREZ (ES Sec), Julien REICHSTADT (Dep Sec Information, FR Prim), Emese SAVOIA-KELETI (HU Sec), Malene SCHATHOLM (SCHAT-EPPERS) (DK Prim), Thomas SPOORMANS (FR Sec), Ivan TORRE (IT Sec), Istvan VANYOLOS (HU Prim), Monika VELIKONJA (SWALS).

**Deputy Board Members (non-voting):** Agnes BOROS (HU Prim), Simon DERRY (EN Sec), Bartosz HACKBART (Berkendael, FR), Amy HAYES (EN Prim), Bianca JITEA (Berkendael, EN), Fiona KERNAN (EN Prim), Alba MARINO (ES Berkendael), Jean VAN KERCHOVE (FR Sec)

**Other Participants:** Magali BARRAL (CE FR Prim), Samantha CHAITKIN (CE IT Prim), Cristina FERNANDEZ-RAMOS (Gifted Children), Isabel IZQUIERDO (Deputy CE ES Prim), Emese KRIASZTER (Deputy CE HU Sec), Magdalena KUPCZYK (Deputy CE PL Prim), Ioana SANDU (Deputy CE FR Sec), Eszter RUMBOLD-MOLNAR (Observer)

**APEEE Secretariat:** Selena GRAY, Fiona TAYLOR

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***Board members can find all supporting documents in the shared folder in One Drive (2020-02-25 APEEE Board Meeting/Supporting Documents)***

### **1. Technical check**

Board members, and non-voting members who requested to participate, successfully join the online zoom meeting.

### **2. Adoption of the agenda**

President Kathryn MATHE adds CULT Committee Parliamentary Presentation under AOB and informs that Education Support / Gifted Children's Group and Educational Technology will present under Point. 10. The agenda is adopted by consensus.

### **3. Approval of the minutes and follow-up of action points**

The Minutes are approved by consensus and action points reviewed.

Point on Agenda	Action Points reviewed Board Meeting 21/01/2021
(Board19/11) 12	<b>Resurfacing basketball court:</b> discussed in January in the Secondary CE - APEEE will be bringing it up with the school and CdE separately. Waiting to hear back from school. <a href="#">Pending</a>
(Board19/11) 13	<b>Handover of class rep info to services/ Medium term:</b> The Bureau, Legal Working Group and Secretariat working on updating the APEEE Data Sharing Agreement, Representative Charter & Vademecum <a href="#">Pending</a>
(Board19/11) 14	<b>APEEE Statutes and Rules of Procedures:</b> Pere MOLES PALLEJA looking at Ixelles' internal rules <a href="#">Closed</a>
(Board19/11) 17	<b>Secondary Projects &amp; Trips:</b> Working Group preparing for CE Meeting 8 February. <a href="#">Presented 8 Feb - will present later on during the Board meeting</a>
4	<b>Report on 12 January Green Group Round Table Event:</b> Parent Coordinators Imke LUEBEKKE and Dietrich ROEMETSCH to write up conclusions. <a href="#">Final written report still pending</a>
5	<b>INTERPARENTS Update:</b> <ul style="list-style-type: none"> <li>- Thomas SPOORMANS to join Education Technology Group. <a href="#">Joined. Working with Marek BOBIS on Geogebra and BYOD.</a></li> <li>- Kathryn MATHE to send Thomas SPOORMANS multiannual plan for Pedagogical Reform Group. <a href="#">Sent.</a></li> <li>- Board members to send any queries related to issues raised or to JTC in general to Pedagogical WG, prior to JTC Meeting 11-12 February. <a href="#">No queries received. Monika sent issue rather for Pedagogical Reform Group relating to L2 and streaming.</a></li> <li>- Board members to read letter from IP legal working group.</li> </ul>
7	<b>Proposed Communication to Parents on COVID Measure:</b> Nils BEHRNDT to redraft and send letter Friday 22 January - after double checking latest COVID measures announced same day by Belgian government. <a href="#">Redrafted and sent out to parents.</a>
9	<b>List of delegates to official bodies and working groups:</b> APEEE to update (to school and on website) <a href="#">Done</a>
10	<b>List of standing Observers :</b> APEEE to update website <a href="#">Done</a>
11	<b>APEEE Secretariat working methods and procedures:</b> Ivan TORRE and Fiona TAYLOR to work on project and report back in March Meeting. <a href="#">Ongoing</a>
12	<b>Legal - Compliance Strategy 2021:</b> appeal for volunteers ( <a href="#">done</a> ) amongst Board members to dig into legal texts with aim to: <ul style="list-style-type: none"> <li>• produce list of questions by end March.</li> <li>• plan consultation with external lawyer by end April.</li> <li>• to report back to Board with reworked document by May/June</li> </ul> <a href="#">Currently looking into various law firms at the moment</a>
AOB	<b>Issue of S1 in situ:</b> Noémie BEIGBEDER to decide whether to submit FR position for WP. <a href="#">Noémie BEIGBEDER reports this was followed up individually by class representatives with disappointing results. She also informs the Board that the French section were disappointed by the lack of support that was received at the previous APEEE Board meeting. Kathryn MATHE confirms the issue was raised in Admin Board in a general question about compliance with Belgian rules.</a>

## Points for Information

### 4. Report on 25 January EEB1 Administrative Board

The report (Document 4a) was circulated in advance so President Kathryn MATHE focuses the presentation on Parent Agenda Points:

Covid measures: raised together with the issue of S1, APEEE questioned the different way our school applies the 50% rule and why we are not aligning with the FWB rules on this as well as for several others issues (third party access, school outings, cold lunches...). Response was that although in keeping with the 'spirit of Belgian rules', our school applies these in relation to our particular profile and situation (size, capacity, infrastructure, mixing of groups, etc.).

BAC and Secondary testing: APEEE raised concerns about B tests and BAC. In particular, although positive to see there is a possibility to differ approaches on the Bac exam (example of Varese which might not hold in situ exams), contingency planning is worrying and they did not manage to produce alternative formulas that might be used for calculating the BAC grade in case problems occur.

BAC oral exams are cancelled (15/2) and the decision for written exams will be taken by end April. The main concern is the risk of another downward moderation of BAC results. A Board discussion ensues around BAC choices and PreBAC exam experiences. As orals are cancelled, it is argued students should be allowed to change choices for written exams in order to accommodate the late change in arrangements and still have fair access to their university choices. IP have addressed this to the Secretary General's office. A letter on behalf of S7 has also been sent to school management addressing a list of problems that came up during the Pre-BAC exams (exam conditions, issues in exam papers, etc.).

New Marking Scale: still problematic with some Member States using the situation to 'devalue the BAC', but same response without any real progress.

Distance Learning: APEEE made several remarks. The Secretary General office took a month to upload the finally approved Distance Learning Policy onto their website; complimented the Primary for their better work on Distance Learning Policy but for Secondary, although practice improved on the ground, it is still not clear from management what rules are being applied or what instructions teachers are receiving; Absences not well managed, particularly at Secondary level.

Distance teaching in Primary: raised under Budget as there was a huge, hardly used, allocation (under COVID) for support teachers and replacement teachers for vulnerable teachers. Response was that it is difficult to find teachers but it was confirmed that the budget is extended to 2021.

Cost sharing (teachers): raised concern about how this is implemented, creating an insecure situation and unfair treatment for the locally hired teachers. Monika VELIKONJA (SWALS) proposes that as a school we work to redress this issue, through adopting a Resolution for the next CEs (May and June, in Primary and Secondary) and hopes to discuss the proposal at a next Board meeting. Kathryn MATHE notes that the Deputy SecGen mentioned a possible expansion of the list of 'Protected posts', which already exist for the English section (Primary teachers, L1 and Philosophy in Secondary). Native-speaking locally recruited teachers in these posts are "protected" from being replaced through Cost Sharing mechanisms.

Overcrowding: discussed in reference to Mr MARCHEGGIANO's memo on the future schools. Confirmed '2028' meant as at the latest. In the meantime the idea of an accredited school

network confirmed as rather a long term idea (not from 2024-2028 but only after 2028). No real answers to issue of what will be done when EVERE fills up in 2024.

Governance: APEEE do see an improvement with more timely meeting agendas but there is still a lack of supporting documents in key meetings. Working Groups are a very positive development but the CE and SAC do not function as true consultative bodies. Still a concern about the Annual Pedagogical School Plan, which should be based on stakeholder consultation, whereas for the last few years it has only been received in the Admin Board as “fait accompli”. Revisions have not been made in last years and despite yearly reassurance that it will be sent for consultation in advance this is never done; in addition for the last two years it was not officially approved in the Admin Board. The Multiannual Report was not produced at all, though it was due in September 2020. The other Brussels schools have either finished or are working on theirs.

## **5. Administrative Meeting Reports**

- **9 February, EEBI Safety and Hygiene Meeting**
- **8 February, Price Waterhouse Cooper Capacity Audit Kick-Off Meeting**

### **9/2/21 : EEBI Safety and Hygiene Meeting**

Nils BEHRNDT, VP of Administration, reports that this was the first joint S&H committee meeting with Uccle and Berkendael. The general feeling is that this new format works quite well. Points and concerns could be raised and heard from both sites. On the substance, the general atmosphere was constructive and open. Some of the main points raised :

- Update on infrastructure :
  - o On both sites, the school has created Covid zones reserved for students with possible Covid symptoms.
  - o Renovation in Berkendael to building 66 and on-going projects such as in Uccle sports grounds and table tennis tables in both sites.
- Well being of staff :
  - o The Safety and Security officer will now work full time which will enable him to look into other issues beyond Covid 19 such as the kiss and ride zone and better preparing the rentrée after holidays.
  - o There will be Coaching lessons for staff.
  - o The Central office is negotiating to have one external contractor on Prevention and Protection in work for all Brussels European schools which would also involve a psycho-social risks analysis for staff.
- Covid :
  - o The issue of ventilation which is not always functioning (windows should be opened for 5 minutes every 20 minutes). Teachers do not always respect the rules and there are some rooms that cannot be ventilated. The school has ordered velux windows for these rooms and in the meantime have purchased CO2 meters that can be placed in these rooms.
  - o Regarding CO2 meters, the school which initially rejected buying simple consumer devices has to come back on this decision as the professional devices cannot be bought on the market. Teachers will have to make a request for a meter which they will have to return after use as there will be insufficient meters for all teachers concerned. Parents can encourage teachers to use a meter if in doubt of the air

quality.

- The current code is still Red so no changes to sports etc The level of infection is still low. Current measures will be kept until after Easter. Maybe then the school will envisage reopening extra curricular activities, but it's too early to say.

Nils BEHRNDT summarises points raised by parents in Berkendael and Uccle. One particular point raised was by Hungarian parents. Quarantine procedures following a visit to Hungary were not clear. The school clarified that it cannot justify absences where it has not been asked by the Belgian authorities. Parents can provide a medical certificate if the children choose to stay home, but the school cannot simply do this by themselves.

Despite Belgian Regulations allowing the re-opening of swimming pools, the school swimming is unlikely to reopen before Easter.

Marek BOBIS, Berkendael delegate to the Safety and Hygiene Committee, also reports on other issues raised in Berkendael : the need for more supervision in the courtyard, as there have been some incidents, and the « kiss and drive ». Berkendael has bi-monthly meetings with the Director.

Thomas SPOORMANS raises the issue of gym classes. Some gym teachers go walking in the woods but some teachers are absent and surveillants cannot leave the school ground. Students often do nothing and spend the time on their phone. Nils BEHRNDT will keep an eye on this gym aspect as the rules regarding gym classes are unclear.

Sigfrido RAMIREZ PEREZ asks for clarification on ventilators in classrooms and installing purifiers. Kate MATHE confirms that in a number of classrooms in Fabiola they have installed ventilation and also in the basement of Platon. Teachers have commented that the situation is much improved. In Da Vinci, the school will install velux windows soon.

Nils BEHRNDT adds that he is not sure whether the meters have arrived yet and whether teachers have been informed they need to be proactive and ask for them [note bene: In the meantime, the school has confirmed that the CO2 have arrived and are being used by teachers on request]. The school agreed to CO2 meters only but not purifiers. Parents cannot buy air purifiers as there is no guarantee they are of good quality. If the CO2 meters show that the air is not good, the school would then consider installing velux or ensuring ventilation otherwise.

**Action:** EEB1 S&H: any questions regarding air quality to be addressed to Nils BEHRNDT. Nils BEHRNDT to ask school if CO2 meters arrived and if teachers are informed.

## **8/2/21 : Price Waterhouse Cooper Capacity Audit Kick-Off Meeting**

President Kathryn MATHE reports that Price Waterhouse Cooper are undertaking a three-month study to determine the maximum school capacity. This study was contracted through the central office in response to parents' long-standing concern about over-crowding. The study will not focus on fire standards, as these evacuation-and-assembly standards are measured through regular certified inspections. Instead it will focus on the dynamic capacity /safety of the school campus (e.g. ventilation norms, dynamic capacity as students move through their day, etc), the pedagogical impact (e.g. numbers, size, equipping and use of classrooms, specialised spaces, possibly timetabling) and also on well-being aspects (e.g. effect of travel times, time allotted for eating/relaxing, noise and natural light, cover from the rain). The audit will be carried out at all four Brussels schools and is considered four separate projects.

They are using existing Belgian legislation (Flemish or Wallon, school can decide), take existing guidelines and squaring them with the data we provide them with.

A meeting was held on 8 February 21 with Katie MATHE and Nils BEHRNDT, 3 representatives from Price Waterhouse Cooper, Jan BELIEN (EEBI Deputy Dir Finance & Admin) and Jonathan GUYOT (EEBI Safety Officer).

On 23 February 2021, PWC visited the premises in Berkendael and in Uccle (parents' reps were invited) and also interviewed key staff/services members and the CdE. This will be followed by a mid-term report and the final report is due by 23 April.

Following the meeting with PWC, some problems were identified. The team is very young/junior with possibly little experience. They seemed confused about the way the school operates despite having already visited Woluwe school. Another issue is that during the current Covid provisions, the secondary school is running at 50% capacity, so this does not give a realistic impression of the situation in normal times. The main problems identified from the school visit are the overcrowding of hallways and stairways, time tabling, free time and the lack of free spaces and covered spaces when it rains.

Kathryn MATHE informs that they will push for more interviews with students and teachers. The school is encouraging APEEE to be pro-active and we are invited to contact PWC at any time with any concerns or relevant data. Bartosz HACKBART adds that he accompanied the PWC visit of Berkendael, with a senior consultant and concerns were raised about infrastructure and the school entrance. Surprisingly, despite having already visited 2 other European schools, the consultant was not familiar with the organising of the schools in linguistic sections.

**Action:** Kathryn MATHE, Nils BEHRNDT and Bartosz HACKBART to gather concerns and write follow-up letter to PWC.

## 6. Pedagogical Meeting Reports

- **8 February, Secondary CE Meeting**
- **8-12 February, INTERPARENTS - Joint Teaching Committee: BAC arrangements, Distance Teaching Policy, New Syllabuses, Pedagogical Reform, Educational Support, Teachers**
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### 8/2/21: Secondary CE Meeting

Marc GUITART, VP of Pedagogy, reports on the secondary CE meeting held on 8/2/21.

Teachers points of discussion : it is a problem for many teachers not being able to see their students on video during on-line classes. Students should be encouraged to switch on their videos.

Parents points of discussion :

- Challenges in DL : lack of lessons; replacement of absent teachers - the school cannot replace a teacher when absence is notified on the day; lack of strategy/clarity - the school claims there is clarity and no need for extra clarification; use of TEAMS; how assignments are given.
- PE classes : lack of classes. School suggested addressing the teachers directly.
- Work experience : a survey was launched after the meeting, either to cancel or organise

one week online experience. Results were 50-50, but the sample was very small. School still to confirm a decision.

- Geogebra/BYOD : lack of policy and school invited to develop one. Thomas SPOORMANS adds that several parents from the French section are complaining about the cost involved in buying a new device and questioning why students cannot use their mobile phones. Kathryn MATHE suggests pushing for transitional methods until the school gets its act together.

**Action:** Geogebra/BYOD: Thomas SPOORMANS, Marek BOBIS and Kate MATHE, as members of the educational tech group (Ped WG) will look into the topic and report at next CA meeting.

### **8-12 February, INTERPARENTS - Joint Teaching Committee: BAC arrangements, Distance Teaching Policy, New Syllabuses, Pedagogical Reform, Educational Support, Teachers**

INTERPARENTS report postponed.

#### **Points for Decision**

##### **7. Proposal to appoint Julia Madl and Simon Derry as APEEE Uccle Safety & Hygiene Committee delegates**

The Board agrees by consensus to the appointment of Julia MADL and Simon DERRY (deputy) as delegates to the S&H Committee on behalf of Uccle. Simon DERRY can now be included as a permanent observer to the APEEE Board.

**Action:** APEEE Secretariat to update list of delegates to WGs, website and inform school

##### **8. Groupe de Suivi consultation on the composition of the 5th School – EEBV (Haren)**

President Kathryn MATHE presents. Negotiation is still ongoing with regards to the new mandate, with its core group and resulting impact on the participation of the 4 APEEE Presidents.

Contingency planning Evere: there was a brainstorming around solutions for the 300/400 children (Mat to P3) if opening is delayed (existing schools with rotation scheme, distance learning, MOL, other facilities) with no decision taken. It is argued, and the President confirms this was raised, that new parents should be made aware of this risk when accepting their place during the enrolment phase.

The Board discusses the 5<sup>th</sup> school (Haren), full permanent structure for 2500 students, and the request from Mr MARCHEGGIANO for APEEE to give a recommendation whether a "secondary" or "traditional school", or "refrain from taking a position on this issue". The consensus is that this is difficult, and risky, to decide without being given a real plan or vision. Berkendael and Evere are currently temporary sites, without any agreement from Belgian government that they will be permanent. The European School Convention also states that "every school should be a full school" (article 3.1).

The Board votes unanimously (21 votes) to reply that APEEE can be consulted but not our role to take a position, with a reminder that this is the obligation of the Secretary General office, in

line with appropriate planning and respecting the European School Convention.

**Action:** Kathryn MATHE and Henning EHRENSTEIN to write response on 5<sup>th</sup> school, and include query on any developments on possibility of using Berkendael prison as a school site.

## Points for Discussion

### **9. Student well being and mental health: discussion of current situation; brainstorming of possible short and long-term measures**

Sara DAGOSTINI, coordinator of the Well-Being Working Group, is asked to present the latest updates on mental health issues and her vision for the future. The mental health situation has worsened with Covid. Therefore the WG has planned on having a more active role, collaborating with students, the school psychologist, the school management and other European schools in Brussels. Issues such as underfunding, general lack of resources, overcrowding and a highly demanding curriculum have a huge impact on mental health. On the initiative of students, representative of CdE and in collaboration with the school Psychologist and in consultation with WB WG, a Working Group was created to develop a mental health survey, first draft to be revised – anyone welcome to contribute. Hope to have it done this year. This would be the starting point to develop a programme. Under discussion is psychological support and having a psychologist full time.

The WG has proposed to have an intervention for students so they can discuss and share their feelings about Covid. This would be organised within the context of values project, focussing on Covid impact on teenagers. The obstacle is that the school is not letting outside people enter the premises. Trying to find a solution. Yet Belgian Rules and schools allow a specific list of outside people to enter their schools, particularly related to issues of pedagogical and emotional/psychological support.

Child Protection Policy: a 3rd meeting was held with the Director. It is progressing well and they are targeting September for the final policy.

#### **Long term mental health:**

- the first important thing to do is create a mental health culture and create a healthy school that is close to the students, promoting healthy values and habits (sleeping well, eating well, being socially active,..). Need to work on resources in addition to the psychologist, e.g. having an app where you can talk anonymously etc.
- Mental health day where you promote different actions, events, outside speakers etc for students and teachers.
- Mental health programme as part of the curriculum. To propose values, mindfulness, stress management etc this would be compliant to what was discussed on Child Protection at a Board of Directors in 2008 during which certain actions were defined. Discussions are already under way with the school management.
- Mobile phone policy, bullying/cyber bullying policy.
- "Personne de confiance" or peer counselling, peer to peer support. Would need to train students to do counselling. A similar project is successful in Luxembourg I. The problem now is training the students during the Covid restrictions.
- Facilities: overcrowding. Creating additional spaces.



### **Short term well being**

- “Video-on practice”: teacher initiative. They have asked if students could put the video on during online classes. As a teacher it is demoralising not to see the students. We could encourage students to put videos on.
- Interest in outings: there is concern about PE in secondary and FR and IT primary. Belgian regulation allows outings. Any kind of movement, even to the bois, could be encouraged.
- Laeken parents/students/teachers sent a letter to all teachers asking them to relieve pressure on the students by e.g. focus on key points of the syllabus, not to assign too much homework, to use more uplifting material. Could encourage teachers to engage more with the students on the impact of the current situation on everyone.

### **Open discussion:**

Noémie BEIGBEDER comments that she sent a link to a video on how to encourage children to switch on cameras. It should be sent to all teachers.

Pere MOLES PALLEJA expresses his doubts about asking students to connect the camera as it could lead to problems of connectivity and also leads to students staying immobile for a long time which is not good for their well-being.

Julien REICHSTADT comments on the lack of school outings and how it should not be limited to PE classes but could be part of “Découverte du Monde” issues or ecological projects. These points will be raised at the next CE meeting.

Almudena FUERTES adds that the role of parents is very important in supporting the children. This message should be sent to parents. Sara DAGOSTINI responds that indeed parents have an extra role here and points out that Noemie BEIGBEDER had found a Webinar on ‘burnout of parents’ which could perhaps be interesting to share with parents. Conferences could be organised. With other schools, the idea was put forward to creating a platform to share with people interested in well-being.

Malena SCHATHOLM expresses an interested in being part of the Well-Being WG. She shares how in Denmark they work with Well-Being and several points have come out:

- The importance of well-being in the classrooms and the relation between the teachers and the students. If you are happy in classrooms, this will increase your chances of being happy outside of school.
- It is very dull for teachers not to see students if their videos are switched off. We should encourage students to switch videos on. How to do this? As it is difficult for some students to be on video (bullying), both teachers and students should be given the skills
- Distance learning: as a parent how do we support the teachers and how do we support our children and the importance of establishing a healthy routine (getting dressed, having breakfast,..). We could establish guidelines/tips for parents.
- Peer to peer: it is a good idea to have a “Covid school buddy”– someone who looks out for you from your class. Malene SCHATHOLM volunteers to work on this project.

Sara DAGOSTINI likes the idea of guidelines/tips for parents and will develop a document that could go out to parents/teachers to present to the Board in writing before the next Board meeting.

Thomas SPOORMANS expresses concern regarding school middle management and feels that they are out of touch with what happens in classrooms, not stepping in when necessary. Regarding mental health, he insists that S1 students should not be doing distance learning and the European Schools should follow the Belgian system which has S1-S3 in situ.

Maria DE YTURRIAGA encourages the Well-Being WG to really look at what could be done now. All activities have been cancelled. What can be done to reintroduce some of them, what is feasible now? Belgian schools are more flexible. Sara DAGOSTINI replies that they regularly push the subject with the school but they keep rejecting any changes. Kathryn MATHE proposes to escalate the issue and to organise a meeting with the school to discuss the issues.

Sigfrido RAMIREZ states that it would be important to have a forum where class representatives meet with teacher representatives. Sara DAGOSTINI to explore outreach possibilities to teachers.

Almudena FUERTES expresses support for Noemie BEIGBEDER's document on the presence of students in school. Only a few changes were suggested and she encourages it be presented again.

**Action:** Malene SCHATHOLM to join the Well being group and inter alia to work on COVID and well being issue. Sara DAGOSTINI to coordinate drafting of tips for parents on how to cope with COVID and Distance Learning. Draft will be submitted to Board in writing before next meeting. Nils BEHRNDT, Kathryn MATHE and Marek BOBIS to draft letter to school to request possible loosening of some restrictions (activities, external visitors), aligning with Belgian rules.

## 10. Snap-updates from thematic groups and solicitation of feedback

- **School Working Groups: School Communication Policy, Primary Classes Transplantées, Secondary Homework Policy / Distance Learning Primary, Secondary Vending Machines, Secondary Mobile Phone Policy**
- **APEEE Working Groups: Secondary Trips & Projects, PedGroup Languages, PedGroup Bac**

Noemie BEIGBEDER, delegate to the Secondary Mobile Phone Policy Working Group, gives an overview on developments, with the creation of a Task Force in February 2020. Currently working together to elaborate a simplified proposal which could be more easily pushed through, adapting the old position to modern circumstances (BYOD). Proposal includes no use of smartphones in school buildings and only in designated areas.

Simon DERRY and Thomas SPOORMANS APEEE delegates to the School Communication Policy Working Group explain that they are looking into the need to develop the current School Communication Policy and to push for recommendations before June.

**Action:** ideas and recommendations solicited from Board Members, to be sent to Simon DERRY

Istvan VANYOLOS, delegate to the Classe Transplantée Group, presents the background on the situation around the ski trips. They have agreed to reconvene with the school once the latter have checked in detail and have clear estimates and data (resorts and available modes of transport, parent preferences, if Uccle and Berkendael will travel together, etc) on the various options.

Kathryn MÁTHÉ reports on the Distance Learning and Homework Policy WG, comprised of students, teachers and parents. For Distance Learning, consensus points are to manage minimum expectations from all parties; explore better ways to channel feedback to teachers to avoid creating negative cycles and instead create a community around the practice of DL; provide practical guidance for students and parents on TEAMS. Students and parents produced a good draft on Homework Policy, final draft policy will soon be circulated. Following a request from the German section, the distance learning feedback team is likely launching another survey on rotation and Distance Learning for Secondary to understand experience in recent weeks.

**Action:** Board members encouraged to read through notes on Homework Policy and feed back / Distance Learning Feedback team to launch survey on rotation and DL for Secondary

Samantha CHAITKIN updates on Vending Machines, which the CdE have been requesting since 2018. APEEE Services argued that this is not possible within their business model, alongside their offers of other food services. The CdE will talk to school management to request a pilot phase for this alternative point of access for snacks alongside the existing but often crowded food spaces, long queues and waits.

Monika VELIKONJA updates on the main ideas on Secondary Projects and Trips, and how to engage teachers. They will meet with teachers to come up with an overview of issues and recommendations to propose to school management and to have some kind of handbook to ensure knowledge is passed on and teachers supported and encouraged. She invites all Board members to read the notes on this in the CE Flash report and to also check with their sections if students are invited to participate in events in their Member States.

**Action:** Secondary Section representatives asked to gather information from parents on whether students are being invited to attend national competitions and events organised in the different member states by 18 March.

Monika VELIKONJA also reports from the Languages Group on the response to the survey sent out to all P5 parents at Uccle and Berkendael , on providing less common languages as L3 option (S1). 18 replies were received and respondents benefitted from being able to follow replies to the survey in real time.

Kathryn MÁTHÉ reports on three recent efforts of the PedGroup BAC – to gather feedback after Pre-BAC; to follow up on issue of cancelled oral exams and possibility to change options and add exams; and to inform families of right to request Pre-BAC exam scripts from the school (APEEE clarified these rules and rights by email today).

Cristina FERNANDEZ-RAMOS from the Gifted Children Group gives a power-point presentation on the context and objectives of the Survey on Gifted Children circulated December 2020 by the Education Support / Gifted Children's Group. This also served to raise awareness at our school and the WG is now brainstorming results which include figures and profiles to present to the school.

Finally, Kathryn MÁTHÉ , from the Educational Technology Group, reports that the group are successfully working on hosting the TEAMS training (APEEE funded project) for parents, together with Woluwe and Laeken, hopefully to be launched in March.

## 11. Review and solicitation of APEEE agenda points to 4 March Uccle Primary CE and 18 March Berkendael CE

It was suggested that the following points be added to the respective agendas.

CE Uccle Primary 4/03/21: outings to the Bois and PE classes, swimming lessons (conforming to BE Regulations), coming on site of external parties, covered playground area, giving feedback on differentiated education for gifted children, request for information/statistics on L2 enrichment classes, European school possible alignment to Flanders Regulations allowing 1 day trips from 15/3, well-being outreach initiatives to teachers.

CE Berkendael 18/3/21: regarding Classes Transplantées, Berkendael Directors should be informed of what's being discussed in Uccle and invited to take part in the discussions; L2 enrichment classes; and gifted children.

**Action:** APEEE to request statistics on L2 enrichment classes from the school.

## Written Points for Information

### 12. Secretariat Update

**Action:** Project funding: Secretariat to officially extend project deadlines in May due to COVID

### AOB

Meeting runs overtime, members are directed instead to watch the link on the CULT Committee, posted on the APEEE Facebook page.

Point on Agenda	Action Points Board Meeting 25/02/2021
(Board 19/11/20) 12	<b>Resurfacing basketball court:</b> discussed in January in the Secondary CE - APEEE will be bringing it up with the school and CdE separately. Waiting to hear back from school. <a href="#">Ongoing</a>
(Board 19/11/20) 13	<b>Handover of class rep info to services/ Medium term:</b> The Bureau, Legal Working Group and Secretariat working on updating the APEEE Data Sharing Agreement, Representative Charter & Vademecum <a href="#">Ongoing</a>
(Board 21/01/21) 11	<b>APEEE Secretariat working methods and procedures:</b> Ivan TORRE and Fiona TAYLOR to work on project and report back in March Meeting <a href="#">Ongoing</a>
(Board 21/01/21) 12	<b>Legal - Compliance Strategy 2021:</b> <ul style="list-style-type: none"> <li>• produce list of questions by end March.</li> <li>• plan consultation with external lawyer by end April.</li> <li>• to report back to Board with reworked document by May/June</li> </ul> <a href="#">Ongoing</a>
(Board 25/2/21) 5	<b>Admin Meeting Reports:</b> <ul style="list-style-type: none"> <li>• <b>EEB1 S&amp;H:</b> EEB1 S&amp;H: any questions regarding air quality to be addressed to Nils BEHRNDT. Nils BEHRNDT to ask school if CO2 meters arrived and if teachers are informed.</li> </ul>



# APEEE

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	<ul style="list-style-type: none"> <li>• <b>Price Waterhouse Cooper Capacity Audit:</b> Kathryn MATHE, Nils BEHRNDT and Bartosz HACKBART to gather concerns and write follow-up letter to PWC..</li> </ul>
6	<b>Action:</b> Geogebra/BYOD : Thomas SPOORMANS, Marek BOBIS and Kate MATHE, as members of the educational tech group (Ped WG) will look into the topic and report at next CA meeting
7	<b>Appointment of Julia Madl and Simon Derry as APEEE Uccle S&amp;H Committee delegates:</b> APEEE Secretariat to update list of delegates to WGs, website and inform school
8	<b>Groupe de Suivi – composition of the 5th school:</b> Henning EHRENSTEIN and Kathryn MATHE mandated to reply to the Secretary General office's request for an APEEE position (or non position) based on the points agreed in discussion.
9	<b>Student well-being and mental health:</b> <ul style="list-style-type: none"> <li>• Malene SCHATHOLM to join the Well being group and inter alia to work on COVID and well being issues</li> <li>• Sara DAGOSTINI to coordinate drafting of tips for parents on how to cope with COVID and Distance Learning. Draft will be submitted to Board in writing before next meeting.</li> <li>• Kathryn MATHE and Marek BOBIS to draft letter to school to request possible loosening of some restrictions (activities, external visitors), aligning with Belgian rules.</li> </ul>
10	<b>School Working Groups: School Communication Policy:</b> ideas solicited as well as volunteers to join pre-meetings. <b>Homework Policy:</b> Board members encouraged to read and feed back / Distance Learning Feedback team to launch survey on rotation and DL for Secondary <b>APEEE Working Groups: Secondary Trips &amp; Projects:</b> Secondary Section representatives asked to gather information from parents on whether students are being invited to attend national competitions and events organised in the different member states by 18 March.
11	<b>Agenda points Primary and Berkendael CE meeting: Pre-meeting action point:</b> APEEE to request statistics on L2 enrichment classes from the school.
12	<b>Secretariat: Project funding:</b> APEEE Secretariat to officially extend project deadlines due to COVID situation