



Berkendael School

November Newsletter

2020



NEWSLETTER OF BERKENDAEL CLASS REPRESENTATIVES

FOR PARENTS BY PARENTS

Drôle, bizarre, angoissante ou presque normale : cette rentrée de septembre 2020 est décidément différente. Ce qui reste inchangé, c'est l'énergie et le dynamisme de nos parents délégués de Berkendael qui sont déjà au four et au moulin pour défendre et représenter les enfants pour leur offrir une scolarité dans les meilleures conditions autant pédagogiques que sanitaires. Cette édition vous présente le résultat des élections des délégués de notre école avec un très utile Who is Who, un article dédié aux nouveaux parents avec trucs et astuces, des nouvelles de la coordination des APEEE, du futur de Berkendael et encore bien d'autres sujets.

Odd, strange, nerve-racking or almost normal: this start of the school year is definitely different. Unchanged are however the energy and dynamism of our Berkendael parent delegates, who move heaven and earth to defend and represent our kids, so they are given the best schooling and in optimal sanitary conditions. This edition presents you the results of the election of our school parents delegates, with a very useful Who is Who, an article with tips for new parents, news on APEEE's coordination, on the future of Berkendael and much more.

Envoyez-nous vos idées ou contributions
pour la prochaine édition à

Send your ideas or suggestions for the
next edition to



newsletter.berkendael@gmail.com

apeee.berkendael@gmail.com



DIRECTORS' WELCOME

Tom Claes

My name is Tom Claes and I live with my wife Nele and our three children Helene, Emil and Andreas in Putte near Mechelen. Immediately after secondary school I chose to become a primary school teacher. After working for thirteen years in a small, cosy school I got the opportunity to go to the European school of Mol. Working in this setting was an incredible experience. It were nine fantastic years and I had to say goodbye with a lot of pain in my heart. Of course I am very happy to come back as Deputy director to the European schools after five years being a director in a local school in Berlaar.

When I worked in Mol, I visited the school in Berkendael several times. It's an incredibly nice feeling to be able to work here myself now. I really enjoy my job here.

I'm lucky to end up in a fantastic and enthusiastic team and I am sure that we will be able to achieve a lot.

I fill my spare time mainly with playing music (the guitar and the alphorn), reading, cooking and traveling. We love to combine culture, nature and fun during these vacations.

I would like to take this opportunity to thank the management, the colleagues, the parents and the children for the nice welcome I received in Berkendael.



WELCOME

Tim Scholliers

Hello, dear readers of the magazine for Berkendael-parents.

Most of you will probably only notice now that Berkendael not only has a Deputy but also an Assistant Deputy. Those of you who did know: congratulations, you've read the general info at the start of the school year! Or we already communicated by mail or on the phone. In any case: I'm thrilled to work here. It's another step in my own life, growing from being a primary school teacher in a Belgian school in Molenbeek over to the EEB2 in Woluwe and now this post. When I first came here, I already felt Berkendael was different. The size of the school, the different language sections, the teachers and pupils who spend all that time here... it feels great to be part of that.

Now, in different times we would have had plenty of time to get to know each other and have long meetings in situ, but that's not possible right now. As such, the parents who meet me will virtually notice that I'm not a native French or English speaker but that I'm always open to practice those languages, but also German or Spanish. I'm Belgian, born in a small town in Flanders and from the moment I started teaching I lived and worked in Brussels. I love cycling (but not too fast) and playing Ultimate Frisbee. I'm also very fond of spending time in classrooms, so some of your children will have seen me in their class already. I'm trying not to repeat myself too much, because some students interviewed Tom and me during the European Hours for the Berken'Magz which will be filled with many more articles and stories. Therefore, I strongly encourage all of you to read it and marvel at the writing and IT-skills of our pupils!



WHO IS WHO and WHAT IS THE APEEE?

You have surely come across the APEEE acronym many times. You might not remember what it stands for and why there are so many “E’s” there¹ but you know it has something to do with the parents’ association. By now, you have become part of it², and you are further represented there by class delegates you have recently elected.

The APEEE voices parents’ concerns in the school governance bodies, dealing with issues ranging from education and school administration, to students’ health, safety and well-being. Issues currently in the spotlight include, among others, COVID-19 and distance learning, growing Berkendael site or the fifth School.



1 It’s because the acronym comes from French and refers to “Association des Parents d’élèves de l’école Européenne”

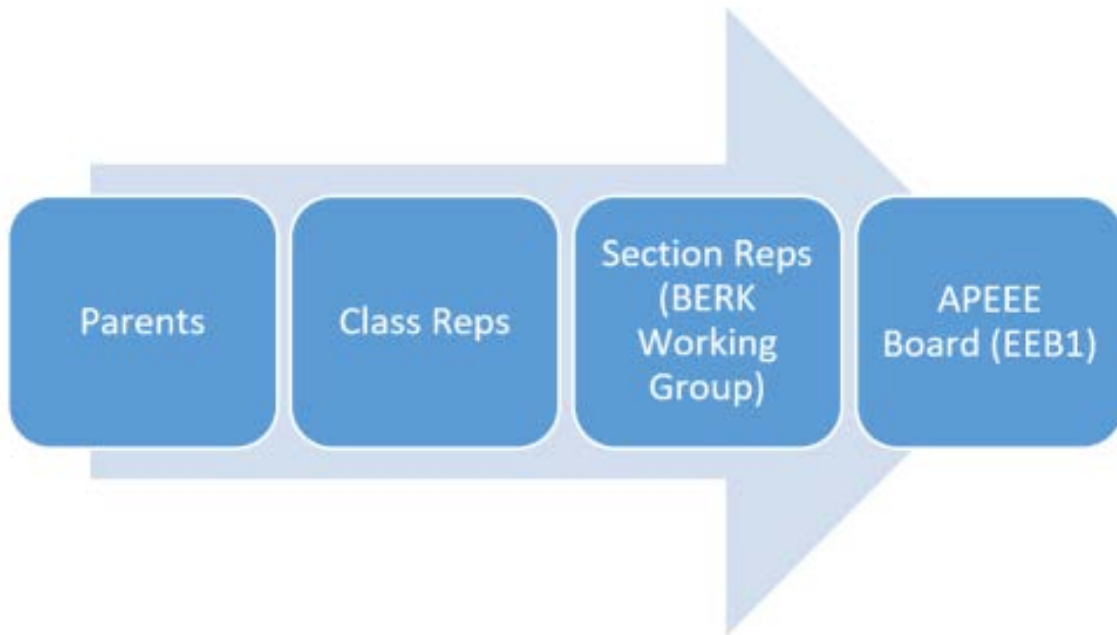
2 In case you have forgotten to pay your membership yearly fee, go to:

<https://services.uccleparents.org/en/node/1>

IN A NUTSHELL

APEEE – what are the different bodies and levels of representation?

Parents elect the class reps, who elect section reps, who form the Berkendael WG, and feed into the APEEE board. All clear, isn't it?



Class reps ensure representation of class vis a vis teachers, organise activities at class level, ensure communication between APEEE and their class, elect section reps and reps of section on Pedagogical Board. They can participate in APEEE working groups.

Section reps – for each of the 7 linguistic sections + deputies. They keep the class reps informed, coordinate issues relevant across the sections, ensure dialogue with school management, and nominate 5 voting members of the APEEE board as well, one of them being the APEEE Vice President for Berkendael.

Berkendael Working Group is made up of the section reps (and their deputies). It is the central coordination group for all parents' issues that concern all sections (school life, infrastructure and equipment, safety and hygiene, transfers to the secondary cycle, etc.). The representatives to the Pedagogical Board also attend the WG meetings for the pedagogical aspects discussed there (e.g. distant teaching modalities). They meet at least once a month, and are in regular contact with the school management. Finally, they also represent parents at the Enrolment Board and at the Brussels European School Monitoring Group (where 5th school is discussed) meetings.

APEEE EEB1 Board brings together sections and cycle reps (for a mandate of two years). It has 27 members of which at least 5 from Berkendael. It is the central coordination decision making body at APEEE EEB1, who prepares and adopts APEEE decisions and ensures central communication with school management.



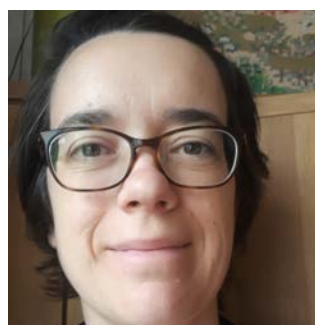
For more information on functioning of the APEEE³ and its role in the school governance, go to uccleparents.org

The voting members for Berkendael serving on the EEBI APEEE Board are Henning Ehrenstein (APEEE Vice-President and also representing Berkendael parents in the Enrolment Board), Noémie Beigbeder (WG secretariat), Gundars Ostrovskis (representing Berkendael WG in the Brussels European School Monitoring Group, also coordinator of the APEEE project funding), Marek Bobiš (representative for the Hygiene and Safety committee). The fifth member is still to be nominated.

Perhaps you have come across them not even knowing that there are our Berkendael VIPs!



Gundars Ostrovskis



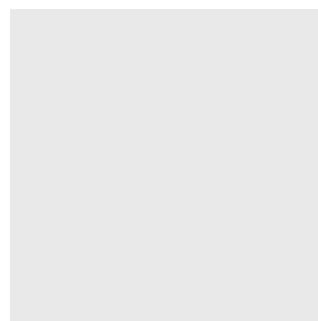
Noémie Beigbeder



Marek Bobiš



Henning Ehrenstein



TBA

³ APEEE's role is set up in Article 23 of the Convention of the European schools which states that "For the purpose of maintaining relations between the pupils' parents and the School authorities, the Board of Governors shall recognize for each School the Association which is representative of the pupils' parents."



Each linguistic section has also a distinct representative for the Pedagogical Council (“Conseil d’Éducation”) of the school, gathering both teachers’ and parents’ representatives, and the school management. That body deals with matters directly linked to the educational processes (such as school trips, educational support, distance teaching, etc.).

For 2020-2021 the following representatives have been nominated:

	Section representatives (Berkendael WG)	Pedagogical Council representatives
DE	Henning Erhenstein	Raphael Toussaint
EL	Giokaris Dimitrios	Elena Papadaki
EN	Bianca Jitea	Raluca Blanaru
ES	Alba Marino Enriquez	Cristina Fernandez Ramos
FR	Noémie Beigbeder	Emilie Tournier
IT	Sara Martelli	Roberta Dirosa
LV	Gundars Ostrovskis	(tbc)
SK	Marek Bobiš	Soňa Jafyan

If you want to reach one of them, ask your class representative or just send an email to apee.berkendael@gmail.com

Interested in getting involved?

APEEE is always on the look-out for volunteers! There is a number of bodies and [working groups](#) that deal with other specific themes (community building, communication, pupils’ well-being, educational support, inter-parents umbrella group, hygiene and safety, logistics, projects funding... to name a few). Just send an email to the above address to discuss the details of your involvement.



Beyond the APEEE: Interparents

As a parent of a pupil in such a big system as our Schola Europaea, you might feel overwhelmed by the variety of structures and bodies that govern the schools and you might have focused only on contacting your class representatives when wanting to point out one issue or a proposal. That is of course the most natural and preferred course of action, but have you ever wondered who represents the parents' association (PA) of our and other European Schools in decision-making processes. Who is the voice of school's parents on those meetings that cover the strategic issues we care about, such as Bring Your Own Device policy, or introduction of L3 earlier in the primary cycle? It is challenging to swim the sometimes-choppy waters of the Schools' governing system, but the Interparents (IP) association is the first one to jump to our mind when it comes to representing the parents' associations in the higher instances of European School governance: the Board of Governors, the Budgetary Committee and the Joint Teaching Committee (Interparents sends four delegates to the Joint Teaching Committee; two observers to the Budget Committee; and two delegates - an official delegate and a deputy - to the Board of Governors). Interparents also appoints representatives to sit on working groups mandated by the board of governors and to represent the parents when required at other meetings that have to do with the functioning of the schools.

In the good old pre-COVID times, Interparents representatives met four times a year, two days each time, to discuss strategic issues of parents' interest and to develop common positions on the topics such as:

- **European School Language Policy**
- **Pedagogical reform**
- **New Marking System in secondary**
- **Evolution of and support for the European Baccalaureate**
- **Students with special educational needs (SEN)**
- **Failures and repeat rates**
- **Inspection and quality assurance**
- **Cost sharing and teacher remuneration**
- **Infrastructure and funding**



Since the pandemic kicked-in, however, the Interparents are working around the clock with real time updates and long hours of discussions. They are contributing to the topics such as distant learning and quality teaching in these unprecedented times. Even when there is cacophony of views, Interparents achieve the better outcomes for the parents and students, always fostering a democratic exchange and strategic foresight. These are the European Schools that have their representative(s) in the Interparents: Alicante (ES), Bergen (NL), all four Brussels schools, Munich, Frankfurt and Karlsruhe (DE), two Luxembourgish schools, Varese (IT) and Mol (BE).



ISSUES THAT MATTER TO US

The start of this school year has been chaotic and school management, parents and pupils have been facing a number of challenges. Handover of the school management, the lack of preparedness of the school buildings, application of hygiene and safety measures to face the Covid-19, use of the three buildings of the school have created pressure on the whole school community.

Buildings

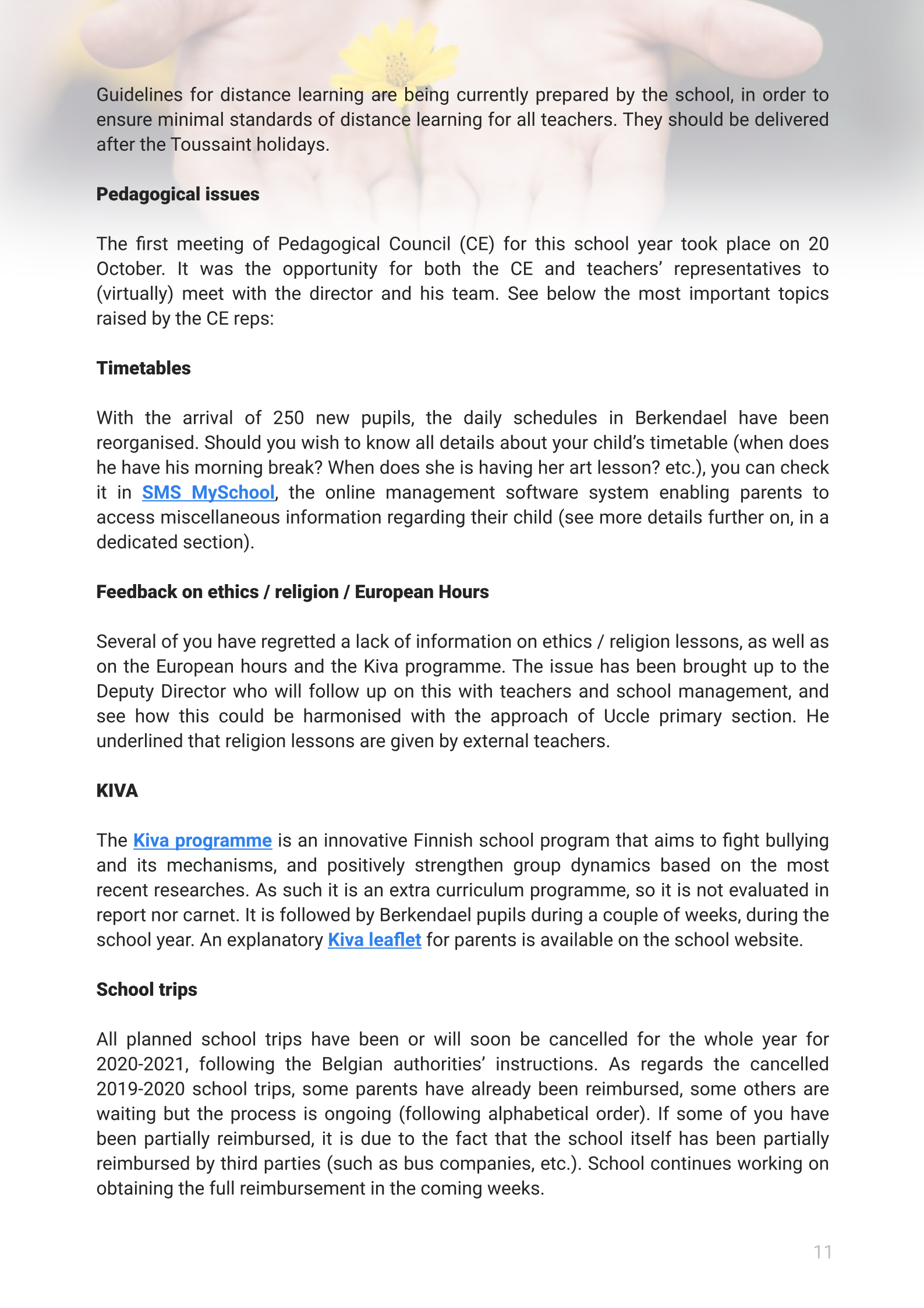
The three buildings of the school⁴ are now being used, with a reshuffling of the allocation of classes to face the increased number of pupils (+250 compared to the last year, +8 new classes), to meet the need for creation of “language 2” (L2) classrooms for EN and DE, as well as for sharing classrooms with the after-care. Several classrooms were clearly not ready at the beginning of the school year, but thanks to the great job done by the new management team, the situation has improved by now, and the school confirmed that the missing elements (smart boards and IT equipment, necessary to ensure teaching continuity on the current sanitary situation)) should arrive soon. Some topics remain on the agenda and shall be addressed in the coming months, such as the capacity of the building B and the very limited size of its courtyard or the location of the nursery classes and the school traffic). Conformity with the hygiene and safety measures (for ex: class ventilation) related to the Covid 19 management also remain a concern for parents.

Covid 19 and distance learning

Distance learning is foreseen in two scenarios in Berkendael. The first one is when a class is in quarantine, and the second is when it is the teacher who is in quarantine (with kids still in the classroom). In case one child is in quarantine, the teacher should send the materials/ homework via Teams or SMS. In principle, there should be no closure of MAT and PRIM cycles, even if the “red” colour code, defined by the Belgian government is applied. However, as we have just seen, the ultimate decision remains in the hands of the EEB1 director.

⁴ The three buildings are:

main building (A), building “Halsdorf”, and building B (or “66”, formerly belonging to the Garderie)



Guidelines for distance learning are being currently prepared by the school, in order to ensure minimal standards of distance learning for all teachers. They should be delivered after the Toussaint holidays.

Pedagogical issues

The first meeting of Pedagogical Council (CE) for this school year took place on 20 October. It was the opportunity for both the CE and teachers' representatives to (virtually) meet with the director and his team. See below the most important topics raised by the CE reps:

Timetables

With the arrival of 250 new pupils, the daily schedules in Berkendael have been reorganised. Should you wish to know all details about your child's timetable (when does he have his morning break? When does she is having her art lesson? etc.), you can check it in [SMS MySchool](#), the online management software system enabling parents to access miscellaneous information regarding their child (see more details further on, in a dedicated section).

Feedback on ethics / religion / European Hours

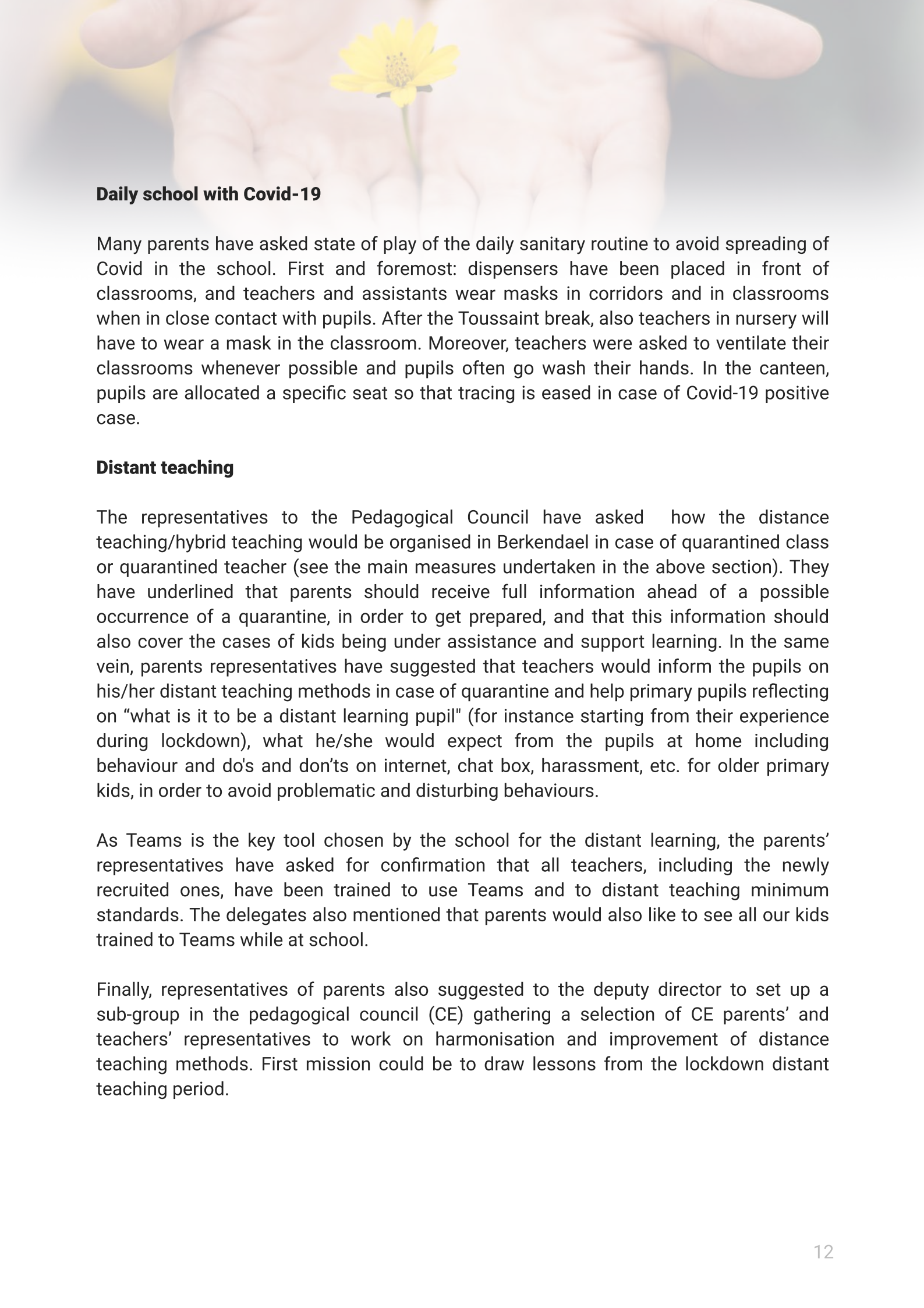
Several of you have regretted a lack of information on ethics / religion lessons, as well as on the European hours and the Kiva programme. The issue has been brought up to the Deputy Director who will follow up on this with teachers and school management, and see how this could be harmonised with the approach of Uccle primary section. He underlined that religion lessons are given by external teachers.

KIVA

The [Kiva programme](#) is an innovative Finnish school program that aims to fight bullying and its mechanisms, and positively strengthen group dynamics based on the most recent researches. As such it is an extra curriculum programme, so it is not evaluated in report nor carnet. It is followed by Berkendael pupils during a couple of weeks, during the school year. An explanatory [Kiva leaflet](#) for parents is available on the school website.

School trips

All planned school trips have been or will soon be cancelled for the whole year for 2020-2021, following the Belgian authorities' instructions. As regards the cancelled 2019-2020 school trips, some parents have already been reimbursed, some others are waiting but the process is ongoing (following alphabetical order). If some of you have been partially reimbursed, it is due to the fact that the school itself has been partially reimbursed by third parties (such as bus companies, etc.). School continues working on obtaining the full reimbursement in the coming weeks.

A background image showing a hand holding a small yellow flower with a green stem and leaves. The hand is positioned at the top of the page, with the fingers gently cupping the flower. The flower has several bright yellow petals and a dark center.

Daily school with Covid-19

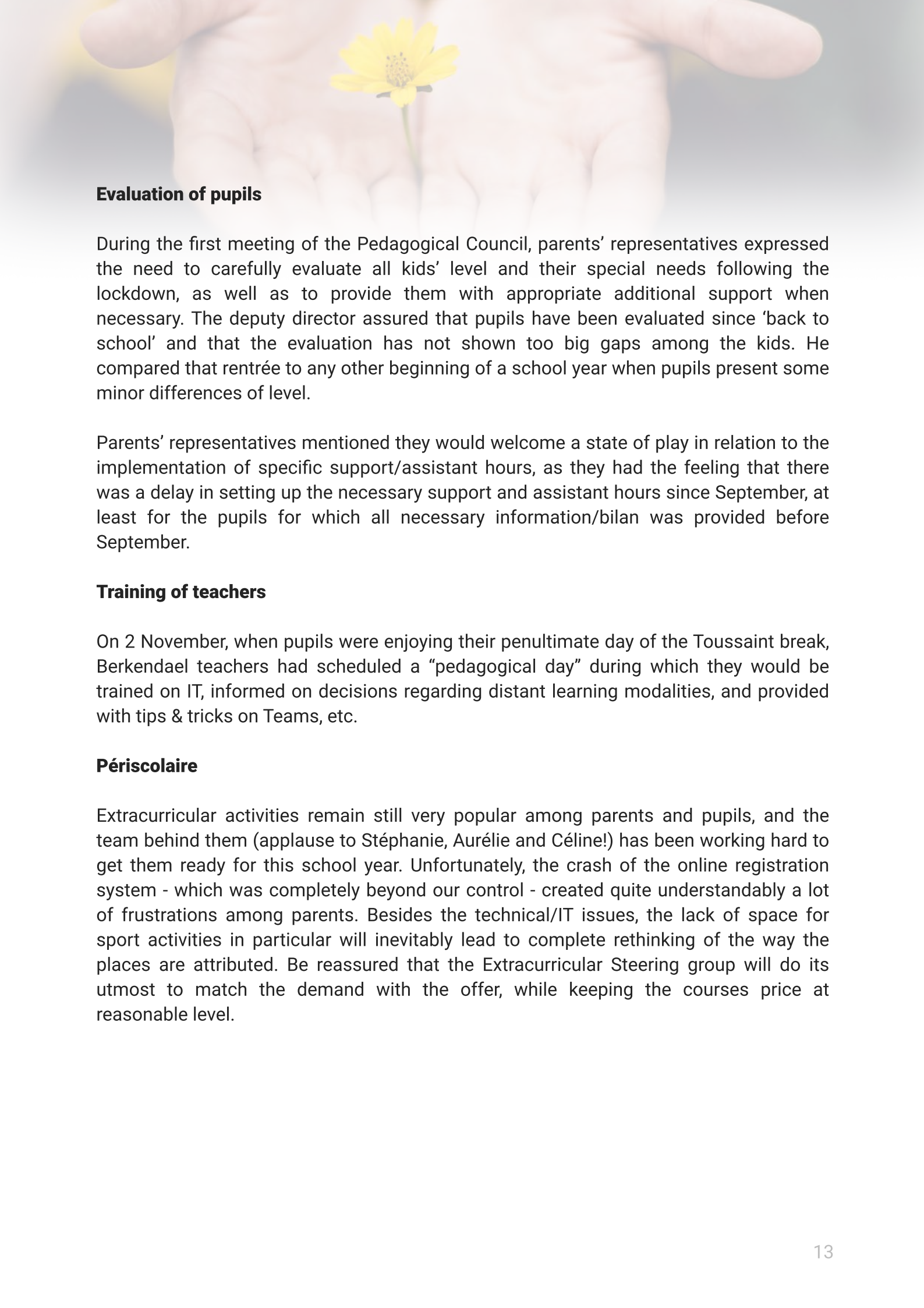
Many parents have asked state of play of the daily sanitary routine to avoid spreading of Covid in the school. First and foremost: dispensers have been placed in front of classrooms, and teachers and assistants wear masks in corridors and in classrooms when in close contact with pupils. After the Toussaint break, also teachers in nursery will have to wear a mask in the classroom. Moreover, teachers were asked to ventilate their classrooms whenever possible and pupils often go wash their hands. In the canteen, pupils are allocated a specific seat so that tracing is eased in case of Covid-19 positive case.

Distant teaching

The representatives to the Pedagogical Council have asked how the distance teaching/hybrid teaching would be organised in Berkendael in case of quarantined class or quarantined teacher (see the main measures undertaken in the above section). They have underlined that parents should receive full information ahead of a possible occurrence of a quarantine, in order to get prepared, and that this information should also cover the cases of kids being under assistance and support learning. In the same vein, parents representatives have suggested that teachers would inform the pupils on his/her distant teaching methods in case of quarantine and help primary pupils reflecting on "what is it to be a distant learning pupil" (for instance starting from their experience during lockdown), what he/she would expect from the pupils at home including behaviour and do's and don'ts on internet, chat box, harassment, etc. for older primary kids, in order to avoid problematic and disturbing behaviours.

As Teams is the key tool chosen by the school for the distant learning, the parents' representatives have asked for confirmation that all teachers, including the newly recruited ones, have been trained to use Teams and to distant teaching minimum standards. The delegates also mentioned that parents would also like to see all our kids trained to Teams while at school.

Finally, representatives of parents also suggested to the deputy director to set up a sub-group in the pedagogical council (CE) gathering a selection of CE parents' and teachers' representatives to work on harmonisation and improvement of distance teaching methods. First mission could be to draw lessons from the lockdown distant teaching period.

A close-up photograph of a hand holding a small, bright yellow flower with a dark center. The hand is positioned at the top of the page, with the fingers gently cupping the flower. The background is a soft, out-of-focus grey.

Evaluation of pupils

During the first meeting of the Pedagogical Council, parents' representatives expressed the need to carefully evaluate all kids' level and their special needs following the lockdown, as well as to provide them with appropriate additional support when necessary. The deputy director assured that pupils have been evaluated since 'back to school' and that the evaluation has not shown too big gaps among the kids. He compared that rentrée to any other beginning of a school year when pupils present some minor differences of level.

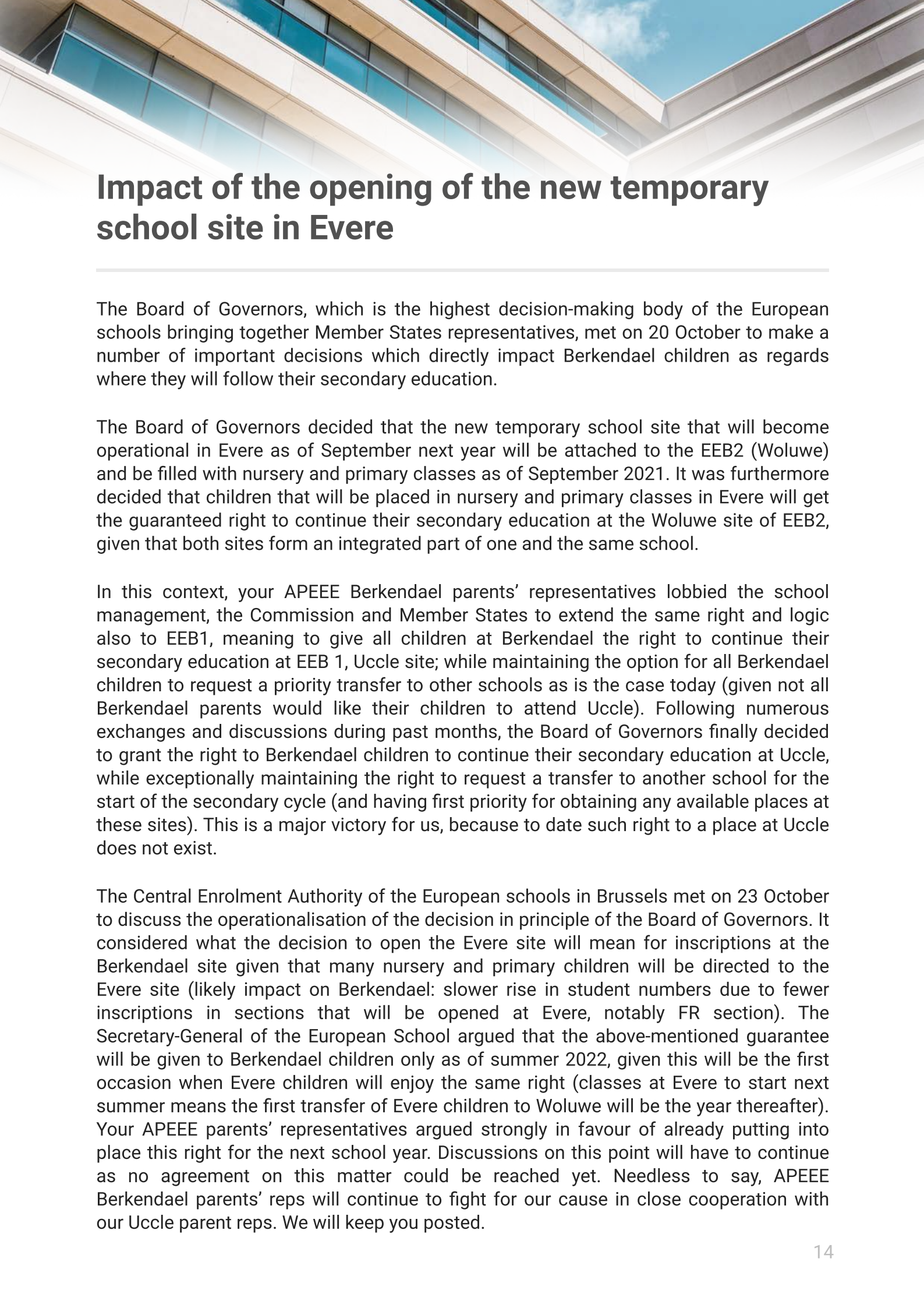
Parents' representatives mentioned they would welcome a state of play in relation to the implementation of specific support/assistant hours, as they had the feeling that there was a delay in setting up the necessary support and assistant hours since September, at least for the pupils for which all necessary information/bilan was provided before September.

Training of teachers

On 2 November, when pupils were enjoying their penultimate day of the Toussaint break, Berkendael teachers had scheduled a "pedagogical day" during which they would be trained on IT, informed on decisions regarding distant learning modalities, and provided with tips & tricks on Teams, etc.

Périscolaire

Extracurricular activities remain still very popular among parents and pupils, and the team behind them (applause to Stéphanie, Aurélie and Céline!) has been working hard to get them ready for this school year. Unfortunately, the crash of the online registration system - which was completely beyond our control - created quite understandably a lot of frustrations among parents. Besides the technical/IT issues, the lack of space for sport activities in particular will inevitably lead to complete rethinking of the way the places are attributed. Be reassured that the Extracurricular Steering group will do its utmost to match the demand with the offer, while keeping the courses price at reasonable level.



Impact of the opening of the new temporary school site in Evere

The Board of Governors, which is the highest decision-making body of the European schools bringing together Member States representatives, met on 20 October to make a number of important decisions which directly impact Berkendael children as regards where they will follow their secondary education.

The Board of Governors decided that the new temporary school site that will become operational in Evere as of September next year will be attached to the EEB2 (Woluwe) and be filled with nursery and primary classes as of September 2021. It was furthermore decided that children that will be placed in nursery and primary classes in Evere will get the guaranteed right to continue their secondary education at the Woluwe site of EEB2, given that both sites form an integrated part of one and the same school.

In this context, your APEEE Berkendael parents' representatives lobbied the school management, the Commission and Member States to extend the same right and logic also to EEB1, meaning to give all children at Berkendael the right to continue their secondary education at EEB 1, Uccle site; while maintaining the option for all Berkendael children to request a priority transfer to other schools as is the case today (given not all Berkendael parents would like their children to attend Uccle). Following numerous exchanges and discussions during past months, the Board of Governors finally decided to grant the right to Berkendael children to continue their secondary education at Uccle, while exceptionally maintaining the right to request a transfer to another school for the start of the secondary cycle (and having first priority for obtaining any available places at these sites). This is a major victory for us, because to date such right to a place at Uccle does not exist.

The Central Enrolment Authority of the European schools in Brussels met on 23 October to discuss the operationalisation of the decision in principle of the Board of Governors. It considered what the decision to open the Evere site will mean for inscriptions at the Berkendael site given that many nursery and primary children will be directed to the Evere site (likely impact on Berkendael: slower rise in student numbers due to fewer inscriptions in sections that will be opened at Evere, notably FR section). The Secretary-General of the European School argued that the above-mentioned guarantee will be given to Berkendael children only as of summer 2022, given this will be the first occasion when Evere children will enjoy the same right (classes at Evere to start next summer means the first transfer of Evere children to Woluwe will be the year thereafter). Your APEEE parents' representatives argued strongly in favour of already putting into place this right for the next school year. Discussions on this point will have to continue as no agreement on this matter could be reached yet. Needless to say, APEEE Berkendael parents' reps will continue to fight for our cause in close cooperation with our Uccle parent reps. We will keep you posted.



La caisse de classe... un outil pour renforcer le projet pédagogique de tous !

En début d'année, chaque classe de Berkendael constitue une caisse de classe, par l'intermédiaire d'un des parents délégués faisant office de trésorier. Le but de cette collecte est de pouvoir répondre aux besoins de la classe pour des projets qui ne sont pas directement prévus dans le budget de l'école. Cela peut aller de la préparation d'une fête comme Noël ou la fête des mères (achat de matériel de bricolage ou de cuisine, etc.) à un événement particulier non prévu à l'avance dans l'école (participation à un concours, concert, atelier, etc.), en passant par l'équipement de la classe et la mise à disposition d'outils pour les enfants (via un « coin lecture », la fabrication de « [chuchoteurs](#) »). Créer une réserve d'argent permet de ne pas devoir solliciter les parents de façon répétitive tout au long de l'année scolaire pour ce genre de dépenses.

Après avoir mis en place les modalités pratiques (utilisation d'un compte bancaire et d'un tableau Excel pour tracer les contributions et les dépenses), le trésorier rembourse l'instituteur/institutrice des dépenses effectuées pour la classe sur base de preuves d'achat et informe régulièrement les parents des mouvements de la caisse de classe.

Alors que le mois de juillet approche, le trésorier clôture la caisse de caisse en s'assurant auprès de l'instituteur/institutrice qu'il n'y a plus de dépenses engagées pour la classe. Les parents sont alors informés du solde du compte et décident de l'utilisation du reliquat de façon collégiale et en toute indépendance vis-à-vis de l'enseignant. Souvent, les parents décident d'offrir un cadeau à l'enseignant/e pour le/la remercier de son implication durant l'année scolaire. Les parents peuvent aussi choisir d'être remboursés, ou - si la classe reste en majorité identique dans le niveau supérieur - de garder l'argent comme caisse de départ l'année suivante. Enfin, il est possible de faire un don à une association, voire à la bibliothèque de l'école: la bibliothécaire dresse une liste d'ouvrages pertinents qui intéressent les enfants et vous demande de les acheter en librairie avec le reliquat de la caisse de classe. Ainsi les rayonnages de la bibliothèque s'étoffent et ce sont les enfants de toute l'école qui en bénéficient !



HOW DO I FIND MY WAY IN THE SCHOOL?

TIPS AND TRICKS NOT ONLY FOR THE NEWCOMERS

L'ÉCOLE EEB1 BERKENDAEI EN PRATIQUE

La vie à l'école comprend de nombreuses dimensions, qui relèvent de différents acteurs : l'école elle-même, l'association des parents (APEEE), l'Office Logistique et Infrastructures (l'OIB) de la Commission européenne, les prestataires de service, pas toujours facile de s'y retrouver pour les nouveaux parents, et pas seulement ! Nous avons regroupé quelques informations pratiques et liens ici.

- Tout d'abord, la « [brochure d'informations générales](#) » envoyée avant l'été par l'école est une mine d'informations. N'hésitez pas à la parcourir à nouveau, il se peut que de nombreuses réponses à vos questions y figurent !
- [Le site internet de l'école](#)
- Énormément d'informations se trouvent sur [le site internet](#). L'APEEE représente la voix des parents d'Uccle et de Berkendael (l'ASBL nommée 'APEEE') et offre des services pour tous les élèves (ce sont deux ASBL différentes). L'accès aux services proposés se fait sous forme de 'commandes' depuis votre compte personnel, accessible [ici](#).
- Une cotisation de 50€ est demandée aux parents en début d'année pour participer à la vie de l'école à travers la représentation des parents dans les différentes instances des écoles européennes, via l'APEEE et aussi profiter des services via "l'APEEE Services" (bus, périscolaire à Berkendael). Vous pourrez ainsi par exemple être élu représentant des parents de la classe de votre(vos) enfant(s). Ensuite, vous pourrez représenter les parents au sein des différentes instances de l'APEEE et de l'école mais aussi vous engager dans divers groupes de travail.

LA VIE A L'ECOLE - ASPECTS PRATIQUES

Transport

Service géré par l'APEEE, [@contact](#)

[Les arrêts et horaires de tous les bus](#) (code d'accès du transport à remplir ou à demander à l'adresse de contact indiquée plus haut).

Badge d'accès à l'école

Un badge nominatif d'accès est obligatoire pour toutes les personnes venant chercher un enfant dans l'enceinte de l'école, y compris pour les garderies (généralement à compter du mois de novembre, le temps que la procédure se mette en place en début d'année). Il faut contacter Mme [Cristina Pop](#) du service financier de l'EEB1 pour obtenir le formulaire à remplir.

Cantine

Sur le site de Berkendael, la cantine est gérée par l'école, contrairement aux autres sites des écoles européennes (les cantines y sont gérées par "l'APEEE services". La société Scolarest fournit les repas du site de Berkendael. Les enfants mangent avec des services successifs par niveau, entre 11h et 12h30.

Pour découvrir [le menu](#) (mis à jour chaque mois)

Pour rajouter de l'argent sur le [compte de votre enfant](#) (6,43€ par repas)

[@ Contact](#) en cas de souci

Matériel scolaire et tenue de sport

La liste du matériel et des livres est disponible [en ligne](#) (selon la section linguistique)

La tenue de sport et le bonnet de bain sont obligatoires pour les élèves en primaire. Les parents doivent commander ces articles [en ligne](#). Indiquer « EEB1 » dans la champ « code de réduction » afin d'avoir la livraison gratuite.

Bibliothèque

La bibliothèque de l'école dispose de livres en plusieurs langues, et les élèves y vont régulièrement avec leur classe. Pendant le confinement, la bibliothécaire Mme [Sylviane SIAR-TITECA](#) avait également créé une bibliothèque en ligne accessible gratuitement :

- [BIBLIOTHEQUE GRIMM](#)
- [MULTIMEDIA GRIMM](#)

SUIVI PEDAGOGIQUE

Pour le **suivi pédagogique** de l'année scolaire de vos enfants plusieurs médias sont à votre disposition.

- **SMS MY SCHOOL** qui reprend :

- o les communications de la Direction et des professeurs de votre enfant
- o les adresses mails des enseignants pour votre(vos) enfant(s)
- o les emplois du temps
- o et les bulletins semestriels

- Depuis la crise sanitaire, chaque élève bénéficie également d'un compte **Office 365** :

Un Login et le mot de passe vous ont été communiqués en début d'année.

C'est par ce biais que se font les communications des professeurs vers les élèves et c'est aussi via Microsoft Teams que vous aurez les entretiens parents / professeurs tant que l'accès à l'école n'est pas rétabli.

C'est également via Office 365 que se fera l'enseignement à distance en cas de nécessité.

 Pour plus d'info sur Teams & SMS, lisez nos conseils plus loin.

Quels sont les contacts entre parents et enseignants ?

- Les entretiens parents / professeurs sont deux moments importants de l'année pour échanger avec l'enseignant. La journée « Carnet Scolaires » maternelle et primaire est fixée à l'avance généralement après les vacances de la Toussaint. Cette année c'est le 3/11/2020. Il n'y a pas de cours pour les enfants et pas de garderie organisée sur le site de l'école.

Le second bilan oral aux parents est fixé à la convenance du professeur de votre enfant vers la fin de l'année pour les maternelles.

- Les professeurs restent par ailleurs disponibles et à votre écoute tout au long de l'année, par mail ou par TEAMS (à défaut de rdv de visu du fait de la crise sanitaire), si vous avez des points importants qui doivent être traités directement avec eux.

En cas de problèmes matériels, d'organisation de classe, si vous avez des suggestions d'amélioration ou des réclamations générales, vos représentants de classe sont à votre disposition pour vous aider le cas échéant et si nécessaire faire monter l'information au niveau adéquat de l'école ou de l'APEEE.

- Vos représentants sont également à votre écoute via leur e-mail qui vous ont été communiqués suite aux élections de classe.

APRES L'ECOLE – GARDERIE ET PERISCOLAIRE

• Garderie

Après l'école, un service de garderie est proposé. La garderie n'est pas gérée par l'école, mais par l'OIB (Office Logistique et Infrastructures) qui dépend de la Commission européenne, car il y a un service de garderie non seulement sur le site de l'école, mais aussi sur un certain nombre de sites appelés 'sites centraux' dans des bâtiments qui dépendent de la Commission.

La garderie fonctionne chaque jour du calendrier des écoles belges et européennes, à l'exception des jours fériés de la Commission (où des garderies aérées sont disponibles).

Pour bénéficier de ce service, votre enfant doit être inscrit ou réinscrit chaque année. Un email est envoyé par l'OIB avec une période d'inscription d'environ un mois au début du printemps précédent la rentrée scolaire. Attention, au-delà de ce délai votre enfant est automatiquement mis en liste d'attente ! L'inscription se fait en principe via l'application kiddyweb ou via un formulaire spécifique à obtenir auprès du service des inscriptions si vous n'avez pas accès à cette application.

Attention, l'OIB communique avec les parents en utilisant l'adresse email du parent qui travaille dans les institutions européennes.

• Liens et contacts utiles

Intranet de la Commission européenne - [page avec toutes les infos](#)

[@ GARDERIES POSTSCOLAIRES SECRETARIAT](#) (CPE.2) 02/297.91.59

Pour les inscriptions en particulier :

[@ Garderie postscolaire ou garderie 'classique'](#)

Garderie aérée durant les vacances d'été (centre d'activités):

[@ Garderie aérée durant les vacances d'été](#)

[@Congés scolaires](#) (inscription spécifique requise pour chaque congé scolaire)

Téléphone: 02/295.09.45 – une inscription spécifique est requise pour chaque congé scolaire.

[@ Contribution parentale](#)

[Application Kiddyweb](#) (interne à la Commission européenne)

• Périscolaire

Service géré par l'APEEE, @ [contact](#)

Un grand nombre d'activités périscolaires sont organisées au sein de l'école (dont l'apprentissage de langues, des activités sportives, créatives et artistiques) de même qu'une garderie « Afterschool child care » pour les enfants qui n'ont pas accès à l'OIB et une garderie « ACTIVE » le vendredi après-midi pour les enfants de maternelle. Le programme est disponible en début d'année et les inscriptions se font mi-septembre via le site de l'APEEE sous forme de commandes de service. Attention, le nombre de places est limité !



Lost in Teams & SMS MySchool?

Our tips and tricks at the rescue!

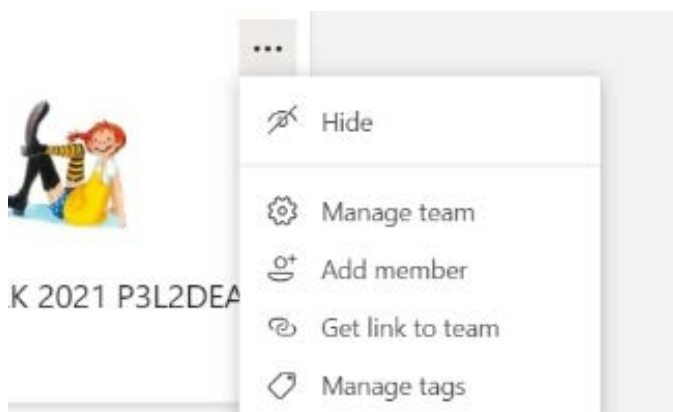
We parents must be digitally savvy. Not only by knowing how to block Tiktok or Snapchat on kiddies' tablets, but by mastering Microsoft Teams and SMS MySchool. Fear no more, here are some life-saving tips to survive in the "IT jungle".

MICROSOFT TEAMS








At the beginning, reserved to secondary students, access to Office 365 and TEAMS' school accounts have been enlarged to all students from nursery and primary during the confinement to allow for distant learning, Office 365 for the European School can be a little distressing at first. So many apps in there...Teams is one of them. It's a collaboration app that helps your team stay organized and have conversations, all in one place.

Everything is under your **child's name and account**, accessible from Office365.eursec.eu

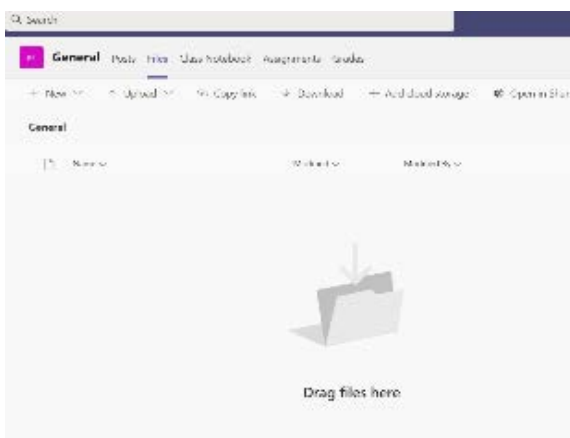
Your kid has his account there and she/he is part of many "Teams", including her/his class, L2 class, Sport class and many more. Each "Team" is made up of channels (i.e. General) which can be built by topic or department. In channels, you can have your team conversations, share and store files/homework and hold meetings. So can the teachers.



Tip 1: Did you know that you can "hide" the unnecessary/old Teams from your Teams page? Just click on the "More options" dotted button and hide unused groups.

 Activity	<p>Go to Activity for a view that lets you catch up on all your unread messages, at mentions, replies, voicemails and more, and use the command box to search for specific items or people, take quick actions, and launch apps.</p>
 Chat	<p>In Chat, you can find all conversations with someone or a group. If you want to talk privately with someone, click New Chat at the top and type the name or names. To make a call directly from a chat, click Video Call or Audio Call.</p>
 Teams	<p>In Teams, you find the list of all the teams you're on. Teams are made up of channels (i.e. <i>General</i>). You can build them by topic or department. Channels are where you hold meetings, have team conversations, and share files. At the top of each channel, you'll find tabs. They're like links to your favorite files, apps, and services. When you share a file in a channel conversation, you and your team can edit it at the same time and comment it.</p>
 Assignments	<p>Assignments is a tool for teachers to create, distribute, track and review student work. Students use the tool to track due dates, submit their work and check feedback.</p>
 Calendar	<p>In Calendar, you can see everything you've got lined up for the day or week or schedule a meeting. To get to an online team's meeting, select Join. In a meeting, you can show content from your device or record your meeting.</p>
 Calls	<p>In Calls, you can make speed calls, manage your contacts, see your call history and get access to your voicemails.</p>
 Files	<p>In Files, you can see all files shared across Teams. Recent lists recent files you've viewed or edited. Microsoft Teams show files created or edited across your channels. Downloads shows what you've downloaded from Teams. OneDrive is connected by default. If you'd like, choose another cloud storage provider to use in Teams by clicking on Add cloud storage.</p>

source: <http://teams.microsoft.com/start>



Tip 2: To find all the files that have been shared with you in a channel, go to the **Files** tab located at the top of the channel. When you share a file in a channel conversation, you and your team can edit it at the same time and comment it.

Tip 3: During a meeting, you can take **"live" notes** and have the other participants write on the same note document – you simply go to the tab **"meeting notes"** and start writing together. No matter where you are in Teams app, use the command box at the very top, to search for specific items or people, take quick actions and launch apps.

ad the mobile app, so you're in sync.

[t.com/start](#) to know more!

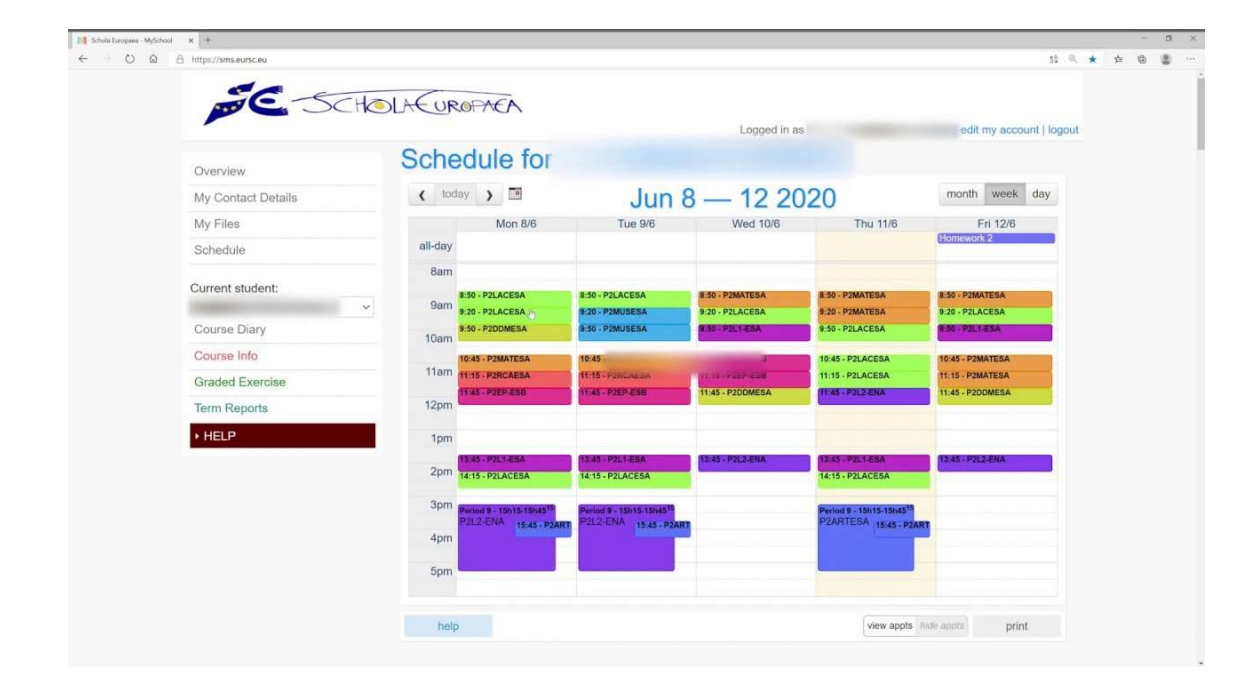
Lost your login?

Find your credentials in the school mail entitled
“EEB1 Berkendael - Office 365 Credentials”, or write to the support:
ucc-ict@eursc.eu

SMS My school

SMS My School is the platform used by the school to send mailings, store your child's grades and child's courses.

Everything is under **your name and account**, accessible from <https://sms.eurisc.eu>



This is the “official” channel of communication from the school to the parents. All e-mails you receive from Berkendael and Uccle are stored under **Overview**, as well as the list of your consents on data privacy. Presences and absences are also recorded in the system.

You can find your child's **weekly schedule** and **course information** (name of teacher, field). At the end of each semester, you will find the detailed grades of your child in **Term Reports**. Those are stored for the whole curricula at the European school.

Should your account be suspended or you are having trouble logging in, please contact the school pedagogical secretary [Mrs SKEET](#).



ON THE FINAL NOTE

Kiss and Drive. Kiss and Bike.

Mornings are hectic, chaotic and crowded. We would all wish having more time, more space, and a better mood. Nevertheless, with over 900 hundred kids (plus accompanying parents!) that need to cross the gates within barely 15 minutes it is sometimes hard to keep the cold blood. The line of buses taking dangerous turns, honking drivers trapped in the jam, pedestrians navigating in the labyrinth of so many bikes parked on the sidewalk...







The advice from the local police, that has been consulted upon the common request of the school management and the APEEEE, is therefore ... safety first!

- If you come by bus, keep calm, your driver will take care of you
- If you come by car, you can take advantage of the kiss&drive opportunity:

stop the car on the road, next to an available school assistant, and let him or her help your kid get off - from the right side (remember to have the door unlocked, no baby car seat fastened on that side, no backpack in the trunk). Nor assistants and even less the kids should walk on the left car side, directly on the road. Moreover, do not try to deviate the car towards the bus entrance! Although it might seem logical to some, it does not help much other drivers and puts the pedestrians in danger.

If you come by bike/moto, leave your two-wheeler in a way that does not block the passage. Mind the others and refrain yourself from obtruding the already narrow sidewalk... And yes, the [road code](#) applies also to you! Signal when you turn (turning left is tricky!) and give the priority to those who should have it...

- If you walk, use the zebra to cross the street. Perhaps it is not the most comfortable place to access in the peak hour but the safest one after all...

					
GABRIEL	NICOLE	NAIA	EDDIE	OSKAR	CHRISTOPHER
	JULES	IAGO	OCTAVE	THEODORE	SOPIA
	ANA	PIOTR	YVES		SAMUEL
	LOUIS	VICTOR			MIA-ROSE
	JEHAN	LUKAS			ANNA-KHAC
					ELIAS
1	5	5	3	2	6

Cycling challenge

With the increased number of students this year, the number of cyclists rocketed as well. In the mornings we witness the full spectrum of bike technologies, with the cargo, electric and classical ones. Surely, the recent lockdown encouraged many of us to use the alternative ways of transport and to plunge straight into the Brussels traffic.

Whether you are a newcomer or an experienced biker, you were invited to take part in the autumn edition of the Vélomai cycling challenge.

Velomai is a month-long campaign promoting cycling, which this year happened to take place ... not in May. And this time, also the Berkendael kids were able, through their EU school account (as well as their parents having an EU login), to log their bike rides in the app and thus compete even against other Brussels European Schools! Although the Berkendael participation was still limited in that first school edition, we believe that in the next Vélomai - in May this time - we will be all ready for it!



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