

MAY 2021

Berkendael School

Newsletter

NEWSLETTER OF BERKENDAEL CLASS REPRESENTATIVES

FOR PARENTS BY PARENTS

La nouvelle année se prépare déjà : les résultats des nouvelles inscriptions à l'école européenne sont sortis ainsi que les modalités de cette fin d'année particulière avec des demi-journées dès le 22 juin. Cette mesure est commune aux 4 écoles européennes de Bruxelles.

Nous sommes tous conscients de l'énorme effort fourni par tous les professeurs durant cette année, nous les soutenons et comprenons leur fatigue. Mais, en tant que parents, nous partageons également cette fatigue, ayant jonglé toute l'année entre un incessant « stop-and-go » scolaire. Ainsi, l'APEEE a envoyé une lettre de protestation le 20 avril à la direction d'Uccle-Berkendael pour rappeler les bases du règlement des écoles européennes dont s'affranchissent les mesures envisagées.

Votre newsletter fait également le point sur les informations de la rentrée, les actions menées par l'APEEE pour la sécurité routière, l'internet sûr et la formation des parents à Teams. Bonne lecture !

The next school year is coming our way: the results of the new enrollments to the European schools have been unveiled and the organisation of half-days, as from 22 June, for this year's end has been disclosed. The half-days measure has been approved by the 4 European schools of Brussels. We are all aware of the enormous efforts made by teachers during this difficult year, we support them and understand their exhaustion. But, we parents share this exhaustion too, as we have gone through the year with a constant "stop-and-go" for schooling. The APEEE has thus sent the letter of protest to the direction of Uccle-Berkendael on 20 April in which it recalled the basic rules of the European schools that are being contravened by the proposed measure.

Your newsletter also informs about news for next year and about actions led by the APEEE on road safety, safe internet and Teams training for parents. Happy reading!

Articles, comments, questions:
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ISSUES THAT MATTER TO US

- **End of the school year**

Ahead of the [decision taken by the European schools' to hold half-days of school](#) starting from 22 June, the EEB1 APEEE addressed a letter to Director Goggins, asking the management to reconsider their proposals in keeping with the European School regulations and good teaching practice. **The letter can be consulted [here](#).**

The APEEE points to the fact that the overall **measures proposed by the management are in direct opposition to the Rules of the European School** (see the details in the above letter) as well as to the APEEE's longstanding position on [180-days of school](#).

In APEEE's opinion, these latest proposals are in keeping with a **worrying tendency in recent years to shorten the number of teaching hours** and days of the school year against the spirit and text of the rules. The APEEE has found such proposals particularly worrying this year given that the COVID pandemic has already led to significant disruption in students' education.

- **Next school year: 2021-2022**

Preparing for the next school year, the national delegations are already looking for **seconded teachers**. Some countries have nevertheless difficulties with recruitment due to Covid-19 restrictions. Throughout the course of April, Berkendael school management has published several job offers and plans to finalise recruitment process as soon as possible.

Pour la section FR plus spécifiquement, l'école est en recherche de deux professeurs supplémentaires de L2FR pour alléger la charge de travail des instituteurs FR.

Also, **FR nursery classes** will be reduced from 5 to 3 classes. Regular meetings are going on between the school management and the teachers to find solution to this difficult situation.

In September 2021, **new classes will open** in Berkendael (P2 ES, P3 IT, MAT and P3 EL, P3 EN) whereas some other will be reduced (MAT FR). The classrooms are being prepared (furniture + stationery) to accommodate new classes. Berkendael school management has made clear to parents' representatives that it aims at **organising everything on time** and solve any potential problems before the summer break, so that the beginning of the new school year is as smooth and relaxed as possible.



- **L2**

During the latest Education Council, the APEEE has asked for **more feedback on the L2**. The usual meeting with parents was not organised this year, due to Covid-19 related restrictions, but a brochure is being finalised by L2 coordinators, for each of the L2 languages (English, French, German). Meanwhile, parents are invited to ask questions to teachers directly.

In principle, each L2 has its own official syllabus but teachers can choose the way they communicate and the additional material they use - within those common standards. Also, each teacher develops his/her own teaching and evaluation methods within the set of shared guidelines.

L2 coordinators are aware that distance learning situation is different than the one in the class (not all kids feeling comfortable speaking on video, etc). Pupils are used nevertheless to the level **differentiation** approach and teachers ensure that all pupils get appropriate attention.

L2 classes are usually heterogeneous, with an attempt for equal distribution of boys/girls or kids with special needs. They combine also kids with different language levels. Learning pace needs to be constantly re-adjusted. Differentiation comes in for kids who already have a good basis of L2 (bilingualism).

L2 coordinators highlight that in P1-P2 classes, the learning process is through oral practice.

A partir de la P3, les **cours d'enrichissement** (« enrichment ») se déroulent en petits groupes en parallèle à l'enseignement principal, pour permettre un accompagnement des étudiants bilingues. L'évaluation est faite par le professeur qui possède une grille officielle de référence pour jauger le niveau des enfants. Pour les P3, P4, P5 les évaluations sont faites à l'oral et l'écrit. Il existe aussi le même type grille de références pour les cours de rattrapage.

Alors que pour qu'un enfant assiste à des **cours de soutien**, il faut un accord écrit des parents, pour les cours d'enrichissement, une simple information est communiquée aux parents. Les groupes ne sont pas figés et peuvent être changés si les besoins de l'enfant changent. Nor the support neither the enrichment classes should be regarded as a punishment or an achievement by parents. Both types of class help kids to grow as much as possible.

- **Playground**

Parents' representatives have put forward to the school management that the building B playground is not big enough for the number of kids playing there. The school has decided to extend the playground during the upcoming summer holidays - to include the green area next to the prison wall. Adding toys and equipment is also planned. Two ping-pong tables have already been installed during the Easter break.



- **Late comers**

Since many pupils arrive quite late, the school will conduct an assessment to understand better this phenomenon. The school management team will also discuss with parents the possible solutions that could help to avoid disturbing both teachers and other kids in the morning.

- **Works**

In June, part of rue Berkendael will be closed to traffic due to tramway works at Avenue Brugmann. The school will send a detailed information to the APEEE in due time. The APEEE Services is discussing with authorities the access for busses.

- **Security**

The school management has been working, with the Forest commune and police, on short and long term solutions to ensure security in front of the Berkendael school site. VIAS consultancy agency has been contacted, and discussions are ongoing.

Following recent talks with the police inspector, police could educate a group of staff members and parents to become "safety advisers". The school is searching for volunteers among parents, preferably from younger classes.

PARENTAL NETWORK

- **Road Safety Campaign**

La semaine du 26 avril, l'APEEE lançait une campagne de sensibilisation aux enjeux de sécurité routière et de mobilité aux abords de l'école Berkendael.

Qu'ils soient piétons, cyclistes ou automobilistes, nous remercions tous les parents pour l'accueil réceptif à cette campagne.

N'oublions pas que l'aménagement le plus sûr, c'est notre comportement. Et pourquoi pas repenser nos déplacements sur le chemin de l'école?



MORNING SAFETY IN FRONT OF THE BERKENDAEL SCHOOL



There are children in front of the school: yours and other people's.
Their best protection is your behaviour!
Let's develop good habits to ensure that **our children and their parents remain safe.**

Whatever mode of transport I use; I pay strict attention!

Rue Berkendael is narrow and very crowded between 7h45 and 8h15. It is used by many school buses, as well as by numerous cyclists of all ages travelling in both directions.



If I bring my child to school by car:

- I respect the highway code.
- **I arrive early** (school opens at 7h55 - lessons start at 8h15):
 - If possible, I avoid the crowds between 8h05 and 8h15, especially on rainy days!
- **I try to park my car in the surrounding streets** and walk the final few metres to school.
- If I use the "kiss and drive" drop-off:
 - I keep the **pedestrian crossing** in front of the school **clear** - I never stop on it.
 - **My car stays on the road**, and I keep hold of my steering wheel.
 - **My children get out of the car** on the side **nearest the pavement** and not into the road, both for their safety and that of the school assistants.
 - I leave the area carefully, my eyes on the road and not on my children.
- The "kiss and drive" drop-off ends **at 8h15 sharp**:
 - After 8h15, I park my car and bring my child to the school gate on foot.
 - The space in front of the gates must remain free for the buses to leave from 8h15.



If I bring my child to school by bike:

- I respect the highway code, and in particular:
 - I ride **on the road**.
 - My child can ride on the pavement **if s/he is under 10 years old. But I can't!**
 - I don't cut across the road to get to the opposite pavement!
- In the vicinity of the school:
 - I **give way to pedestrians**.
 - I **get off my bike** and park it before reaching the school gates.
- I leave my bike in the spaces provided or, if not possible:
 - I **don't block access** to the school and the "kiss and drive" drop-off.
 - I **don't obstruct** the narrow pavements in the immediate vicinity of the school.



If bring my child to school on foot:

- I respect the highway code.
- **I cross at pedestrian crossings**, and not through the middle of the "kiss and drive" drop-off.
- I leave my child at the gate and then **promptly move away** from the school entrance to leave room for others.

Protecting our children means setting an example and teaching them to move safely in traffic!
I respect other users by being attentive, calm and patient.

CONSIGNES DE SÉCURITÉ LE MATIN DEVANT L'ÉCOLE BERKENDAEL



Devant l'école, il y a vos enfants et ceux des autres.
L'aménagement le plus sûr, c'est votre comportement !
Prenons de bonnes habitudes afin de garantir la sécurité et le respect des enfants et parents.

Quel que soit mon mode de transport, je suis particulièrement attentif !

La rue Berkendael est étroite et très encombrée entre 7h45 et 8h15. Elle est empruntée par des bus scolaires nombreux et larges et par un grand nombre de cyclistes de tous âges dans les deux sens.



Si je prends ma voiture pour amener mon enfant à l'école :

- Je respecte le code de la route.
- Je m'organise **pour arriver en avance** (l'école ouvre à 7h55 – les cours commencent à 8h15).
 - J'évite si possible la cohue entre 8h05 et 8h15, surtout en cas de pluie !
- J'essaie **de garer ma voiture** dans les rues alentour et de faire les quelques dizaines de mètres qui me séparent de l'école à pied.
- Si je décide d'utiliser le **dépose-minute / kiss and drive** :
 - Je laisse **libre le passage pour piétons** devant l'école. En aucun cas je ne m'arrête dessus.
 - **Mes roues restent sur la chaussée**, je ne quitte pas mon volant.
 - **Mes enfants descendent obligatoirement** du côté du **trottoir**, et non du côté de la circulation, pour leur sécurité et celle des assistants de l'école.
 - Je quitte la zone avec prudence en regardant la route, et non mes enfants.
- Le dépose-minute se termine à **8h15 précises** :
 - Au-delà de 8h15, je me gare et termine à pied pour déposer mon enfant à l'école.
 - L'espace devant les grilles doit rester **libre pour la sortie des bus dès 8h15**.



Si je viens en vélo avec mon enfant à l'école :

- Je respecte le code de la route, notamment :
 - Je m'insère dans la circulation **sur la chaussée**.
 - Mon enfant peut rouler sur le trottoir jusqu'à ses **10 ans. Pas moi !**
 - Je ne coupe pas au milieu de la route pour me rendre sur le trottoir opposé !
- Aux abords de l'école :
 - Je laisse **la priorité aux piétons**.
 - **Je descends de mon vélo** et le gare avant d'atteindre la grille.
- Je stationne mon vélo sur les emplacements prévus ou à défaut :
 - **Je ne gêne pas les accès** à l'école et au dépose-minute.
 - **Je ne restreins pas l'espace** déjà étroit des trottoirs aux abords immédiats de l'école.



Si je viens à pied avec mon enfant à l'école :

- Je respecte le code de la route.
- **Je traverse aux passages pour piétons**, et non au milieu de l'espace prévu pour la dépose-minute.
- **Je dépose mes enfants** à la grille **puis je m'éloigne** aussitôt de l'entrée de l'école pour laisser la place.

Protéger son enfant, c'est montrer l'exemple et lui apprendre à se déplacer en toute sécurité dans la circulation !

Je respecte les autres usagers en restant attentif, détendu et patient.



- **Safe Internet**

In our past edition, we have recommended you some useful links. Here comes more! Check also the most recent APEEE's Flash newsletter for a special leaflet on the safe internet!

In FR: Webinars, guidance, activities: [Cyber Héros pour les parents](#)

In EN: Conference by APEEE: [Staying Safe Online: A guide for Parents and Carers](#)
(password: 9Q#.26^\$)

- **TEAMS Training for Parents**

We take the opportunity to remind you that the very useful **Microsoft TEAMS training sessions**, organised recently by the four Brussels APEEEs, have been recorder and are now available to all parents under this [link](#) (French and English, PPT included). Please note that these recordings are meant only for EEB1 parents, so do not circulate the links outside the school.

- **Project Funding**

Did you know that the APEEE is deploying a fund to (co)-finance school projects? Are you a parent, student or staff member and would like to coordinate a school-related project? Fill in the [online Application Form by Friday, 21 May 2021!](#) For further information please consult the [APEEE Call for Project Proposals webpage](#)



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