

ANNUAL REPORT

2020

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I - INTRODUCTION

Dear Parents,

2020 has been a very hard year for everyone in the school community. For pupils it has been really tough, having to adapt to working online for long periods, being cut off from social contacts with friends, classmates and teachers. For parents, especially those in Primary, it has brought all the stress of trying to ensure learning continued under these difficult circumstances. Teachers have had to quickly adjust to completely new ways of working with pupils, and for those teaching in-situ there has been the fear of Covid spreading through the school community.

In these circumstances the School direction have worked flat out to keep the school going, continually adjusting as Belgium has introduced new rules and restrictions for how schooling must be conducted. These rules are not designed with the particularity of the European schools in mind, so it is often not clear how to proceed, necessitating a great deal of management time and energy.

For the APEEE likewise, this has been a very challenging time. As a provider of Services, we have worked hard to introduce Covid safety measures. Our operations have undergone continuous changes and updates to meet the new regulatory requirements. And due to the revenue and cost impacts we have had to re-plan our finances to keep the APEEE afloat. There is no blueprint for how to do this – it has felt like we have been in crisis management and learning mode since March. These challenges will continue, but the past few months intensive work have now put us in a position of establishing clear processes and approaches to managing our Services under Covid conditions.

We have also been closely involved in addressing the pedagogical challenges created by the pandemic. At the level of the School system some of your Board members have been key members of the Distance Learning task force set up by the Office of the Secretary General. At the school level, we have been actively engaged with the school management in getting to a Distance Learning approach that works for pupils. We recognise the especially difficult situation of our vulnerable pupils and we are the critical partner of the school to ensure the BAC will be possible for all and education is reaching to each and every pupil.

On top of all that there has been the process of establishing the new temporary primary school at Evere, which has been designated as an annex of Woluwe school. The issues of who goes to Evere and how the school fits into the Brussels school system, has been a major exercise. But also, other topics come to the fore: the need for contingency planning in case of delays of delivery of the site, concerns about asbestos, the planned terrorism trial in the next door ex-Nato premises, access to green space and sports facilities for pupils, and ensuring the site facilities are sufficient for us to deliver our bus, canteen and afterschool activity services. It will be one of the major tasks for 2021 for the Board to achieve our services running at Evere in the best possible way.

We are conscious that some topics divide the school community. Therefore, we have sought to ask the view of parents directly – to provide input into key decisions such as whether to open or shut the school in the pandemic and how to populate Evere should be managed. On the latter, we asked your opinions beginning of October and we know, these are difficult issues, but in our view far better to have an open and transparent consultation process rather than the APEEE Board members decide such major topics themselves behind closed doors. The results of the survey were that 67% of those responding wanted Evere to be filled with newly enrolled pupils who did not have siblings in an existing school. There were however differences between school cycles, with 90% and 79% of Nursery and Primary parents respectively selecting this option, but only 35% of Secondary parents.

The feedback we have received from a second survey done end October on pedagogical issues and services is that our engagement with parents is appreciated. We are however conscious that parents are also very busy, and your time is limited, so we try to strike the right balance in the level and frequency of our communications. The survey results indicate most of you think we have this about right.

You will find details about the work we have done in the following pages. Many Board members have contributed a huge amount of time and effort on these topics, on behalf of parents and pupils. It has seemed at many moments like a full-time job, such has been the workload. Board members do this in their spare time, for free, for no personal benefit. I would like to extend my gratitude to all who have contributed so much. Secondly, I would like to thank our great staff team, who have also shown an extraordinary degree of commitment, working long hours and often over the weekends to find solutions and ensure we could keep our services running. Finally, I would like to thank the school directors and teachers for having worked so hard to keep the school going through these difficult, stressful times.

Giles Houghton-Clarke
President, APEEE

II - EDUCATIONAL MATTERS

Pedagogical issues are at the core of the APEEE's work. Many of the issues are dealt and discussed within several of the working groups. We list here the most critical issues dealt with by the relevant working groups this year.

II-1 - Interparents (www.interparents@interparents.eu)

Representatives of the Parents' Association

Interparents delegates

- Mr Bengt Davidsson (SV)
- Mr Andreas Rogal (EN)

Working group members of the Administrative Board

- Ms Vanessa Aulehla (IT)
- Ms Sanjee Goonetilake (NL)
- Mr Giles Houghton-Clarke (SV)
- Ms Szilvia Kalman (FR)
- Ms Elita Petraitiene (LT)
- Ms Renate Replinger-Hach (DE)
- Ms Sara Roda (PT)
- Mr Michael Teutsch (DE)
- Ms Francesca Tadini (IT)

InterParents (IP) is the body representing the parents' associations, and therefore the parents, of all European Schools (ES) *vis-à-vis* the stakeholders of the ES system, notably the national inspectors, the Board of Governors (BoG) with its 27 national delegations, and the Office of the General Secretary of the European Schools (OSGES).

Breaking with precedent and taking advantage of a recent relaxation of the IP statutes, four IP delegates were elected by the new Board in February: A. Rogal, B. Davidsson, V. Aulehla and S. Goonetilake. Also changing previous Board practice, a dedicated Working Group (WG) was elected (rather than having every Board member as an automatic member of the IP WG), with A. Rogal as its coordinator.

As 2020 began as a normal year, the first meeting of the WG was held physically on 3 March, to debrief members about the outcome of the European Schools' Joint Teaching Committee on 12 and 13 February, and prepare for the Board of Governors meeting and its preparations by InterParents delegates in April.

When the pandemic struck, all ES stakeholders were challenged to respond to a fast-evolving crisis situation. IP did so by meeting more frequently on-line to exchange reports about individual schools' responses and to contribute to the ES response at system level.

The first on-line meeting of the Board of Governors (BoG) was held 15 to 17 April. Efforts to support and advise on distant teaching and learning (DL) by the Office of the Secretary General of the European School (OSGES) were officially mandated.

Your delegate V. Aulehla took a leading part in IP's efforts to contribute on the development of DL guidelines and policies for all ES, she also joined the IP delegation to the Joint Teaching Committee (JTC).

While the Woluwe school was relatively quickly able to adapt to DL in terms of IT (TEAMS) and content (school internal policies established for maternelle, primary and secondary), other schools had more initial problems. Still, it became more and more clear that a real policy was lacking at system level which could give minimum quality assurances on DL for students of all schools, grades and sections. Before the summer break, in collaboration with InterParents, teachers and school

managements, the first guidelines on DL were published which foresaw precise instructions for teachers how and how often to interact with students, how to organise formative and summative assessments of students. A task force was installed over the summer to continue work on this, with the task of clarifying potential GDPR and teachers' statutes concerns, and developing further the guidelines into a proper policy on DL. The extraordinary BoG meeting of 31 August paved the way for further work which unfortunately concluded only with the ordinary BoG meeting of 1/2/3 December.

Your delegate B. Davidsson initiated and lead on bringing health, safety and security (HS&S) matters to the system-wide agenda. A new IP WG on health and safety for pupils at school was established with a focus to maintain close relations with the OSGES, aiming to further advance in the area, such as facilitating coordinated guidance on risks and strategic needs.

Your delegate A. Rogal continued to represent parents in the OSGES WG on sustainability in the ES education, and in his role of drafting summaries of the important ES system meeting, the JTC and the BoG. After approval by the IP Bureau, they are published on the IP website: interparents.eu

Both JTC and BoG convened extra-ordinary meetings just before and after the summer break to meet the challenges of the pandemic. IP held preparatory meetings for all extra-ordinary and ordinary meetings with full participation of your delegates, who, in turn, prepared and debriefed the IP WG, receiving valuable input.

In October, a member of the IP WG, R. Repplinger-Hach, was mandated by the Board to participate in the IP WG on legal aspects of recent BAC policies as a representative of the Board.

II-2 - Primary and nursery educational group – CEP&M

Representatives of the Parents' Association

Members of the Administrative Board

- Mr Anthony Bisch (DE), Group Coordinator – until summer
- Mr Andreas Rogal (EN), Group Coordinator – as from September
- Back-up: Ms Bettina Schmidbauer-Mogensen (DE)
- Ms Marjo Toivo (FI)
- Ms Raquel Jimenez Lopez (FR)– Back-up: Ms Szilvia Kalman
- Ms Roberta Maggio (IT) – Back-up: Ms Francesca Tudini
- Ms Elita Petraitienė (LT)
- Ms Natalia Karpenko (NL) – Back-up: Ms Sanjee Goonetilake
- Ms Suzana Roseiro (PT) – Back-up: Sara Roda
- Mr Bengt Davidsson (SV) - Back-up: Mr Giles Houghton-Clarke

The **Education Council for the primary and nursery (CEP&M)** is composed of the school deputy director for primary and nursery, his Assistant (as of September 2020), of elected representatives of the teaching staff and of the Parents' Association (APEEE). The role of this Education Council is to include feedback from all parties and to work in dialogue towards a good school environment.

On the parents' side, the CEPM committee consists of representatives of all language sections at our school. They collect issues and concerns from their respective sections via the class representatives' network and raise them at the CEPM meetings with the school management and the representatives of the teaching staff. The issues raised range from pedagogical issues and aspects of the wellbeing of children at school to infrastructural and logistical concerns.

In the first half of 2020, during the spring term, no CEPM meeting was organized due to the emergency circumstances caused by the Covid-19 pandemics and due to the unforeseen change of the coordinator of the APEEE CEPM committee. From the start of the new academic year in September 2020, the committee is led by Mr Andreas Rogal.

The new academic year saw the arrival of a new Deputy Director for Maternelle and Primary (DDMP), after his predecessor had completed his full nine-year term, as well as the creation of a new middle-management post which had been introduced to all European Schools (ES), namely that of the Assistant Deputy Director (ADDMP).

The new DDMP, Mr Dónal Cregan, an Irishman, came to our school from the ES Alicante, where he had equally been the DDMP. He has spent decades in the ES system, including a spell as Primary teacher at our school.

The new ADDMP is Mr Dré Van Geel, who had served as Principal Educational Advisor for Maternelle and Primary (M&P) at our school before his new appointment, and as a teacher before that. He has worked for EEB 2 for over two decades now.

The CEP/M WG appreciated the openness and professionalism displayed by the new M&P management team from the start, and noted that the initial problems with the continuity of the e-forms systems stemmed from the fact that they were designed, implemented and managed by the former DDMP personally, and needed to be adapted to universal use and compatibility with a whole-school application, i.e. the introduction into the Secondary cycle.

Equally more in tune with the practice at rest of the school has been the DDMP's decision to prepare the CEP/M beforehand with all stakeholders - teachers, parents, and P4 and P5 student class reps - and have the minutes drafted in turn by a teacher and a parent representative. The first CEP/M was held on November 17, the second has been scheduled for January. The minutes have been shared with all parents through their class representatives.

In order to make progress addressing the chronic infrastructure problems of the Primary building, P&M management hosted a visit by the European Commissioner responsible for the ES, Johannes Hahn, to inspect the premises just before the CEP/M. Management and the APEEE hope very much that the Commissioner's communication with the Belgian authorities will convince them to finally act on remedying the problems speedily.

The enormous additional challenge for the M&P management is the planning for the satellite M&P school site in Evere, due to open at the beginning of next school year, in September 2021. The CEP/M WG is committed to assisting school management in successfully establishing the Evere satellite school in every possible way, while closely following and helping to address the problems connected with it. A new dedicated CEP/M coordinator will have to be elected after the 2021 AGM.

II-3 - Secondary education group – CEES

Representatives of the Parents' Association

Members of the Administrative Board

- Ms Szilvia Kalman, Group coordinator
- Mr Michael Teutsch (DE) – Back-up: Mr Renate Repplinger-Hach
- Ms Anna Yavorska (EN)
- Ms Minna Melleri(FI)
- Ms Christine Thomas (FR)
- Ms Vanessa Aulehla (IT) – Back-up: Ms Francesca Tudini
- Ms Elita Petraitienė
- Ms Sanjee Goonetilake (NL) – Back-up: Ms Natalia Karpenko
- Ms Sara Roda (PT) – Back-up: Ms Suzana Roseiro
- Mr Giles Houghton-Clarke

Enlarged Secondary Education Council (CEES)

The CEES consists of the Director of the School (Ms Malik), the Deputy Director for Secondary (Mr Schmelz), the Assistant to the Deputy Director (Ms Meeus) and four representatives of teachers, parents and pupils. Its task is to monitor the daily operations of the secondary cycle, discuss problems

and propose actions to ensure quality education and well-being of secondary pupils. The discussions in CEES feed into the School Advisory Board (SAC) and the Administrative Board (CA). It generally meets three to four times a year. However, meetings between March-June 2020 were cancelled due to the lockdown. In 2020, only two meetings took place: 21 September and 1 December 2020.

The parent representatives prepare the APEEE position for CEES in the Secondary Education Group, where all language sections are present. The Secondary Education Group discusses and agrees on the issues to be raised on behalf of parents at the CEES meeting or in direct contacts with the school management. Parent section representatives regularly collect and channel feedback from their section to the Secondary Education Group. They also organise at least one section meeting a year to facilitate exchange with the parent community.

Distance learning

In March 2020, the school shifted to distance learning and in-situ education for the secondary cycle resumed only in September 2020. The sudden shift to distance learning created an unprecedented challenge for school management, teachers, pupils and parents alike. Just one week after the launch of distance learning, the APEEE conducted a survey on the first experiences to which 1417 parents responded within 24 hours. The survey revealed an overall high satisfaction rate, in particular among secondary parents. At the same time a number of concrete suggestions have been made for further improvement. The APEEE channeled this feedback to the management and formulated a number of proposals focused on guidance and support to teachers, putting in place quality assurance and facilitating the exchange of good practices among teachers.

In September 2020, education resumed in-situ, however, a number of new challenges emerged, such as reconciling sanitary measures with ensuring quality education and well-being of pupils; high teacher and pupil absences; lack of access to distance learning for vulnerable, sick or quarantined students. Moreover, some of the courses could only be delivered online by vulnerable/quarantined teachers from their home, which raised a number of problems (e.g. which devices pupils use, what happens if no suitable device is available; who can support pupils with technical difficulty; is it acceptable follow lessons on a mobile; how to ensure safety of expensive devices etc).

As Belgian rules and regulations were evolving over time, it also became increasingly clear that they were often difficult to apply in the European Schools. Notably the large size of the school, the overcrowded premises and high level of mixing of students in the secondary cycle unlike in the Belgian system have put a particular strain on the school community. Also, in-situ teaching was heavily disrupted in S7 due to the entire year level being quarantined on two occasions. As a result, after a prolonged distance learning period after the autumn holidays, education resumed in a hybrid model as of 16 November, which alternates in-situ presence and online learning per year levels.

In this context, the APEEE worked together through Interparents on Guidelines for Distance Teaching and Learning, which was finally adopted by the Board of Governors on 3 December. The document defines responsibilities and minimum standards for distance learning.

Moreover, the APEEE put forward the following main proposals for the school (see minutes of CEES of 21/09 and 01/12):

- Teachers must ensure education continuity for pupils at home. This must include:
 - systematic use of TEAMS or SMS for communication, assignment management and file sharing for all classes at the school AND
 - regular personal contact between the absent pupil and each teacher at a frequency appropriate to the year level and subject, but at least once a week. Personal contact could entail video streaming and/or consultation individually or in small groups.
- Teachers should be encouraged to bring absent children into the classroom room through video or audio streaming.
- For long-term absences, the management should appoint a contact person, who monitors the education continuity and the well-being of the absent pupils and keeps regular contact with the teachers and parents, as appropriate.

- The school should establish clear and transparent procedures for defining vulnerable pupils, which should also include pupils with vulnerable family members.
- B-tests in S4 scheduled for 21-22 December should be rescheduled and S7 should be online before the pre-Bac to avoid that students are quarantined during pre-Bac.

Moreover, the APEEE also called for a long-term strategy for digital education, covering the innovative use of digital tools to improve quality of education.

Bring your own device policy (BYOD)

The School is setting up the Bring-your-own-device (BYOD) project for S5 students for mathematics (GeoGebra application) and physics. Students will be expected to have a laptop in class with specific minimum hardware characteristics. This obligation will become compulsory for S6 and S7 from the year 2021-2022 for Mathematics and Physics exams and BAC of 2023 onwards for all European Schools.

The School has set up a BYOD Advisory Team to support the implementation of the project. The APEEE requested the involvement of the School DPO and of the CDE to which the School agreed. The School launched a consultation in October. As certain aspects of the project were still unclear, the APEEE requested a meeting with the School which took place on 25 November 2020. (The APEEE preliminary response and the meeting report are available at the APEEE secretariat and can be requested at secretariat.apeee@woluweparents.org).

The School is very receptive to APEEE concerns expressed, which fall into two main areas; firstly that there should be no requirement to purchase a specific device, the only requirement being that the pupil's laptop meets certain minimum hardware requirements, which have been published by the Office of the Secretary General. Secondly, the APEEE is concerned that pupils' devices should be under their own control, with no access given to members of the school staff or other parties without the specific agreement of the pupil. This includes control of any software placed on the devices and the pupils absolute right to privacy for any personal information on the devices.

The school acknowledges these concerns and recognises that it could not impose a specific device or supplier to parents. However, the School prefers parents where possible that devices are standardised, to facilitate easier maintenance and support. It has identified several potential suppliers that can offer laptops to parents at competitive prices, including support, insurance and replacement services plus leasing options. The school BYOD advisory team (including the APEEE) has had an initial meeting with these suppliers. With regard to software and access to pupil devices, the school is not proposing to either give staff access to devices or instal software, except for security and network management purposes.

The APEEE has requested the School to provide:

- **a clear written explanation to parents/APEEE on how the system will be implemented** (this will help mapping the personal data from students that will be processed, by whom and when). This should include defining all software requirements, access rights, and controls to be put in place to protect pupils personal information.
- **a data protection impact assessment and a privacy impact assessment ahead of the introduction of the project** – Article 35 of the GDPR – and that the School DPO provides a written opinion/guidance concerning the project.
- **guidance on the screen time at school**, this to ensure an appropriate balance for using devices for school purposes and free time – The APEEE understands that this can be difficult to enforce, but guidance needs to be issued.
- reinforcement of the School **IT helpdesk** to be able to respond to technical issues during class, in particular during exams. The APEEE does not support that teachers lose class time to tech support and troubleshooting.

The APEEE will continue to remind that the School should only issue recommendations on the characteristics of the hardware where the software and school apps would work best; **brand neutrality must continue to prevail** as parents are already buying many devices due to current online learning.

Posture and ergonomics of students in class working with an electronic device and possible increase of eyeglasses by pupils should be monitored.

The APEEE is preparing a **survey about the BYOD to parents**, which should be launched early 2021 to assess parents' views on the above topics.

III - SERVICES GROUP CONSISTING OF THE FOLLOWING WORKING GROUPS:

Intro VP ADMIN

This year Corona disrupted our services to a great extent. The APEEE staff and Board members were working very hard to contain the situation and find the best possible solution for the pupils of our school. It was not always possible to please everyone, however, by the end of the year, we all learned a lot and also learned to make compromises in this special time.

And as if this was not enough, the decision by the General Secretariat to make the new temporary school in Evere an annex to our school, raised the challenge to another level. Not only sustaining our services here but also negotiating with the Belgian authorities for the best possible structure in Evere and starting to set up services there was and is an extra challenge. The new parents in Evere deserve to have quality service right from the start and we will work hard to make this possible.

We thank the school management for their pragmatic approach and the will to find common solutions. We feel that we are working hand in hand, sometimes agreeing to disagree, but in a cordial and constructive manner. In times of crisis, this is even more important than ever.

We elaborated a set of hygiene policies for Corona with an overview of measures for all our three services, canteen, afterschool activities and transport. A document is published on our website here (<https://www.woluweparents.org/en/covid-19-measures/canteen/>)

I wish to thank our APEEE staff for their constant availability and pragmatism in finding solutions for sometimes complicated situations. We can all be very glad we have such a dedicated team.

Bettina Mogensen
VP Admin

A) Canteen working group of the APEEE Board

Representatives of the Parents' Association

Members of the Administrative Board

- Ms Bettina Schmidbauer-Mogensen (DE), Group Coordinator
- Ms Vanessa Aulehla (IT)
- Mr Anthony Bisch (DE)
- Ms Sanjee Goonetilake (NL)
- Mr Giles Houghton-Clarke (SV)
- Ms Roberta Maggio (IT)
- Mr Andreas Rogal (EN)
- Ms Marjo Toivo (FI)

Members of the APEEE staff

- Mr Paul Orlovski

- Mr Xavier De Beys
- Ms Monique Mallinus

Following the retirement of Daniel Vincent as kitchen manager, the APEEE Bureau appointed Paul Orlovski, his long-year chef de cuisine, as the new kitchen manager. Xavier De Beys joined the team as chef de cuisine as of March this year. For both it was not an easy start, when Corona entered the scene.

Corona measures

This year was marked by major disruptions due to the Corona pandemic. Right after the carnival holidays, we started in crisis mode. The canteen had to close until the summer holidays. In order to sustain our services and staff, the Board decided to not reimburse parents for the service not delivered in the month of March and no invoice was sent for the third trimester. Meanwhile, we topped up the 30% salary for staff that received 70% "chomâge technique" from the Belgian state to ensure they did not undergo economic hardship.

This September and October, although we were expecting phase orange, it was decided by the Secretary General at short notice that we could open in phase yellow. Phase yellow meant, we could still serve all pupils but needed to introduce additional hygiene measures, such as disinfectant gels at all entry points and disinfection after each serving shift. While for MAT and PRIM in phase yellow no distancing was foreseen, for secondary, we had to consult and agree on a modus vivendi for those pupils. In order to follow the distance rules between so-called 'bubbles', we agreed in close cooperation with the school's safety officer and the Belgian responsible authority COCOM, to install Plexiglas screens separating classes. The core class is the "bubble". Because we were aware that these 'bubbles' were mixing in LII and other subjects we checked directly with the Belgian authorities and received approval for our serving and seating arrangements. The main goal was to be able to track and trace pupils adequately when a positive case occurred. When we received information from parents of positive cases, we directly informed the school, which in turn informed the respective parents of pupils from the 'bubble'.

The second lockdown phase forced canteen to close again since 16 November and up until 17 January 2021. This was a severe blow to our finances, as again the canteen had to close. The school's safety officer and COCOM confirmed that the new regulations permitted us to only serve MAT children. However, PRIM teachers preferred to have their classes eat in the classrooms, and the School safety officer and teachers were opposed to moving pupils or staff between the canteen and the classroom therefore it was agreed to move to a system of home prepared lunches for the lockdown period.

How the future will look like is still unclear, we keep on following very closely the situation and hope to be able to re-open again in January.

Survey – canteen

Meanwhile, we conducted a customer survey in October. It turned out that around 40% of parents were very satisfied or satisfied with the handling of the corona measures and a further 23% neutral. A quarter of parents, however, were not aware of them. This is for us clear sign that we need to step up our communication to parents and we are in the process of getting extra help for this task. About a quarter of parents were equally favoring the canteen to stay open at all cost. But over 70% of parents were prepared to make compromises for the sake of more safety. This showed us that the majority of people understood the closure and measures.

Update on kitchen equipment

With investment from last year, we finally received two combi steamers for the kitchen. These new ovens allow us to optimise our working methods and they use less energy. Their integrated baking control system facilitates the baking process and gives us control and better monitoring for each production.

B) Transport working group of the APEEE Board

Representatives of the Parents' Association

Members of the Administrative Board

- Ms Minna Melleri (FI), Group Coordinator
- Ms Vanessa Aulehla (IT)
- Mr Anthony Bisch (DE)
- Mr Bengt Davidsson (SV)
- Ms Sanjee Goonetilake (NL)
- Mr Giles Houghton-Clarke (SV)
- Ms Natalia Karpenko (NL)
- Mr Andreas Rogal (EN)
- Ms Suzana Roseiro (PT)
- Ms Bettina Schmidbauer-Mogensen (DE)

Members of the APEEE staff

- Mr Reggy du Moulin
- Mr Hong Ha Nguyen
- Mr Ferhan Pelister
- Ms Emilie Roland

The activity of the transport section of APEEE may be summarized with the following numbers (daily averages):

- 48 buses operating in the morning
- 40 buses for the 1st departure in the afternoon and 23 for the 2nd departure
- appr. 2475 children with annual subscription
- 12 contracted bus companies, more than 85 adults supervising the buses and the parking
- overall more than 19.000 bus journeys

The annual subscription fee is 1.410 EUR per pupil. Last not least: Major incidents / accidents for the school year 2019/20: 0.

In 2020, the Agenda of the APEEE Transport WG was dominated by the unfolding of the global Covid-19 pandemic which affected our transport services heavily. Following the full school closure as of 18 March 2020, the APEEE Transport service was put to a halt. During the months of April and May, negotiations took place between the bus companies and APEEE regarding compensation for the lockdown period and adaptation of the service during partial school re-opening as of June 2020. The financial impact of the lockdown on transport services was discussed and scenarios developed in close collaboration with the APEEE Budget WG. Critical issues included the compensation to and further collaboration with bus companies, the compensation to self-paying parents as well as meetings with the PMO at the European Commission in order to understand what solutions were realistic for any given month. Regular updates of the situation and on the new sanitary and hygiene measures were given to the APEEE Board. For the new school year starting in September 2020, APEEE Transport service was adapted to the most up-to-date Covid-19 measures which were published in a document on the website and communicated to all parents. Positive Covid-19 cases on buses were monitored and communicated to those parents whose children had been onboard the same bus as the positive pupil. In the second half of 2020, several weeks of unforeseen home-schooling for the whole school, as well as periodical home-schooling for specific Secondary classes put some further pressure on the APEEE Transport services finances. As a conclusion, it is important to highlight that throughout this very difficult year, the APEEE Transport service managed in an extraordinary way the good collaboration with school management, APEEE employees and contractors, bus companies and health authorities while ensuring the highest safety standards for our pupils using the buses.

The recruitment of supervising personnel remains a challenge, especially for the morning buses. The afternoon buses at 15:30 for the kindergarten and primary students are all equipped with bus

supervisors. During 2020 the bus supervisors also played a critical role in ensuring implementation of the Covid-19 rules on the buses, including the wearing of masks, seating arrangements and disinfecting gel.

In parallel to the Covid-19 measures and adaptation, APEEE transport also revised all bus routes in 2020 in order to ensure travel time would not exceed one hour for any pupil. The new routes and stops were implemented as of September 2020.

Reducing the environmental impact of the APEEE transport service was overshadowed by the Covid-19 crisis in 2020, but the Transport Working Group continued to aim for a bigger share of Euro V and VI norm buses. Several interesting discussions were also organised with different stakeholders like European Commission and bus operators in view of launching a pilot of electric buses within the APEEE bus fleet.

C) Extra-curricular activities working group of the APEEE Board

Representatives of the Parents' Association

Members of the Administrative Board

- Ms Francesca Tudini (IT), Group Coordinator
- Ms Vanessa Aulehla (IT)
- Mr Anthony Bisch (DE)
- Ms Sanjee Goonetilake (NL)
- Ms Roberta Maggio (IT)
- Ms Minna Melleri (FI)
- Ms Elita Petraitiene (LT)
- Mr Andreas Rogal (EN)
- Ms Bettina Schmidbauer-Mogensen (DE)
- Ms Christine Thomas (FR) until April 2020

Members of the APEEE staff

- Ms Agnieszka Jean-Villanueva
- Mr Aliocha Sioen
- Ms Donatella Carraro

The APEEE extra-curricular activities at our school, including the APEEE supervision, are organized by Ms Agnieszka Jean-Villanueva, in collaboration with Mr Aliocha Sioen and Ms Donatella Carraro, under the supervision of the APEEE Board Working Group.

Our main goal is to offer students the opportunity to discover a large range of activities that allow them to fully develop their potential within the chosen activity; be it learning a musical instrument, a competitive sport, or developing their artistic skills. We are focused on continuously improving the quality and the range of available activities, by ensuring easy registration, and by guaranteeing student security and reinforcing parent-instructor relationships.

In particular, the WG has set out 5 priorities for this school year: to ensure a high quality offer which is in line with the expectation of the parents/children; to improve communication to parents; to value our staff; to improve the organization of the Open Day; to create synergies with other APEEEs.

The Board approved the mandate in February and the WG produced a detailed action plan. Due to the pandemic and its severe impact on the APEEE services, other priorities have been added all along the year. We have worked mainly on three big areas: (re)programming, support to the staff and communication to parents.

For the first area, we have had to cope with the obligation to cancel/suspend activities, to comply with the decisions of the Belgian authorities. Of course, this raised legitimate expectations by parents with regards to the costs paid. The Board therefore voted twice in order to reimburse these costs at

the best of its possibilities, taking into account all fixed costs to be born. For the activities cancelled before the summer break, we were able to reimburse 18% of the costs. For the activities cancelled in autumn, we could reimburse the total cost. Preparing these decisions has not been easy because of the number of variables. A special thanks goes to our Extra-curricular Activities Manager Agnieszka Jean Villanueva, our Manager Administration & Finance Erwin Van Dijck, and our Treasurer Vanessa Aulehla for the incredible work they have done to help the Board take decisions.

The COVID situation also has had a strong impact on the programming of the new school year activities, first in that we have been obliged to reduce the number of places available for certain classes. Eventually the total number of registrations has dropped from the previous year, as it was expected. Some classes could not be organized because of lack of registrations, which also caused some frustration. However, you should be reassured that we really have done our best to organize all activities as far as possible. When faced with the need to suspend once again the classes over autumn, our staff has tried to find all possible solution to organize classes on line if feasible. Parents have been contacted bilaterally for their agreement.

Specific hygiene measures have been implemented during activities and supervision. All personnel, including supervisors and monitors, were required to use a face mask and to disinfect their hands regularly. Sanitation of the objects and surfaces used was carried out before and after each activity. Disinfectant gel dispensers were put available to pupils and students were invited to disinfect their hands before and after the activities.

For the second area, the Board has supported our staff by topping up their chomage temporaire during this difficult period. This policy has been strongly supported by lot of parents and we want to thank them for their sensitiveness.

With regards to communication to parents, we have tried to communicate as quickly and comprehensively as possible via emails and on the website. I hope you are satisfied about our activities in this field. If not, please let us know since with regards to communication we can always improve.

With regards to figures: currently the APEEE offers 42 different activities, which results in 288 classes and 2122 inscriptions per week. 1161 students are enrolled for activities. 56 instructors and 20 supervisors are available to make sure that each child can enjoy its activity in the best possible way, yet in the safest manner.

Registered for our exciting football Interclass/Footfest tournament have been opened. We wait for confirmation from the school about the possibility to kick of the tournaments at the beginning of 2021.

386 students are registered for the APEEE supervision (678 registrations). A team of 20 dedicated supervisors are at their disposal to make sure that their time at the supervision is fun and safe.

We have offered workshops during the school holidays providing a much welcome service for a lot of families.

Every single request by any parents has been followed by the Managers and the staff and the Working Group with the greatest care. Where we have not been able to meet parents' expectations, this has been mainly due to constraints that are out of our control (such as lack of spaces or extra unforeseen and not budgeted costs). We trust in your understanding on this and hope you will remain satisfied customers of our after-school activities for the coming year and thereafter.

IV - ENROLMENT POLICY WORKING GROUP (ACI)

Representatives of the Parents' Association

Member of the Administrative Board

- Ms Francesca Tudini (IT), Group Coordinator
- Ms Minna Melleri (FI), Back-up
- All Board members are member of the working group.
-

The CEA is the body charged with the enrolments policy for the Brussels European Schools. CEA first prepares the Guidelines for the Policy on enrolment^[1], which are approved by the Board of Governors (BoG), and then is given mandate by the BoG to prepare the policy itself, which is normally adopted by the BoG in December for the next school year.

The policy encompasses the whole procedure: general principles, calendar, provisions on the single and multiple language sections, special priority criteria, rules on transfers and rules on the appeals. It also includes a forecast on the number of classes to be opened for each of the schools in Brussels.

The CEA is composed by the Secretariat General of the European Schools, the Directors, the APEEEs, the EC, the BE national authorities. The EC staff representative have an observer role. When discussing the policy, also the representatives of Future Parents are invited to participate. The 4 APEEEs together have right to one vote (as well as the 4 Directors together).

The WG coordinator represented the Woluwe parents at the eight half-day meetings throughout the year, where the enrolment policy of the current and the following school years were discussed, as well as a large number of cases related to force majeure, transfers, particular circumstances. It was therefore of utmost importance that Woluwe was represented in each meeting to follow closely and report back on issues that affect our school. The parents of all four Brussels schools have altogether one vote in decisions.

Together with other Board members, we have also responded to ad hoc questions asked by the parents wishing to enrol their child(ren) at the II EEB, or any other type of questions (number of children in our school and the structure of the classes, transfer conditions, etc.).

During the CEA meetings, also decisions on specific cases are taken (transfers, requests for application of special priority criteria, return from mission, requests submitted beyond the deadlines, etc). These kind of requests are submitted all over the year, so very often they are voted in written procedure.

We have voted on 77 cases invoking particular circumstances, 42 cases requesting return from assignment, 5 requests for return from a period of study abroad, 87 requests regarding cases of "force majeure" (at the time of writing this report, smore cases are still being submitted via written procedures, so the figures mentioned are not the final ones).

For the school year 2020-2021, the European schools of Brussels have received in total 2.849 applications (figures of September), of which 737 were for our school which is the second most chosen (after Ixelles: 905 requests as first preference). The CEA was able to offer 517 posts in Woluwe. 423 were initially accepted, 37 were refused, 17 families did not reply to the offer, 37 withdraw their request. Out of the 423 posts accepted, 125 were for nursery, 141 for primary and 157 for secondary. 144 of the total was for the FR section (with 80 posts in secondary, equal to 50% of the total new enrolments in secondary).

The Guidelines for the 2021-2022 policy on enrolment approved by the BoG (<https://www.eursc.eu/Documents/2020-12-D-6-en-1.pdf>) officially state that it is essential to make the best possible use of the new transitory site of Evere (ex Nato), given the growing number of new registrations as well as the fact that all schools have reached the maximum of their capacity (Woluwe is forecasted to host 3207 pupils against a theoretical capacity of 2850). To this aim, it has been

proposed that all new enrolments in nursery and primary, for the sections existing in Woluwe, will be re-directed to Evere. Also requests of transfer to Evere to existing classes will be given priority. The families with a child in Woluwe will have a right to enrol the younger sibling in Woluwe. Children attending Evere will have a right to continue their studies in Woluwe in the secondary cycle. Thresholds for classes are suggested as follows: 30 for nursery and primary in Evere, and 20 in Woluwe.

In its reply to the Secretary General, our APEEE, supported by the other APEEE, expressed its concern with the distribution of French sections in the structure of the school of Woluwe because of the raising number of FR classes in S1 and S2 to 5 at each level = 10 classes. We stressed that the Woluwe campus is not able to accommodate 10 FR classes in S1 and S2. Currently there are 2 classes in P5 and 4 classes in S1 = 6 classes (with around 25 pupils per class in S1) + 4 classes in S2. Thus, this measure alone would mean an additional 4 classes in the secondary school, compared to this school year. This is not possible, given the severe overcrowding of the school already today. Apart from the need to find the space, the impact on the organisation of schedules with around 100 additional pupils is unfeasible and will impact negatively on the whole secondary school. The proposed increase in classes is felt to be particularly severe as the school already has to support the burden of Evere without any benefit for the secondary which, on the contrary, will suffer more in the future. Therefore, we have proposed to have 2 or maximum 3 FR classes in S1 and 4 classes maximum in S2. This would make a maximum of 7 classes instead of 10, or one additional class compared to the current situation of the section. Despite this, all other parties of the CEA have voted in favour of the Guidelines.

We also had a specific meeting with our Director on this issue, as well as on our concern about the continuity of smaller classes in primary in our school which might be jeopardized by the severe decrease of new enrolments (given that only siblings will be allowed to register in Woluwe). Mrs Malik is perfectly aware of these issues. As a matter of fact, it is likely that the rule which limit the new registrations to Evere will be in place for some years and as a consequence it is possible that as from next year, and more in future, our classes in primary will be grouped by two or three levels because of lack of pupils. For the question of the growing number of classes in secondary, according to our Director our school would be able to accommodate the 3 new classes next year, but nothing more in future.

On the 7th of December the CEA has discussed the policy for the enrolments for the school year 2021-2022 which has then been voted via written procedure to allow for its publication before the Christmas break. Following the Guidelines, this policy foresees that all new enrolments for the sections existing in Woluwe, at maternelle and primary level, will be directed to Evere, with the exception of priority cases. However, during the meeting it was explained by the Secretary General that the creation of classes in Evere will have to be justified against certain criteria (in particular if all new enrolled pupils might be accommodated in Woluwe, there might be not a case to create a class in Evere). Consequently, it is too early at this stage to predict how Evere will be filled. Follow up of the implementation of the enrolment policy will have to be a priority of the next Board.

The enrolment policy has been published on the website of the Office of the Secretary-General of the European Schools as well as the one of the school <https://www.eursec.eu/Documents/2020-12-D-9-fr-3.pdf>.

V - COMMUNICATION WORKING GROUP

Representatives of the Parents' Association

Member of the Administrative Board

- Ms Natalia Karpenko (NL), Group Coordinator
- Ms Sanjee Goonetilake (NL)
- Mr Giles Houghton-Clarke (SV)
- Ms Elita Petraitiénė (LT)
- Mr Andreas Rogal (EN)

- Ms Suzana Roseiro (PT)
- Ms Christine Thomas (FR) until April 2020

In 2020 the Communications working group focused on the realization of its main priority: to facilitate and improve communications between the APEEE board and the broader parent community.

Two-way traffic in communications: emails, surveys and a conference call

The main communication channel from the APEEE board to the parent community stayed the email exchange, with all-parent messages being the most frequent form of conveying information. This was due to the need to react quickly and communicate directly to parents on many burning issues like for instance changes in applicable Covid-19 regulations or rapid developments around the Evere site. To ensure that communication between the APEEE board and the parent community stayed a two-way traffic and that the parents not only received the information but were also given a possibility to express themselves, the Communications working group facilitated three all-parent surveys collecting parents' feedback on various issues in a coordinated way and organized a conference call for all parents with the school management.

The surveys were held in April and October and covered a wide range of issues. We collected parents' feedback and ideas on the reopening of the school after the first wave of Covid-19, on distance learning during both Covid-19 waves, on the preferred option for filling the Evere site, on satisfaction levels with the Covid-19 measures at school and in the APEEE services, on the assessment of the information provided by the school and by the APEEE etc. etc. The results of the surveys were analyzed by respective working groups and used in discussions with relevant bodies.

Based on the feedback coming from the parent community on the Evere site issue, a conference call with the school management was organized in October 2020 where parents could ask their questions directly to the speakers via the chat function.

WoluWInfo and our website

The Communications working group 2020 has produced two issues of the WoluWInfo newsletter: in February 2020 and June 2020, introducing board members and giving room to the members of the school community to share their experiences during the challenging lockdown period.

Our website www.woluweparents.org, staying an important storing place for reference information and for the arrangement of practicalities of the use of the APEEE services, was substantially adjusted: the window "Breaking News" was substituted with a Covid-19 Measures window. The information is regularly revised there and is available in both English and French.

To improve communications between the APEEE board and the parent community further, a decision has been taken to recruit a Communications officer as a regular position at the APEEE secretariat, as of January 2021.

VI - EDUCATIONAL SUPPORT WORKING GROUP

Representatives of the Parents' Association

Member of the Administrative Board

- Ms Anna Yavorska (EN), Group coordinator
- Ms Tatiana Almeida (PT)
- Ms Sanjee Goonetilake (NL)
- Ms Raquel Jimenez-Lopez (FR)
- Ms Szilvia Kalman (FR)
- Ms Natalia Karpenko (NL)
- Ms Elita Petraitienė (LT)
- Mr Andreas Rogal (EN)
- Ms Bettina Schmidbauer-Mogensen (DE)
- Mr Michael Teutsch (DE)

- Ms Christine Thomas (FR) until April 2020

The Educational Support Policy in the European schools is set out in the two key documents - *The Policy on the Provision of Educational Support in the European Schools* and the *Provision of Educational Support in the European Schools – Procedural document*. Its implementation is laid out in the Action Plan Educational Support and Inclusive Education.

The Educational Support Working Group (ESWG) aims to help with the challenges that children with difficulties might face at our school. Distance learning have aggravated the difficulties of many learners and support to vulnerable learners have therefore become a key priority. A number of meetings were held with the school management to address the situation of vulnerable children.

In May, the APEEE sent out to the parents a comprehensive survey prepared in collaboration with the school's educational support coordinators in order to:

1. assess the implementation of the distance learning guidelines
2. improve the distance learning experience for the children who receive educational support
3. collect best practices during distance learning with a view to continue using the most useful tools after the lockdown to make our school education more inclusive

The analysis of the survey results outlining the main problems and providing the parents' feedback and suggestions for secondary and primary were communicated to the school.

The survey showed that not all parents knew the exact type of ES their children received and there is unclarity about the procedure to receive support. ESWG and the school agreed that more information for parents on ES would be welcome and that a joint school/APEEE information evening on the subject should be organised as soon as the situation allows.

ESWG were informed that at the beginning of the DL, ES coordinators requested the teachers to contact every child concerned. Coordinators highlighted capacity problems, not enough support hours available. ESWG discussed how to resolve problems encountered by parents with the implementation of ES for their child. Ms Malik suggested that problem solving must be done in stages. First, contact the ES teacher, then reach out to the ES coordinator, then the school deputy director, and at the last stage, if the problem persists, the request should be addressed to Ms Malik. Coordinators agreed that this would be a useful strategy to share with parents as it might solve a lot of problems without creating misunderstanding and hurt feelings.

Based on parents' feedback, ESWG insisted on the necessity to keep Teams and its tools after school reopening: it will be paramount to keep actively using Teams in the future to submit the assignments, to have a tests calendar, to send messages to the teachers via chat, to have the course material uploaded, etc. Coordinators agreed that the online system would also save time for them and for ES teachers and assistants as they can better follow the programme and subjects seen in class and thus better adapt their support.

ESWG regularly contributed ideas and feedback to the Educational Support Policy Group via Interparents. Among discussed topics were:

- the allocation of additional budget for educational support
- the hiring of additional/specialised staff members for children who receive educational support
- need for personalised plans for pupils with difficulties

- the need to adapt the Group and Individual Learning Plans (GLP/ILP) to the situation of distance teaching
- the need for monitoring and reporting of the implementation of the proposed measures.

ES WG was able to help some parents with their personal requests.

VII - HEALTH, SAFETY AND SECURITY WORKING GROUP

Representatives of the Parents' Association

Member of the Administrative Board

- Mr Bengt Davidsson (SV), Group coordinator.
- Ms Tatiana Almeida (PT)
- Ms Vanessa Aulehla (IT)
- Ms Sanjee Goonetilake (NL)
- Ms Raquel Jimenez Lopez (PT)
- Ms Szilvia Kalman (FR)
- Ms Natalia Karpenko (NL)
- Ms Elita Petraitiene (LT)
- Ms Sara Roda (PT)
- Ms Bettina Schmidbauer-Mogensen (DE)
- Mr Michael Teutsch (DE)
- Ms Marjo Toivo (FI)
- Ms Anna Yavorska (EN)

While providing education preparing children for life as individuals and part of the society is the prime aim of a school, it is essential that this is delivered in a manner that ensures pupils are safe and their wellbeing is assured. These two areas are also identified by the Woluwe school management as its main priorities. Without a safe and sound school environment, education quality will suffer and the individuals, pupils or staff that are part of the school community, will be affected.

Priorities 2020

Based on the mandate for the working group on health, safety and security at APEEE Woluwe, which has now been in place for three consecutive years, the priorities for 2020 were:

- **Health:** Contribute to a good micro-climate and wellbeing for the pupils – with a focus on delivering the wellbeing survey report and on recommended actions.
- **Safety:** Support the establishment of a sound work environment structure at school – incl. assessment of health and safety risks, and based on national regulation.
- **Security:** Aiming at a secure, safe and child-friendly school environment at large.

The following is a report to parents and the Annual General Meeting on these priorities.

Health & Wellbeing

The wellbeing survey of the secondary students carried out in May 2019 is the basis for the project towards anti-bullying, mental wellbeing and non-violence for pupils at our school. The team for this project comprised the secondary educational advisors, the Secondary Students Council (CDE), and the Health, Safety and Security (HSS) working group of APEEE. The outcome of the survey was presented to students of the secondary cycle in March, only a few days before the school closed due to the corona virus. The information session for parents was consequently cancelled due to the lock-down, but the presentation was shared electronically with the parent community.

The full survey report drafted by the HSS group with special thanks to the expertise and writing of the report from our CEES coordinator Szilvia Kalman (APEEE was presented to the school's management in June by the project team. Further to the conclusions based on the survey results, the final report also contained a chapter with recommendations to the school management to improve wellbeing of students at Woluwe.

This wellbeing project is a milestone on which Woluwe is pioneering among European Schools. Given its importance, a dedicated work stream on Wellbeing was created within the APEEE with the objectives to develop and implement a joint action plan with the school community.

During autumn 2020, a Wellbeing Advisory Board was created at school to follow-up on the well-being survey of 2019 and oversee programmes to address the issues raised. The Wellbeing Advisory Board represent the whole school community – the students, the teachers, the educational advisors, the guidance team, the psychologist, the cycle coordinators, the nurses and the parents. The team is led by Kirsten Meeus, the assistant to the deputy director of the second cycle. To start with, two action plans were drafted, one with a short-term perspective and one with a longer time horizon.

APEEE considers this to be a successful collaboration between the school, students and parents with promising new endeavours. At the same time, we must not forget the severe overcrowding situation at our school now is accompanied with the corona pandemic generating an even more stressful environment. Therefore, APEEE would like to reiterate their call for the introduction of an anti-bullying and violence prevention programme with a focus on social and emotional learning (SEL) for the entire pupils' population of our school.

Early in the year, concrete plans to get acquainted with the Finnish anti-bullying program KiVa were set out in collaboration with the school as they also demonstrated an interest in the program. A joint delegation of representatives of the school management and the APEEE board was to attend a conference and training on the program. This was unfortunately postponed until further notice due to Covid-related restrictions. The APEEE will keep monitoring further developments with this respect.

Safety & Security

The corona pandemic situation created a huge extra workload throughout the year for school managers and staff and for the APEEE. Although heavily involved in the Covid response (detailed below in the section on Risk and Compliance) the WG HSS has nevertheless also continued to work on other issues that are of critical importance:

- Overheating and ventilation in the primary school building
- Perimeter security
- Application of Belgian law to occupational health, safety and security issues
- Establishing a health, safety and security governance structure at our school

VIII – COMPLIANCE & RISK ASSESSMENT WORKING GROUP

Representatives of the Parents' Association

Members of the Administrative Board

- Ms Roberta Maggio (IT) –Group coordinator
- Ms Tatiana Almeida (PT)
- M. Giles Houghton-Clarke (SV)
- Ms Bettina Schmidbauer-Mogensen (DE)
- Ms Marjo Toivo (FI)

Starting from the Carnival holidays, APEEE has been confronted with the consequences of the pandemic crisis due to the outbreak of COVID-19.

It was a challenging period and the APEEE was first of all required to analyse the set of rules on restrictions to its services and the impact on its activities. APEEE is an independent legal entity from the EEBII School. Its mandate is to provide ancillary services to the School, contributing to the quality of the daily life of the pupils.

With this in mind, the first decision taken in February was that the APEEE would align its decisions on the scope of provisions of services with the School. The intention was to provide a clear approach

for the school community by supporting the running of the School activities. For this reason, APEEE services were provided when the School was open in compliance with the applicable legal framework.

The main challenge was to identify the applicable legal framework. The APEEE, in fact, is not a school but an AISBL providing transport, canteen and afterschool activities services. In the past months, the rules applicable to school activities were not always the same as the rules applicable to APEEE services.

The main question to be solved was to identify which rules to follow and how to organise the services. When in June the school reopened for nursery and primary, it was important to identify whether the transport services could be provided and on which basis. The School was operating with the bubbles approach. However, the public transport sector was operating with the distance approach. A similar bubble approach for school transport would have made it impossible to run the service, unless a bus for each bubble (i.e. class) would have been provided. And this was simply not feasible.

The decision taken, following also a legal advice provided by an external Law firm, was to follow the rules for the public transport sector by respecting the social distance. This decision was aligned also with the School, which asked the APEEE to provide the transport in order to limit the risk of gathering of people at the entry and exit hours of the school.

The same approach was then used also for the reopening in September. In this case, the main challenge was to organise all the services within a very short time frame. For the entire summer period, APEEE and the School worked on the reopening under orange (or even red) code. Suddenly, the week before the reopening of the school the Belgian authorities changed school opening into code yellow and the services had to be reorganised within less than a week under the new provisions. For this reason, APEEE could reopen the canteen only on the 14 of September. Bus transport was able to open right away, while afterschool activities were more complex to organize. For the latter, the question has always been which rule applied. Are those activities considered school activities or are they similar to the cultural/social/sport activities carried out outside the school? And what is the impact on the school community?

The decision was to consider also in this case the fact that the activities are strictly linked to School life. This implied that the decision about isolation (also called quarantine) for pupils taken by the School applied automatically also for the APEEE. This was done in order to guarantee that pupils admitted to school could still benefit of the services. It would have been impossible to justify that a child admitted to school was not admitted to the bus, or canteen, or an afterschool activity. And at the same time, it would have been inappropriate to allow pupils in a bus, in the canteen or in an afterschool activity if they were isolated from School following a decision to limit the spread of COVID-19.

For this reason, the APEEE closely collaborated with the School who was the ultimate responsible to take the decision on the isolation of pupils or closure of classes/section. We were in contact with the School Prevention Officer and provided information on the use of our services in order to allow the School to take the proper decision on every specific case.

From our side, we were in contact with IDEWE, the authority responsible for checking the health and condition of the employees of APEEE, in order to put in place the most appropriate procedure in order to protect our staff.

To help parents we have put together detailed documents on the Covid measures applicable to each of our Services. These can be found on the APEEE website

With regard to our staff, the decision taken in spring was to protect them and to grant the full salary. Where possible, the staff was put in 'chômage temporaire', whereby they receive three quarters of their salary and the rest is topped up by the APEEE budget.

IX - WELCOME SERVICE

Representatives of the Parents' Association

Member of the Administrative Board

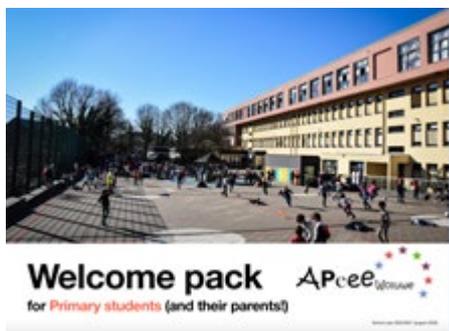
- Ms Suzana Roseiro (PT), Service coordinator
- Ms Sanjee Goonetilake (NL)
- Ms Natalia Karpenko (NL)
- Ms Elita Petraitiene (LT)
- Mr Andreas Rogal (EN)
- Ms Christine Thomas (FR) until April 2020

The Welcome Service was created 3 years ago, its primary aim was to facilitate the arrival at our school by providing information and personal support to parents and students who were new to the Primary and Secondary school and to Brussels.

This year, the Welcome committee faced a very unusual challenge: Help new students and parents feel welcomed in our school, without gathering big crowds. Visitors were not allowed to enter the school, and therefore the welcome event and coffee mornings could not take place. That is why, in this special year, we shifted our focus and decided to add something new to the traditional events from school and try to bring people together, online and offline, in small groups, to help each other.

To achieve this, **two different actions** were taken:

- Sending new redesigned and adapted brochures to all new families, both from [Primary](#) and [Secondary](#) cycles. They are online at the APEEE's website.

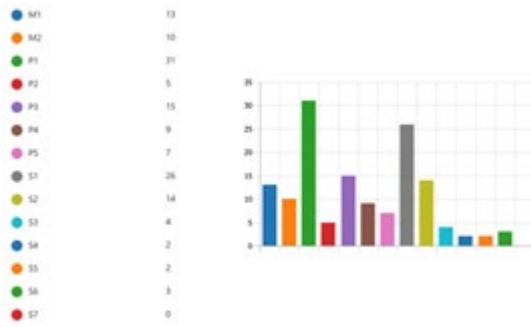


- Develop and setting up the **Family Buddy**, an online system to connect new with established volunteering families and facilitate a closer connection. The purpose was to give insights and tips to make life easier, help with practical matters and answer questions.

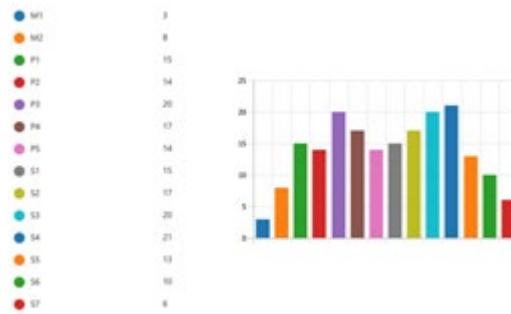
The system was not possible without the participation of the school community. It connected **78 families** from all sections and classes. We had **169 families volunteering to help** and **137 new families asking to be connected** to a family. As the connection is per class and year, sometimes we had both volunteers and new families, but no match.

This service meant an opportunity for personal contact, sharing of experience and networking for new parents in all language sections.

Families volunteering



New families entering the school



The service will certainly continue next academic year, and the APEEE will do its best to further improve it, keeping the good partnership with the school management and administration and stepping up synergies with volunteer parents. We hope that virtual coffee mornings can be established this year.

Until then, many thanks to all the APEEE's Board members, APEEE's staff and volunteer parents that volunteers involved in the Family Buddy System! It is thanks to their commitment that we can make our school a nice and warm place to learn and grow. We hope that this system can continue to connect more families and that the new brochures can be distributed in paper next year!

Susana Roseiro (PT)
Coordinator of the Welcome Service

X – TASK FORCE / DIGITAL PRIVACY AWARENESS

Representatives of the Parents' Association

Members of the Administrative Board

- Ms Sara Roda (PT), Group coordinator
- Ms Tatiana Almeida (PT)
- Ms Suzana Roseiro (PT)
- Ms Christine Thomas (FR) until April 2020
- Ms Anna Yavorska (EN)
- Ms Sanjee Goonetilake (NL)

I – Coordinator's introduction

"Providing an electronic device to students without sufficient digital education is the same as allowing a student to drive a car without having the driver's license." – EEB2 Parent

I volunteered to the APEEE Board in 2020 to bring awareness to parents and the School Community about the impact that the use of digital technologies have in our children, focusing in particular on the right to privacy and data protection. We are in an era where children start from early age using internet to play, learn and communicate, sharing frequently information about themselves and others carelessly. Children need to be better prepared in order to use electronic devices in a responsible and safe way and defend themselves against the 'datafication' of their lives.

Privacy and data protection are more relevant than ever as classes are brought home, the playground is online and children, particularly in secondary, are between 6 to 9 hours in front of a computer to follow classes, do research and carry out their school assignments. The debate and awareness need to continue in order to implement appropriate mitigation measures and support parents in this area.

II – Main activities

TF DPA was constituted with the Board unanimous support in January 2020 at its first meeting.

The TF DPA met twice: i) 17February 2020 to define the terms of its mandate, general objectives, and priorities for 2020 (please see [here](#); for full mandate send an email to secretariat.apeee@woluweparents.org); and ii) 11May 2020, to follow-up with School on its activities, possible developments, and next steps.

On 17 June, the TF DPA met with the School Director, Ms Kamila Malik, and the School DPO, Ms Cristina Morillas Hoyos, to present its mandate, objectives and understand School needs as well as discuss School activities/goals in this area. The School Action Plan on privacy and data protection was presented with concrete actions that the School intends to take.

On 13 October, the TF Coordinator met with Ms Kirsten Meeus, secondary educational advisor, to discuss about digital privacy awareness and follow-up on possible useful information sessions to parents. Well-being topics were the additional ones that the school would like to tackle on the short and long-term – screen time and sleeping time of students, and stress management. *[Note: other topics mentioned by the School would need to be addressed under the APEEE HSS/Well-being WG, in particular for S3-S4 eating disorders, positive body image, tackle self-harm, and for S5-S6-S7 sexual harassment / drug prevention].*

III – TF DPA results

Although COVID-19 had a profound impact and delayed our activity – many scheduled meetings with the School were cancelled during the first semester of 2020 and the School priorities shifted – the TF DPA delivered on most of its objectives. In particular:

1. APEEE informative email to parents on 26 May 2020 to raise awareness and kick-off positive discussion with School on privacy. Due to COVID-19 and distance learning via Teams' usage, the discussion of privacy and data protection has become more important. Pupils (and parents) needed to learn what to share or not online, having adulthood into perspective, and understand the limitations of the tool.
2. The School supported APEEE's objective of increasing digital privacy awareness, setting up an Action Plan where the development of the project 'privacy protection culture' at EEB2 is included. Training for teaching staff as well as for primary and secondary school students is foreseen. This Action Plan is very much welcomed by APEEE, who stays ready to continue to assist the school in this area.
3. The School included in the "Annual School Plan (ASP)" as priority number 1 the "*Introduction and implementation of privacy protection culture (as part of the MASP)*" in the "*School Specific Pedagogical and Educational Priorities for School Year 2020-21*";
4. The School included in the "School Specific Multi-Annual Objectives (MASP)", privacy awareness, promoting a privacy protection culture.
5. The School sent information to parents about netiquette for distance learning and online meetings on 30 October 2020.
6. The APEEE TF DPA organised a first 'Digital Privacy Talks' on 17 November 2020, online, with Ms Jen Persson, privacy international expert and director of [defenddigitalme](#) (not-for-profit aimed at protecting children's privacy in the education sector). The information session was dedicated to "*Digital rights and responsibilities in educational settings*" and looked at privacy and data protection with a focus on the Bring-your-own device policies. The session was recorded and will be made available to parents and School Community in the intranet.

Further sessions to take place organised by the APEEE TF DPA (at the time of writing this report):

- 7. Session on 'stress management' with Dr Claudia Quintans, on 7 January 2021,** experienced psychologist at the [École des Émotions](#). The session will be recorded and made available to parents and School Community in the intranet.
- 8. Session on 'screens and sleep time' with Dr Claudia Quintans, on 11 February 2021.**

IV – Other

The TF is contributing to the Bring-Your-Own-Device (BYOD) project discussion, which is dealt under the APEEE CEES Working Group.

Parents' received suggestions:

- Studies made by the SHIFT Project in France on the digital energy consumption as well as some advice and a short educational video on this topic: "Climate crisis: The Unsustainable Use of Online Video" - <https://theshiftproject.org/en/article/unsustainable-use-online-video/>
- Bruno Humbeek, on cyberbullying, <https://www.outilsderesilience.eu/>

V - Next steps for 2021

Electronic devices are being intensively used by children due to the hybrid regime (all school years) and the development of the BYOD project (S5 and in a few years S6 and S7). As this is having an impact on family life, the APEEE TF DPA strongly recommends reinforcing the responsible use of electronic devices at school, educating students on the fundamental rights of private life and personal data protection. The importance of having a privacy protection culture in a structured school document as the MASP and ASP is paramount to ensure long-term continuity. For this reason, next year priorities should be:

- Request the School to implement the privacy protection culture School priority, currently suspended due to the shift of School priorities in setting up the hybrid regime.
- Request School to reflect on the impact to family life that their digital decisions have [inspired by this EU project called DigiGen – Digital Generation (<https://www.digigen.eu/>) which has already delivered some results: 'Children's ICT use and its impact on family life, Literature review'].
- Review the School policy on smartphones and coordinate with the BYOD project that is expected to start in 2021. The smartphone policy was not possible to be discussed this year due to other School priorities.
- Continue to support the School on their needs as required taking into account the TF DPA mandate, in particular promoting the knowledge of the mini-bill of privacy and data protection rights among pupils.
- Continue to organise information sessions to parents as required taking into account the mandate's objectives to foster discussion at EEB2.

XI - FINANCIAL SITUATION

Representatives of the Parents' Association

Members of the Administrative Board

- Ms Vanessa Aulehla (IT), Group coordinator
- Ms Tatiana Almeida (PT)
- Mr Anthony Bisch (DE)
- Ms Sanjee Goonetilake (NL)
- Mr Giles Houghton-Clarke (SV)
- Ms Elita Petraitienė (LT)
- Ms Bettina Schmidbauer-Mogensen (DE)
- Ms Francesca Tadini (IT)

The task of the working group was to follow closely the implementation of the budget and the forecasts for next year. In October, all Board members voted in favour of the financial report 2019-2020 and of the budget 2020-2021, in December, considering the evolving situation linked to Covid, an updated budget 2020-2021 was adopted. The financial report 2019-2020 and the updated budget 2020-2021 are presented to the AGM.

Financial report 2019-2020

Transport

The transport was definitely an unusual year, not for Covid but mainly due to PMO's long delay in checking the de facto student figures. The accounts were therefore left open for several years, including substantial amounts of provisions. The closing of the years with PMO released these provisions and therefore considerable amounts of revenues were added to the transport budget. This is the reason for the profit in transport of 343.990,36 € in the year 2019-2020.

Social funds

Our draft budget 2019/20 agreed at the AGM foresaw quite a deficit. Due to Covid, many of the planned activities did not take place, so this explains the profit of 2.190,23 €.

Extra-curricular activities

In April/May we planned for a break-even budget. On this basis, parents received back a pro rata amount for the cancellation of activities due to school lockdown. It turned out that the estimation was a bit too cautious. This is the reason for the profit of 62.655,44 € (3000 pupils/activities = 20 € surplus per pupil/activity).

Canteen

From April to June this year, parents were not charged as the canteen was closed and we did not invoice parents for the third trimester. However, we charged parents for the entire second trimester, although 3 weeks had to be closed due to the lockdown. This revenue was supposed to cover the fixed costs for the whole closed period. It turned out that the estimation was a bit too cautious, this is due to the fact that we were in an exceptional situation with a lot of unknown factors. Eventually, we arrived at a profit of 138.228,43 € (2450 enrolled pupils = 56 € surplus per enrolled child). As you can see in the following chapter, this money will, however, help covering the extensive losses we foresee in this year's budget.

Situation of our reserve end of budget year 2019/2020

As you can see on page 1 and on the final page, the budget year 2019/2020 has increased our reserve by 536.359,86 €^[1] up to 2.234.775,04 € meaning 1.114.685,04 € above the threshold of 1.120.090,00 €, which is our 'passive social' (the amount we legally need to have in order to be in any moment prepared to close the ASBL and pay outstanding liabilities, mainly for our permanent staff. The main reason for this unusual profit is the release of the provision in transport. Overall we aim to keep €1.700.000 in reserves, which in addition to the 'passive social' amount, also covers the obligations towards non permanent staff in the event of closure plus a financial cushion to cover the annual fluctuations in finances each year.

Draft Budget 2020/2021

The budget should be as accurate as possible on the basis of the estimated costs and revenues at the date of deciding it. This draft budget the AGM will vote has been prepared and voted by the board beginning December.

The draft is based on

- the known figures of September and October 2020.
- increased food prices due to Covid and dry summers,
- extra cost factors due to extra hygiene measures
- applying an orange scenario for the remaining of January and February 2021 and a yellow scenario from March to June.

It takes into account

- the closing of canteen from November 2020 until 18 January 2021

- the closing of most periscolaire activities for secondary in November and December
- the closing of periscolaire for the whole school in the first weeks of January
- a top up for the low income staff on chomage
- a substantial reduction of revenues as the board decided to apply a 100% reimbursement policy to parents in case of closure while in case of quarantine only the food costs are reimbursed.

As you can see, the losses are substantial but still sustainable as they are approximately at the same level as our profits last year. The losses are almost in its entirety linked to the Covid situation. We are hoping that this updated budget is capturing enough elements that we might still face the next weeks and months but obviously we count on your understanding that our policy (full reimbursement for parents/top up for employees) might need to change, should there be further disruptions of the services.

^[1] If you take away from the overall profit of 536.360,83 € that we made in 2019/2020, the amount of the release of the provision, the kind of 'net profit' of this specific year is 277.000 €.

See financial report.

APEEE Bruxelles II – Woluwe

Board 2020

Organisational structure

BUREAU

The Bureau is responsible for developing an HR strategy, managing HR, monitor Board efficiency and effectiveness with strategy and targets approved by the General Assembly. The Bureau also takes care of the succession and continuity management.

President	Giles Houghton-Clarke giles.houghton-clarke@woluweboard.eu
Vice-president Administrative affaires	Bettina Schmidbauer-Mogensen bettina.schmidbauer-mogensen@woluweboard.eu
Vice-president Pedagogical affaires	Tatiana Almeida tatiana.almeida@woluweboard.eu
Treasurer	Vanessa Aulehla vanessa.aulehla@woluweboard.eu
Secretary	Francesca Tadini francesca.tadini@woluweboard.eu
Secretary of information	Andreas Rogal andreas.rogal@woluweboard.eu
Member of the bureau	Bengt Davidsson bengt.davidsson@woluweboard.eu

WORKING GROUPS

1- WORKING GROUP COORDINATORS AND MEMBERS OF THE PEDAGOGICAL GROUPS

<p><u>Interparents</u> At least 2 members to represent our APEEE at Interparents.</p>	<p><u>Coordinator:</u> IP Representative: Andreas Rogal andreas.rogal@woluweboard.eu IP Representative: Bengt Davidsson bengt.davidsson@woluweboard.eu IP Representative: to be decided later</p> <p><u>Members:</u> Vanessa Aulehla vanessa.aulehla@woluweboard.eu Sanjee Goonetilake Sanjee.GOONETILAKE@woluweparents.org Giles Houghton-Clarke giles.houghton-clarke@woluweboard.eu Szilvia Kalman szilvia.kalman@woluweboard.eu Elita Petraitienė elita.petraitiene@woluweboard.eu Renate Repplinger-Hach renate.repplinger-hach@woluweboard.eu Sara Roda sara.roda@woluweboard.eu Michael Teutsch michael.teutsch@woluweboard.eu Francesca Tadini francesca.tindini@woluweboard.eu Bettina Schmidbauer-Mogensen bettina.schmidbauer-mogensen@woluweboard.eu</p>
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REPRESENTATIVES OF THE EDUCATIONAL COMMITTEES

<p><u>The education committee for kindergarten and primary (CEP&M)</u></p>	<p><u>Coordinator:</u> Anthony Bisch anthony.bisch@woluweboard.eu Andreas Rogal andreas.rogal@woluweboard.eu</p> <p><u>Members:</u></p>
<p>German</p>	<p>Anthony Bisch anthony.bisch@woluweboard.eu Bettina Schmidbauer-Mogensen bettina.schmidbauer-mogensen@woluweboard.eu</p>
<p>English</p>	<p>Andreas Rogal andreas.rogal@woluweboard.eu</p>
<p>Finnish</p>	<p>Marjo Toivo marjo.toivo@woluweboard.eu</p>
<p>French</p>	<p>Raquel Jimenez Lopez raquel.jimenez.lopez@woluweboard.eu Back-up: Szilvia Kalman szilvia.kalman@woluweboard.eu</p>
<p>Italian</p>	<p>Roberta Maggio roberta.maggio@woluweboard.eu Back-up: Francesca Tadini francesca.tudini@woluweboard.eu</p>
<p>Lithuanian</p>	<p>Elita Petraitienė elita.petraitiene@woluweboard.eu</p>
<p>Dutch</p>	<p>Natalia Karpenko natalia.karpenko@woluweboard.eu Back-up: Sanjee Goonetilake Sanjee.goonetilake@woluweparents.org</p>
<p>Portuguese</p>	<p>Suzana Roseiro suzana.roseiro@woluweboard.eu Back-up: Sara Roda sara.roda@woluweboard.eu</p>
<p>Swedish</p>	<p>Bengt Davidsson bengt.davidsson@woluweboard.eu Back-up: Giles Houghton-Clarke giles.houghton-clarke@woluweboard.eu</p>

The pedagogical representative of each section is also the coordinator in charge of the pedagogical issues of his/her linguistic section.

<p><u>The education committee for secondary (CEES)</u></p> <p>German</p> <p>English</p> <p>Finnish</p> <p>French</p> <p>Italian</p> <p>Lithuanian</p> <p>Dutch.....</p> <p>Portuguese.....</p> <p>.</p> <p>Swedish</p>	<p><u>Coordinator: SzilviaKalman</u> szilvia.kalman@woluweboard.eu</p> <p><u>Members:</u></p> <p>Michael Teutsch michael.teutsch@woluweboard.eu Renate Repplinger-Hach renate.repplinger-hach@woluweboard.eu</p> <p>Anna Yavorska anna.yavorska@woluweparents.org</p> <p>Minna Melleri minna.melleri@woluweboard.eu</p> <p>Christine Thomas christine.thomas@woluweboard.eu</p> <p>Vanessa Aulehla vanessa.aulehla@woluweboard.eu Francesca Tudini francesca.tudini@woluweboard.eu</p> <p>Elita Petraitienė elita.petraitiene@woluweboard.eu</p> <p>Sanjee Goonetilake Sanjee.goonetilake@woluweparents.org Back-up: Natalia Karpenko natalia.karpenko@woluweboard.eu</p> <p>Sara Roda sara.roda@woluweboard.eu Back-up: Suzana Roseiro suzana.roseiro@woluweboard.eu</p> <p>Giles Houghton-Clarke giles.houghton-clarke@woluweboard.eu</p>
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2- WORKING GROUP COORDINATORS AND MEMBERS OF THE OPERATIONAL GROUPS

<p><u>Canteen subcommittee of the APEEE Board</u></p> <ul style="list-style-type: none"> • Managing increasing demand. • Managing costs • Ensuring canteen delivers the optimum service for our customers, the pupils and the parents. 	<p><u>Coordinator: Bettina Schmidbauer-Mogensen</u> bettina.schmidbauer-mogensen@woluweboard.eu</p> <p><u>Members:</u></p> <p>Giles Houghton-Clarke giles.houghton-clarke@woluweboard.eu Roberta Maggio roberta.maggio@woluweboard.eu Sanjee Goonetilake Sanjee.GOONETILAKE@woluweparents.org Anthony Bisch anthony.bisch@woluweboard.eu Andreas Rogal andreas.rogal@woluweboard.eu Marjo Toivo marjo.toivo@woluweboard.eu Vanessa Aulehla vanessa.aulehla@woluweboard.eu</p>
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<p><u>Transport subcommittee of the APEEE Board</u></p> <ul style="list-style-type: none"> Managing costs Managing increasing demand. Ensuring the transport delivers the optimum service for our customers, the pupils and the parents. 	<p><u>Coordinator: Minna Melleri</u> minna.melleri@woluweboard.eu</p> <p><u>Members:</u> Bengt Davidsson bengt.davidsson@woluweboard.eu Bettina Schmidbauer-Mogensen bettina.schmidbauer-mogensen@woluweboard.eu Andreas Rogal andreas.rogal@woluweboard.eu Vanessa Aulehla vanessa.aulehla@woluweboard.eu Giles Houghton-Clarke giles.houghton-clarke@woluweboard.eu Anthony Bisch anthony.bisch@woluweboard.eu Sanjee Goonetilake Sanjee.GOONETILAKE@woluweparents.org Natalia Karpenko natalia.karpenko@woluweboard.eu Suzana Roseiro suzana.roseiro@woluweboard.eu</p>
<p><u>Extra-curricular activities subcommittee of the APEEE Board</u></p> <ul style="list-style-type: none"> Managing increasing demand. Where possible aligning activities with school sporting, cultural and pedagogical objectives. Delivering the high-quality activities that parents demand. 	<p><u>Coordinator: Francesca Tudini</u> francesca.tudini@woluweboard.eu</p> <p><u>Members:</u> Sanjee Goonetilake Sanjee.GOONETILAKE@woluweparents.org Anthony Bisch anthony.bisch@woluweboard.eu Elita Petraitienė elita.petraitiene@woluweboard.eu Minna Melleri minna.melleri@woluweboard.eu Christine Thomas christine.thomas@woluweboard.eu Bettina Schmidbauer-Mogensen bettina.schmidbauer-mogensen@woluweboard.eu Roberta Maggio roberta.maggio@woluweboard.eu Andreas Rogal andreas.rogal@woluweboard.eu Vanessa Aulehla vanessa.aulehla@woluweboard.eu</p>
<p><u>IT group</u></p> <ul style="list-style-type: none"> Drive the development of key IT projects. IT infrastructure for APEEE. 	<p><u>Coordinator: Giles Houghton-Clarke</u> giles.houghton-clarke@woluweboard.eu</p> <p><u>Members:</u> Anthony Bisch anthony.bisch@woluweboard.eu Roberta Maggio roberta.maggio@woluweboard.eu Elita Petraitienė elita.petraitiene@woluweboard.eu Christine Thomas christine.thomas@woluweboard.eu Bettina Schmidbauer-Mogensen bettina.schmidbauer-mogensen@woluweboard.eu Sara Roda sara.roda@woluweboard.eu Suzana Roseiro Suzana.roseiro@woluweboard.eu</p>
<p><u>Health, Safety & Security</u></p>	<p><u>Coordinator: Bengt Davidsson</u> bengt.davidsson@woluweboard.eu</p> <p><u>Members:</u> Tatiana Almeida Tatiana.almeida@woluweboard.eu Elita Petraitienė elita.petraitiene@woluweboard.eu Bettina Schmidbauer-Mogensen bettina.schmidbauer-mogensen@woluweboard.eu Sanjee Goonetilake Sanjee.GOONETILAKE@woluweparents.org Szilvia Kalman szilvia.kalman@woluweboard.eu Marjo Toivo marjo.toivo@woluweboard.eu Vanessa Aulehla vanessa.aulehla@woluweboard.eu Anna Yavorska anna.yavorska@woluweparents.org Natalia Karpenko natalia.karpenko@woluweboard.eu Sara Roda sara.roda@woluweboard.eu Michael Teutsch michael.teutsch@woluweboard.eu Raquel Jimenez Lopez raquel.jimenez.lopez@woluweboard.eu Anna Yavorska anna.yavorska@woluweparents.org</p>

<p><u>Communication:</u></p> <ul style="list-style-type: none"> Facilitate the sharing of information between APEEE Board members and support the overall communications efforts of the APEEE. Communications to stakeholders, whether lobbying, information dissemination or engaging parents and pupils is a core APEEE activity undertaken by all APEEE workgroups and the APEEE VPs, therefore a responsibility of all APEEE Board members. 	<p><u>Coordinator:</u> Natalia Karpenko natalia.karpenko@woluweboard.eu</p> <p><u>Members:</u> Elita Petraitiene elita.petraitiene@woluweboard.eu Sanjee Goonetilake Sanjee.GOONETILAKE@woluweparents.org Andreas Rogal andreas.rogal@woluweboard.eu Suzana Roseiro suzana.roseiro@woluweboard.eu Christine Thomas christine.thomas@woluweboard.eu Giles Houghton-Clarke giles.houghton-clarke@woluweboard.eu Tatiana Almeida Tatiana.almeida@woluweboard.eu</p>
<p><u>Budget group</u></p>	<p><u>Coordinator:</u> Vanessa Aulehla Vanessa.aulehla@woluweboard.eu</p> <p><u>Members:</u> Giles Houghton-Clarke giles.houghton-clarke@woluweboard.eu Bettina Schmidbauer-Mogensen bettina.schmidbauer-mogensen@woluweboard.eu Elita Petraitiene elita.petraitiene@woluweboard.eu Sanjee Goonetilake Sanjee.GOONETILAKE@woluweparents.org Tatiana Almeida tatiana.almeida@woluweboard.eu Francesca Tudini francesca.tudini@woluweboard.eu Anthony Bisch anthony.bisch@woluweboard.eu</p>
<p><u>Enrolment policy group</u></p> <ul style="list-style-type: none"> Monitoring new developments regarding enrolment policy Providing analysis for the overall APEEE position 	<p><u>Coordinator:</u> Francesca Tudini francesca.tudini@woluweboard.eu</p> <p><u>Back-up:</u> Minna Melleri minna.melleri@woluweboard.eu</p> <p><u>Members:</u> all members of the Board.</p>
<p><u>Active community working group</u></p> <ul style="list-style-type: none"> supporting the school in the organization of the events, proposal of projects, organization of conferences etc. 	<p><u>Coordinator:</u> Elita Petraitiene elita.petraitiene@woluweboard.eu</p> <p><u>Members:</u> Natalia Karpenko natalia.karpenko@woluweboard.eu Marjo Toivo marjo.toivo@woluweboard.eu Anna Yavorska anna.yavorska@woluweparents.org</p>
<p><u>Welcome committee</u></p> <ul style="list-style-type: none"> supporting the school in welcoming new parents and students at the school. 	<p><u>Coordinators:</u> Suzana Roseiro Suzana.roseiro@woluweboard.eu Christine Thomas christine.thomas@woluweboard.eu</p> <p><u>Members:</u> Elita Petraitiene elita.petraitiene@woluweboard.eu Sanjee Goonetilake Sanjee.GOONETILAKE@woluweparents.org Andreas Rogal andreas.rogal@woluweboard.eu Natalia Karpenko natalia.karpenko@woluweboard.eu</p>
<p><u>Educational support working group:</u></p>	<p><u>Coordinator:</u> Anna Yavorska anna.yavorska@woluweparents.org</p> <p><u>Members:</u> Tatiana Almeida tatiana.almeida@woluweboard.eu</p>

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<p><u>School community building WG:</u></p>	<p><u>Coordinator: Sanjee Goonetilake</u></p> <p>Sanjee.GOONETILAKE@woluweparents.org</p> <p><u>Members:</u></p> <p>Natalia Karpenko Elita Petraitiéné Sara Roda Marjo Toivo Suzana Roseiro AnnaYavorska</p>	<p>natalia.karpenko@woluweboard.eu elita.petraitiene@woluweboard.eu sara.roda@woluweboard.eu marjo.toivo@woluweboard.eu Suzana.roseiro@woluweboard.eu anna.yavorska@woluweparents.org</p>
<p><u>Compliance & risk assessment group</u></p>	<p><u>Coordinator: Roberta Maggio</u></p> <p><u>Members:</u></p> <p>Tatiana Almeida Bettina Schmidbauer-Mogensen Giles Houghton-Clarke Marjo Toivo</p>	<p>Roberta.maggio@woluweboard.eu</p> <p>tatiana.almeida@woluweboard.eu bettina.schmidbauer-mogensen@woluweboard.eu giles.houghton-clarke@woluweboard.eu marjo.toivo@woluweboard.eu</p>
<p><u>Task forces for horizontal issues:</u></p> <ul style="list-style-type: none"> <u>Mobility programme:</u> 	<p><u>Coordinator: Andreas Rogal</u></p> <p><u>Members:</u></p> <p>Bettina Schmidbauer-Mogensen Francesca Tudini Szilvia Kalman</p>	<p>andreas.rogal@woluweboard.eu</p> <p>bettina.schmidbauer-mogensen@woluweboard.eu francesca.tudini@woluweboard.eu Szilvia Kalman@woluweboard.eu</p>
<ul style="list-style-type: none"> <u>Digital Privacy Awareness:</u> 	<p><u>Coordinator: Sara Roda</u></p> <p><u>Members:</u></p> <p>Tatiana Almeida Anna Yavorska Suzana Roseiro Christine Thomas Sanjee Goonetilake</p>	<p>sara.roda@woluweboard.eu</p> <p>tatiana.almeida@woluweboard.eu anna.yavorska@woluweparents.org suzana.roseiro@woluweboard.eu christine.thomas@woluweboard.eu sanjee.goonetilake@woluweparents.org</p>

APEEE Bruxelles II – Woluwe Organisational structure

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Transport assistant	Emilie Roland transport@woluweparents.org
Transport assistant	Dominika Serafin transport@woluweparents.org
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