

## Document for item 9 / document pour le point 9 (Annex 4)

### Points/resolutions submitted by parents:

<b>1/ Proposed item for the Agenda for the General Assembly: Supporting Musical Activities in the school through the extra-curricular activities ('périscolaire') programme</b>
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#### EXPLANATORY STATEMENT

Group musical activities such as orchestras and choirs offer a fantastic opportunity for students from all language sections to collaborate in a joint project in which the spoken language is no barrier. A thriving orchestra/choir is therefore consistent both with building a school community and also with offering a broader educational experience than the academic curriculum in line with the European ideal.

At present, the school orchestras are arranged on an ad hoc basis through the sterling efforts of the music teachers in the primary and secondary school. However, in the longer term, the experiences of the other European Schools in Brussels indicate that in order to function fully, these orchestras/ choirs will need further support from the APEEE and, in particular, may need to be integrated in to the extra-curricular activities programme (as there are in Brussels I, II and III).

Equally, an orchestra cannot exist or function fully unless there is a sufficient body of students who are proficient on core instruments. Many students do not have time to enrol in external music lessons and it takes time to reach the necessary standard.

There are currently no private or group music lessons offered as part of the extra-curricular activities programme in either the primary or secondary school. The parents understand that this year a basic programme was implemented using all available resources and within the confines of the constraints imposed by the move to Laeken. However, Horst Nickels stated in correspondence that private music lessons cannot be offered by the APEEE as extra-curricular activities should be focused on the school community and not providing a "one to one service". This suggests that there is an objection in principle to music lessons being offered.

#### **The parents invite APEEE to reverse their opposition to offering music lessons as part of the extra-curricular activities programme:**

- a. As set out above, providing group and private music lessons is integral to creating a vibrant school musical community including fully functioning orchestras and choirs and the absence of private/group music lessons prevents the school community from realising its full musical potential.; and
- b. Private music lessons are available at all three of the other European schools in Brussels – see the table below. They are offered as a core part of the extra-curricular activities programme including at lunchtimes. Any objections to offering lessons are not, therefore, consistent with the policies in place in the other European Schools.

For practical reasons, including the large number of students using school bus services, these lessons need to be available both afterschool and during the school day (i.e. at lunchtimes).

Again, this is consistent with the policies in place at all three other European School where périscolaire activities are available at lunchtime to all students in P1 and above. **Therefore, if and in so far as APEEE objects to running a lunchtime périscolaire programme, this objection also needs to be reversed in the interests of supporting the school music community.**

There are a number of parents who are prepared to invest time and energy in developing the school musical community. **Parents would like APEEE to endorse the promotion of music in the school in the following ways:**

- Allow the inclusion of group and private music lessons as part of the extra-curricular activities programme for 2013 – 2014 including as part of a lunchtime programme; and
- Mandate a working group of parents to liaise with the music teachers (primary and secondary school) to identify how the school musical community could best be supported, including if necessary integrating the orchestra and choir in to the extra-curricular activities programme.

Accordingly they would like the issue of APEEE’s support of school musical activities to be included on the agenda for the General Assembly.

### **Summary of music lessons available in the other European Schools**

a. At EEB I (group and private) music lessons for primary school students are organised through Cesame as part of the périscolaire programme. The lessons are offered both in the afternoon and at lunchtimes.

b. At EEB II private and group music lessons are available from the primary school upwards. They are offered as part of the périscolaire programme in the afternoon (from 15:00 to 19:00) and at lunchtime in 30-minute slots.

c. At EEB III, lessons are available at “discovery” level (P1 and 2) in groups of up to six students. They are organised through the périscolaire programme on Thursdays (15:30 – 16:30 and Tuesdays. There is a rhythm class open to primary and nursery children on Friday afternoons in two sessions – 12:15 to 13:45 and 13:45 – 15:15. Private lessons are also available to older children (secondary school) who arrange the times directly with the teacher (but payment etc. is organised through the périscolaire programme).

<b>Instrument</b>	<b>Available in which Schools</b>	<b>Group or private</b>
Piano	EEB I, EEB II, EEB III	EEB I – group (6 students) and private EEB II - private (2 lessons run in parallel) EEB III – group – 6 students – P1 and P2 AND private
Violin	EEB I, EEB II, EEB III	EEB I – private EEB II – private EEB III - private
Viola	EEB I, EEB III	EEB I – private

<b>Instrument</b>	<b>Available in which Schools</b>	<b>Group or private</b>
		EEB III - private
Cello	EEB I, EEB II, EEB III	EEB I – private EEB II - private EEB III - private
Bass	EEB I	EEB I - private
Flute	EEB I, EEB III	EEB I – private EEB III - private
Guitar	EEB I, EEB II, EEB III	EEB I – private EEB II – private EEB III – group – max 9 AND private
Recorder	EEB I, EEB III	EEB I – private EEB III – group - max 9 AND private
Clarinet/ Saxophone	EEB I, EEB II, EEB III	EEB I – private EEB II - private EEB III - private
Singing	EEB I, EEB III	EEB I- private EEB III - private
Percussion	EEB I, EEB III	EEB I – private EEB III - private
Harp	EEB I, EEB III	EEB I – private EEB III - private
Solfege/ Rhythm	EEB I, EEB II, EEB III	EEB I – group EEB II – group EEB III - group
Trumpet	EEB III	EEB III - private

List of Parents in support of this item being included on the draft agenda:

1. Josephine Usher (Class Representative M1 ENa)
2. Thomas Usher
3. Heike Zunker
4. Hugo Zunker
5. Nora Karpati
6. Mario Karpati
7. Patrick Vanberghen
8. Cristina Coteanu
9. Eva Deusy
10. PiereDeussy
11. HolgerPlumhoff
12. Sonja Hickl-Szabo
13. Carlo Locchi
14. Ewa Edwards
15. KatianaVelzaco
16. Nicholas Foster
17. ZudellaPimley Smith

18. RuebensDiniz
19. Joanna Krzeminska –Vamvaka
20. Vasileios Vamvakas (Class Representative M1 ENa)
21. LaleShener (Class Representative M1 ENa)
22. Thomas Zerdick
23. Maria Larsson (Class Representative M1 ENa)
24. Lisa Fryer
25. Chris Searle
26. Emmanuelle Guerend
27. Vincent Guerend
28. Sasha Trevelyan
29. Carla Sabeva
30. Sergio Campo
31. Andrea Bucolossi
32. PilarGumma
33. Delores Oliver

<b>2/Pedestrian and Cyclist safety</b>
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#### EXPLANATORY STATEMENT

Pedestrian and cyclist access to the school is vital for a number of students in the school community who live locally. However, as things stand, it is only a matter of time before there is an avoidable tragedy as the current cycle and pedestrian access is not fit for purpose and extremely dangerous:

- There are no proper pavements on Avenue des Robiniers or Dreve Sainte Anne;
- Vehicles (including the school buses and cars driven by other parents) pass at high speeds along Avenue des Robiniers, indeed there are no signs so they may not even be aware there is a school;
- There is no pedestrian crossing at the top of Rue Medori such that children have to literally walk in front of departing school buses at the junction with Avenue des Robiniers;
- There are no pedestrian crossings equipped with traffic lights;
- Vehicles park across the ‘pavement’ on Dreve Sainte Anne with no regard for pedestrians and cyclists who are trying to access the school through the only available entrance;
- There are no warning signs in front of the pedestrian crossing on the Dreve Sainte Anne.

The school and responsible public authorities are legally and morally obliged to do everything in their power to reduce the risk of injury or death in the school community. Parents have already approached the headmaster directly but have not received any adequate response from the school despite the obvious threat to the children’s health and safety.

**APEEE can lend its weight to a parents’ campaign to improve pedestrian and cyclist access, starting with the immediate steps that are within the school’s powers. Those steps include opening a pedestrian/cycle only access to the school on Rue Medori such that children using these forms of transport do not have to walk along Avenue des**

**Robiniers.** Feeble and inappropriate counterarguments about lacking budget to pay for security guards are demonstrably indefensible.

In the longer term, the parents would like **APEEE to pressurise the school authorities to make rapid progress with the responsible authorities to resolve all the current issues with pedestrian and cycle access and to take steps to positively encourage the use of these forms of transport.**

**APEEE can also take interim measures such as specifically alerting all bus drivers that children are crossing the junction of Rue Medori and Avenue des Robiniers and that they must pay extreme attention. Equally, they should exercise extreme caution when driving along Avenue des Robiniers.**

List of Parents in support of this item being included on the draft agenda:

1. Josephine Usher (Class Representative M1 ENa)
2. Thomas Usher
3. Heike Zunker
4. Hugo Zunker
5. Nora Karpati
6. Mario Karpati
7. Patrick Vanberghen
8. Cristina Coteanu
9. Eva Deusy
10. PiereDeussy
11. Hannah Ehlers
12. Magnus Noll Ehlers
13. Michael Steffens
14. Amanda Yan
15. Sonja Hickl-Szabo
16. Carlo Locchi
17. Ewa Edwards
18. KatianaVelzaco
19. Nicholas Foster
20. ZudellaPimley Smith
21. RuebensDiniz
22. Joanna Krzeminska –Vamvaka
23. Vasileios Vamvakas (Class Representative M1 ENa)
24. LaleShener (Class Representative M1 ENa)
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27. Lisa Fryer
28. Chris Searle
29. Sergio Campo
30. Andrea Bucolossi
31. PilarGumma
32. Delores Oliver
33. Radu Hurdjui
34. Cristina Hurduji
35. Gabi Lombardo
36. CesareOnestini
37. Heike Remy

38. Gráinne O Súilleabháin
39. Anna Höck
40. AntoanetaRizova-Kalapish
41. StanislavKalapish

**3/Proposal: APEEE should put pressure on the school to allow parents to use the school's parking facilities or to provide other parking facilities for parents dropping off and collecting their children. Parents should be granted short-term (5 minutes) access to parking to be able to drop off/pick up their children.**

**Submitted on behalf of: MA En 1a**

### **Background**

Current policy on access to parking is overly restrictive and differs substantially from that of other schools. Maintaining such a strict access policy is unjustified and harmful to the interests of children (especially small ones) and parents.

While priority access is rightfully granted to persons with disabilities/special needs (e.g. pregnant women) as well as to teachers and school staff, parents also have vital interest in access.

Open access is not likely to cause any major disturbance as the majority of children use the bus service (which is also clearly recommended due to environmental and organizational reasons). However, some parents might need to drive their children to school (e.g. due to the cost of bus service for the nursery children, some children, especially small ones, might not feel comfortable taking the bus, or bus service might not be adequate for a specific family because of their place of residence).

### **Disadvantages of the current situation:**

- Unnecessary administrative burden for the school as access has to be granted on an individual basis. The school clearly cannot cope with such requests as some parents requested special access and did not receive any reply!
- The system is arbitrary and lacks transparency as there are no clear rules on who should have access. For example, access is not granted to parents with small children, even infants.
- There is not enough flexibility (if children, especially small ones, fall ill or have an accident, parents cannot access the parking because they do not have a special permit).
- The kiss&ride zone works only in the morning.
- Some small children do not feel comfortable to be assisted by unfamiliar persons and hence the kiss&ride system in its current form is not suitable for them.

### **Advantages of open access:**

- Less administrative burden for the school, more transparency.
- Outside parking space will be discharged. Open access will thus reduce tensions with the local community/police due to off-street parking by parents.
- Possibility to pick up children who fall ill/have accidents. For the nursery children it means that they will not have to be taken outside.
- Small children will not be exposed to harsh weather conditions.
- Parents/children will be less stressed in the morning.

### **Costs of implementing the proposal:**

None if existing parking facilities are used. Existing parking has sufficient capacity and a very low occupancy rate (mainly due to the fact that the majority of children use the bus service). The kiss&ride zone with a short-term access for parents works in the crèches of the EU institutions and does not lead to any problems.

### **Special measures:**

The school will always be able to limit access with an immediate effect if the parking facility is overcharged.

#### Names for parking facilities

1. Vasileios Vamvakas (Class Representative M1 ENa)
2. Sonja Hickl-Szabo
3. Carlo Locchi
4. Ewa Edwards
5. Katiana Velzaco
6. Nicholas Foster
7. Zudella Pimley Smith
8. Ruebens Diniz
9. Joanna Krzeminska –Vamvaka
10. Lale Shener (Class Representative M1 ENa)
11. Thomas Zerdick
12. Maria Larsson (Class Representative M1 ENa)
13. David Henry
14. Josephine Usher (Class Representative M1 ENa)
15. Nessa McKevitt
16. Andrea Bucolossi
17. Sheila Boath
18. Pilar Gumma
19. Ana Maria RODRIGUEZ PEREZ
20. Greg Chapman
21. Martin Alasor
22. Anahit Khatchikian

<b>4/ Playground behind the maternelle and primaire section buildings</b>
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We have been informed by the teachers that they were promised a proper play area (playground) and selected toys over six months ago. The current area is not suitable as the children cannot play on the muddy sections and the space between the buildings is not fit for purpose. Young children should spend as much time as possible outside during the day and just using the cycles in the space between the buildings isn't enough to help stimulate their physical development and motor skills.

There has been no adequate explanation for the delays in rectifying this situation.

We, the parents, ask that the situation is rectified as soon as possible, in order that our children get the benefit of the new installations before they have grown up and left the maternelle/primaire sections.

Signatures of parents in favour

1. Sonja Hickl-Szabo
2. Carlo Locchi
3. Ewa Edwards
4. KatianaVelzaco
5. Nicholas Foster
6. ZudellaPimley Smith
7. RuebensDiniz
8. Joanna Krzeminska –Vamvaka
9. Vasileios Vamvakas (Class Representative M1 ENa)
10. LaleShener (Class Representative M1 ENa)
11. Thomas Zerdick
12. Maria Larsson (Class Representative M1 ENa)
13. David Henry
14. Josephine Usher (Class Representative M1 ENa)
15. Thomas Usher
16. Giulia Pizzio
17. NessaMcKevitt
18. Carla Sabeva
19. Sergio Campo
20. Andrea Bucolossi
21. PilarGumma
22. Tsvetelina Ilieva
23. Graeme Preston
24. Iseult Lennon Hudson
25. Fergal Mythen
26. Ciara Delaney
27. Jitka Martins
28. Fred Logue

<b>6/ Safety access to the school canteen via the spiral staircase.</b>
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The spiral staircase leading to the school canteen is steep, wide, and without easily accessible (lower) handrails to hold on to, especially for smaller children.

At least one child has already had an accident falling down and had to be taken to the infirmary, and there are other children who complain about the spiral staircase being too big and too long, slippery and without handrails.

The staircase thus raises safety issues for our children.

We are of the opinion that these stairs that are used daily by our children should be made as safe as possible, and more child-friendly.

We are asking APEEE to enter into a constructive discussion with the school authorities so that the necessary measures are taken to ensure the secure access of our children to the canteen when they use the staircase.

#### List of Signatories

1. LaleShener (Class Representative M1 ENa)
2. Thomas Zerdick
3. Sonja Hickl-Szabo
4. Carlo Locchi
5. Ewa Edwards
6. KatianaVelzaco
7. Nicholas Foster
8. ZudellaPimley Smith
9. RuebensDiniz
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16. Giulia Pizzio
17. NessaMcKevitt
18. Carla Sabeva
19. Sergio Campo
20. Andrea Bucolossi
21. PilarGumma
22. Tsvetelina Ilieva
23. Denisa Cristea
24. Thierry Bamba
25. Claudia Torre-Ungureanu
26. Veronica Gavriliadis
27. Fernando Castillo
28. Miguel Garcia-HerraizRoobaert
29. Sarah Conyers Barber
30. Martin Alasor
31. AnahitKhatchikian

**6/ We wish to have a bus service Fridays at 12:45 to take the children in M1-2 and P1-P2 home at the end of their class.**

Explanatory statement:

Parents of children in the 4 years from Materna 1 to Primary 2, whose children are not enrolled in Garderie, are forced to collect their children at 1245 on Fridays. The only bus home Friday's is at 3:30pm, when the rest of the school finishes. This is very inconvenient for parents to have to find/hire a child minder or interrupt their day to drive, often far distances, to collect their kids.

Other European Schools, like the one in Varese Italy, have a bus service to take the children home to their regular bus stop.

Could a study be done to see if it's feasible to provide this extra service?

I would be willing to help study this and could put together a small team of volunteers to help if necessary.

Support from "Effective and Adherent members" thus far:

1. Sonja Hickl-Szabo
2. Carlo Locchi
3. Ewa Edwards
4. KatianaVelzaco
5. Nicholas Foster
6. ZudellaPimley Smith
7. RuebensDiniz
8. Joanna Krzeminska –Vamvaka
9. Vasileios Vamvakas (Class Representative M1 ENa)
10. LaleShener (Class Representative M1 ENa)
11. Thomas Zerdick
12. Maria Larsson (Class Representative M1 ENa)
13. David Henry
14. Josephine Usher (Class Representative M1 ENa)
15. Thomas Usher
16. Giulia Pizzio
17. NessaMcKevitt
18. Andrea Bucolossi
19. PilarGumma
20. Sile Bennett
21. Brendan Doran

## **7/ Question de la disparité des niveaux en langue 2**

### JUSTIFICATION

En effet, les parents soulignent le fait que les classes sont constituées sans distinction de niveau, ce qu'ils trouvent navrant. Le sujet a déjà été abordé, notamment lors de la dernière réunion du Conseil pédagogique, mais les réponses apportées par l'école (selon le compte-rendu informel transmis par l'APEEE) sont loin d'être convaincantes:

- 1) L'école n'aurait pas vocation à faire des enfants bilingues.

Commentaire: Il semble que si l'école prévoit l'enseignement d'une L2, elle peut tout aussi bien le faire de manière à permettre à tous les enfants d'apprendre au mieux.

- 2) Il serait utile, selon l'école, que les enfants de niveaux (souvent très) différents soient intégrés dans la même classe car les enfants de niveaux plus avancés tireraient vers le haut les enfants débutants et vice versa (principe du 'coaching').

Commentaire: On voit mal en quoi un enfant qui commence l'apprentissage d'une langue est favorisé par la présence en classe d'enfants qui parlent déjà couramment la langue. Cette situation est plutôt de nature à intimider les moins avancés. De même, on ne voit pas quels bénéfices un enfant de niveau avancé tirerait du fait d'être en classe avec des enfants débutants. Les niveaux doivent être respectés justement pour que chaque élève puisse apprendre à son rythme et efficacement. **L'organisation de cours de langues par niveaux est un principe élémentaire qui devrait s'appliquer à tous les âges et toutes les disciplines.** Cela ne signifie pas que les groupes doivent être parfaitement homogènes. Un certain degré de disparité au sein d'un groupe peut être porteur. Notons enfin que les groupes ne devraient pas nécessairement être figés, et que les enfants devraient pouvoir changer de groupe si le niveau ne leur convient pas.

Il s'agit là à notre sens d'un sujet très important vu la vocation de l'EE et le profil des enfants qui la fréquentent.

Demande soutenue par l'ensemble des parents de P2FrB.