Notes
Secondary Class Delegate Meeting / March 30th

Dear Parents,

A Second meeting for the school year 2016/2017, has been held on April 3rd 2017, with the Secondary Class Representatives, the School Management (M. Wedel) and the Parents Association (Mme Ballaguy & Mme O'Sullivan).

You will find enclosed informal notes taken during this meeting.

We would like to thank the Class delegates present during this meeting. These sessions are fruitful thanks to the questions and discussions we have all together.

If you have any question, please do not hesitate to contact your Class Representative or the parent's association.

Your APEEEL2

I/ Questions discussed with APEEEL2 representatives:

Bee Secure Meeting – March 30th

At the request of school counselors and following some cyber-bullying incidents in the school, APEEEL2 has organised an information meeting for parents on Thursday 30 March about Internet risks with the collaboration of Bee Secure.
Reminder from APEEEL2: it is our role as parent to be aware about what is happening on Internet especially « cyber-bullying ».
Do not hesitate to look at Bee Secure website for more information: https://www.bee-secure.lu/fr

Examples of topics you can find on Bee Secure site:

- Image rights: https://www.bee-secure.lu/sites/default/files/BEE%20SECURE%20-%20bildrecht_FR-Droit%20à%20l%27image.pdf

- Sexting : https://www.bee-secure.lu/sites/default/files/dokument/BEE%20SECURE-dossier-Sexting_FR.pdf

New Marking Scale System

The introduction of the New Marking Scale should be postponed to September 2018. It was initially to be introduced for S1 – S5 students in September 2017 and the first Baccalaureate using the new marking scale would have taken place in June 2020.
INTERPARENTS are against this planning as teachers haven't been sufficiently trained. They would like an introduction in September 2018 for S1 to S5 pupils.

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Please find on APEEEL2's web site an explanation of the New Marking Scale and INTERPARENTS' argument. http://www.apeeel2.lu/new-marking-scale-in-secondary/
APEEEL2 will continue to keep parents informed about decisions made in Brussels on this topic.

Vandalism at the School (see also section II on that specific point)

APEEEL2 informs parents that the School has been vandalized in the Secondary building. For example:

- Toilets are often damaged and need to be closed to be repaired.
- The "salle de détente" has been closed because pupils have played football in it.

It is important to remind pupils to take care of the School equipment.

II. Questions raised with the School Management (M. Wedel)

1/ School Management Continuity

Question (Q): M Wedel, you will leave the School next year. We have a new Director of School since September 2016. How continuity will be handle in Secondary School?
Answer (A): "A new Deputy Head of Secondary should be identified in June 2017 and will start in September. For the moment, we don't know yet which member states could apply for this post. I will support as much as possible my successor; I personally hope to have somebody coming from the European Schools system which will facilitate the integration."

2/ Pedagogical issues & school reports

Q: It seems a teacher is using a whistle in class at School. It is confirmed? What can be done to avoid these practices?
A: We are aware about this specific case and have already discussed with the concerned teacher explaining it is not a practice which should be used at our School. It seems there were discipline issues in the class. We advise the Class delegate concerned by this issue, to contact the Pedagogical Counselors to discuss it directly.

Q: Devoirs à la maison pour lesquels une limitation de nombre de mots est imposée par le professeur : Peut-on avoir une idée plus claire de l'utilité de ce système et des raisons qui le justifient ?
A: It is a common procedure to have a limitation of the number of words in some languages exercises (summary for example)up to the Baccalaureate level. It is common in all languages and the number of words can vary (50, 100, 200). In their professional life, pupils will also be asked to be concise.

Q: Home works: In S4, there are irregularities in the volume of home work given to pupils. What does the School recommend?
A: We agreed this year on a common homework policy and guidelines that will be applied next year (Minimum and Maximum Home work quantity).

Q: Books in Italian Section (and it seems to be also the case in other sections): we are buying expansive Text Books that seem not to be used. Teachers use photocopies instead. It would be better not to buy Text Books and save money!

A: We will remind again to the teachers to put in the book list only books they will use. We tell them every year.

Suggestion from APEEEL2: it seems that the euro book fair is not working efficiently. If parents would like to drive an initiative to allow pupils to exchange or to sell books, it is more than welcome!

Q: Process improvement for choice of courses: for the 6th and 7th years, it is a very lengthy process and causes stress to pupils and parents until they get confirmation of the option courses they request to study. We suggest the School should improve on the efficiency and transparency of this process, and should try and complete the process by the end of March: this includes providing information on the percentage of pupils that have their option courses in their mother tongue, and those that will have them in their 1st working language. We would need the overall number and numbers per language section.
A: We have the feeling the length of the procedure is fair: it began beginning of January 2017, and it was possible for pupils to provide their choice by the 3rd of February. After a first round to look at the possibilities, 30% ot the pupils had to make a second choice and provide their answers by March 10th.
We remind again that we can create an option course only if we have a minimum of 5 students concerned for an option 4 periods or "approndissement" and a minimum of 7 pupils for a complementary course. These rules are imposed by Brussels. Only 2 derogations to these principles may be opened:

- A SWAL student obliged to follow a subject (chemistry for example) in his/her 3rd language, is able to have it in its 2nd language
- Promotion of the home country languages: Luxembourgish, German, French

Suggestion from parents: Knowing in advance the courses which usually have very little number of students (5 students) to have an idea where it could be problematic.

Q: Mistakes on Report is it possible to correct the typing mistakes made by teachers in the pupils' school reports when the teacher admitted it?
A: If the teacher confirms he has made a mistake, of course, this could be modified, this is technically feasible.
The procedure is the following: If a student thinks that there must be a mistake in the report (i.e. wrong mark) the first contact person must be the teacher of the subject. If the teacher confirms that an error occured he contacts the cycle coordinator. Together with the pedagogical adviser he is in charge of creating a corrected version. The student gets the corrected vesion by handing in the first version of his report.

Q: Language used in School Reports: Our children are in the English section for a number of reasons. We find unacceptable that our children are not getting their school reports in their L1 (or, in the case of SWALS, L2), i.e. in English. We are asking that each and every teacher in a European school is able to understand and instruct children in the language of the section.
A: We remind parents that here are 3 official languages used within the European School: English, French, German so teachers can used one of these 3 languages to write in the school report.

Q: Italian section: What is the situation about the recruitment of new Italian teachers of mathematics?
A: We have teachers leaving at the end of their mandate. Normally they are replaced and seconded by the home country. From one country to another, we have the name of the teachers only some days before the School starts beginning of September but in some cases, the teacher can be identified even months after the School started.

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School management has requested an additional post in the Italian section for mathematics as the Italian section is growing.

Q: German section: it seems to be more difficult to find German teachers in Lux II versus Lux I for following reasons: cost of leaving, localization… What can be done?
A: The issue has been mentioned on a number of occasions by APEEEL2 to Mr Marchegianno (SG of the European Schools) not only for German teachers but aslo for Anglophones teachers. APEEEL2 insisted on the specific case of Luxembourg where the cost of leaving is much higher than in the other locations where are the European schools. As this cost of leaving is not recognized by the Commission for its staff (salaries are the same in Brussels than in Lux), the issue has not been taken into consideration. APEEEL2 will continue to raise this important topic in School Administration Boards.

Reminder: there are 2 teachers status: teachers appointed by their national government (about 60% of teachers at Lux II) and "Chargé de cours" recruited locally by the School.

- Recruitment process, salaries and statutes are different
- Teachers appointed by their national government have a mandate of maximum 9 years

Q: A new mathematics teacher arrived in the German section. It seems it exist a lot of problems of adaptation. How new teachers are supported by the School?
A: Normally when a new teacher arrives at the School there are some people to support him: management, subject coordinator, national representative and pedagogical counselor. In the case mentioned, we recommend the Class Delegate to contact the pedagogical counselor to share and inform about the situation. If nothing changes, please contact M Wedel.

3/ Internal rules
Suggestions from parents:

- Les parents aimeraient que les enfants soient amenés à devoir prendre plus de responsabilité pour eux-mêmes et ne plus être contraints d'aller en salle C001 lorsqu'il n'y a pas cours.
- Les parents aimeraient avoir un espace où les enfants peuvent manger ou grignoter quelque-chose dans le Bâtiment Secondaire sans être obligés de le faire en cachette.
- Could it be possible to remind within the secondary class the internal rules of the School (vandalism impacts, electricity use…) ?

A: Discussions about the use of C001 room already took place in various occasions. Pupils have the possibility to eat in the cafeteria, in the canteen or outside the secondary building. They are asked to follow the rules and to leave those places as clean as they should be.

4/ Health & Safety & Bullying

A: Vandalism & prevention: How is the school dealing with vandalism at school? Apparently, many pupils' toilets are damaged and closed because of vandalism. We suggest more frequent cleaning and more communication to pupils on this matter.
Q: The School has taken several actions:

- When we speak about vandalism at Lux II we have seen: graffiti on wall, toilet paper clogging the toilet so water come out, toilet seat broken. It was calm during the first half of the year. It has been very severe at the beginning of 2017.
- We have asked all the "Professeur Principaux" to discuss vandalism with pupils with a clear message and pictures about damages.

- Last week, the School organised meetings with Class representatives, pedagogical advisors, and the School Management. It was clearly said that the School cannot accept that and sanction will be taken if the School find the authors of vandalism.
- Guards and pedagogical counsellors are advised to make more control rounds and to pay more attention.

Q: Drugs & awareness control: Are there regular awareness raising campaigns? Are class teachers encouraged to talk about it in the classroom? Are pupils screened for drugs? How is the School controlling the perimeter of the school and which prevention measures are in place?
A: Yes, we organized preventing sessions on drugs & alcohol effects in S5.
If we are aware about any case of difficulties for a pupil, we are acting quickly with psychologists or the Luxembourgish police if necessary. If you are aware about any cases of difficulties, please contact Pedagogical Advisors,Psychologists or Managmeent.

Q: The School Pupils Committee seems to sell tickets to pupils under 15 years old for the parties they are organizing.
A: We can remind the Pupil School Committee to check the age of the pupils they are selling the tickets.

Q: A presentation / discussion on **AMOK (mad killer)** in S1 has been made with quite shocking images and questionnaire. What has been decided to share with the pupils?
A: All teachers have followed this training but nothing has been defined about what should be communicated to pupils. This is not normal to be excessive in communication on that topic. We will remind it to teachers and an official communication will be sent to parents.

Q: Bad behavior from teacher: In S2, there is a situation of bad behavior with pupils from a teacher. Can the school remind to teachers that they are model for pupils and should be careful with their behaviors?
A: It is not normal; there should be a meeting with the Parent Class Representative and the teacher. If nothing changes, inform the School for action.

5/ S6 trips

Q: What is the **School Alcohol policy**? Is it possible to have a clear School policy forbidding the consumption of Alcohol during the School trip ?
A: We have a clear policy which allows the consumption of alcohol under specific circumstances. The law respected is the law of the country of the trip and permission must be given by the parents.

Q: How does insurance work if there is an accident caused under the influence of alcohol?
A: School has an insurance policy for all the activities related to the School (including trips). If there is an accident caused by somebody under influence of alcohol, the School insurance will not cover the accident.

Q: The trip is quite expensive 850€ and shouldn't be obligatory. Can the cost be limited?
A (M Wedel): For this year it is not possible; we can see for the next years.
A (Mme Ballaguy): in case a family has some financial issues, support can be provided by the School and APEEEL2 (Social Funds).

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6/ Communication: School website + use of SMS

Q: Complaints about the functionality and the up-to-date information given out from our school web site. Examples:

- the agenda page stops giving events in November 2016
- the schedule information for the BAC and pre-BAC are available in LUX 1 web site, but not in LUX 2? (Similar question for mini and long tests timetable)
- When sending emails to teachers via the website's email, there is no delivery or sending confirmation? Also, no possibility to get a copy of the sent email.
- Pour contacter les professeurs par mail, il y a un formulaire mais pas leur adresse. Idem pour les conseillers, pour prévenir d'une absence. Il arrive de recevoir un message de non remise des emails.

A: The School is discovering this specific problem and will discuss these issues with the IT department. The bac calendar is available on the website of the School

Q: Use of SMS: how can we reinforce the use of SMS by teachers?

A (Mme Ballaguy): APEEEL2 has been requesting for 2 years that teachers use more SMS. The working group, in which the APEEEL2 was unfortunately not involved in, has given its conclusions.

APEEEL2 has always requested that test marks should be published on SMS but the School Management only agreed on updating a status "discussed in class" in order to inform parents that long tests have been corrected. Parents would then know there is a new mark and can discuss it with their child. The objective of this is to encourage discussion between parents and children. It was also agreed at the meeting that students are entitled to get the questions and their answers to exams from their teachers in order to review them with their parents (except for some compo).
We would recommend you to continue to use SMS and give your feedback to teachers as soon as you meet them. If they see parents are using it, teachers would be more willing to publish information on SMS.

A (M Wedel): Last year we discussed with teachers about the use of SMS. There are a lot of teachers who are still reluctant to the system. The School thinks that SMS is a good system but it will not replace communication between parents and their kids. The School tried to find a compromise and define what is compulsory and not compulsory. Beginning of next year, teachers will have to fill the following data: absences and late arrivals of the students (already mandatory right now), date of the long tests, important homework, projects, to show a test has been marked (but it is not mandatory to put the mark in the system, it will be then up to the parents to ask their kids for the information) and a short description of the main topics of the course per semester..
In addition management organizes regular training sessions to encourage the teachers to use SMS

End of the meeting

Questions received by written but no time left to raise them

7/ School access

Q : Suite à un accident dans la montée de l'école, pas évident pour les secours d'arriver sur place étant donné que tous les accès étaient congestionnés il manque une voie dédiée aux bus jusqu'au parking (qui pourrait être utilisée pour les secours) et une meilleure orchestration du feu rouge du Cactus (augmenter la durée du feu au vert vers la ville) pour libérer la circulation vers la ville

Answer from APEEEL2 : Suite à de nombreuses demandes de l'APEEEL2 et de l'Ecole, le Ministère du Développement Durable et des Infrastructures (MDDI) a étudié cette question et a fait dernièrement des propositions qui vont justement dans ce sens (voie dédiée aux bus + réaménagement du carrefour Belle Etoile). Nous sommes dans l'attente de leur confirmation quant au planning des travaux.

Q: **Abri Vélo:** Plusieurs demandes de parents au sujet de la possibilité d'installer un abri pour vélos pour les élèves, ou de redonner l'accès à l'abri existant : "When the school first opened the kids could take their bikes there but very quickly this was no longer possible, as the school did not want the kids to take their bikes through the school yard to get there."
En effet, les parents se plaignent du fait que les enfants se rendant à vélo à l'école doivent laisser leur vélo exposé aux éléments, ce qui entraîne une très rapide dégradation du vélo. L'école est très bien reliée aux pistes cyclables et nombreux sont les enfants s'y rendant à vélo, en réduisant ainsi la congestion et le trafic aux heures de pointes.
Answer from APEEEL2 : Pour des raisons de sécurité, il n'est pas possible de redonner l'accès à l'abri existant. Avec le niveau d'alerte jaune, deux seules entrées sont possibles mais qui ne sont pas accessibles pour les vélos (via le bâtiment administratif ou via le portail 7 vers la gare). En revanche, conscients des besoins en parkings à vélo des élèves et souhaitant favoriser et développer ce mode de transport, l'APEEEL2 et l'Ecole ont travaillé ensemble pour analyser ces besoins et transmettre nos demandes (des abris pour les parkings vélos existants + demande de nouvelles places abritées) aux différents ministères concernés. Il s'agit d'une procédure assez longue mais nous restons confiants quant à l'issue favorable de notre demande.

Q : Pourquoi le "**Kiss and Go**" est toujours occupé, à 16h30, par les parents de la maternelle essentiellement ? Alors qu'il doit être utilisé par le secondaire.
Answer from APEEEL2 : Nous sommes conscients des problèmes quotidiens de parking autour de l'Ecole. C'est la raison pour laquelle nous travaillons en collaboration avec l'Ecole et les autorités luxembourgeoises pour un développement de la mobilité douce (transports en commun, vélos...) afin de limiter le trafic sur le campus de l'Ecole. Dans l'immédiat, il nous parait normal que les places de parking soient utilisées en priorité par les parents des enfants de maternelle qui peuvent plus difficilement se rendre seuls à l'Ecole en bus par rapport aux élèves plus âgés et plus autonomes du secondaire.

8/ Miscellaneous / Divers
Q :Bac Ceremony : Avec un nouveau directeur et bientôt un nouveau directeur adjoint peut-on espérer que les prochaines cérémonies de remise des baccalauréats soient tenues dans un lieu plus prestigieux que la salle des fêtes de l'école, à l'instar de l'école de Luxembourg I qui privilégie le bâtiment de la Philharmonie à sa salle des fêtes ? La différence de " standing " est sans appel et laisse penser qu'une des écoles est au rabais par rapport à l'autre. Il semblerait que le comité des élèves ait déjà soulevé le problème mais qu'il n'a pas été pris en considération.
A : We are very lucky that we have a spacious « salle des fêtes" in the school premises for free where we can welcome a huge number of persons for the bac ceremony . This is not the case at Luxembourg 1. Instead of paying a high amount of fees for another location school can offer a cocktail at the end of the ceremony. Of course, we can try to arrange the setting in a more attractiv way; the bac committee is always involved in the preparation of the ceremony.
In the past other greater locations have already been checked in order to welcome even more persons for the ceremony but no location has been available. The "Philharmonie" must be booked a very long time in advance.

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Q: Refugees : Un parent suggère que cela serait bien d'organiser des rencontres entre les élèves et les réfugiés qui fréquentent l'école pour promouvoir l'échange et l'intégration. Il pourrait y avoir des salles où ils pourraient se rencontrer ; ça serait l'occasion de se présenter (nos enfants et les réfugiés), apprendre à se connaître, trouver éventuellement des affinités.
A : Mis a part l'intégration des élèves de la classe d'accueil dans les cours de sport plusieurs activités ont été organisées par les élèves du groupe « Global issues ». D'autres activités seront prévues en cours d'année.

Q: Lost and Found items : Difficulté de retrouver les objets égarés pour les élèves : pas de tri clair entre les affaires de sport, les affaires de classe, trop de placards sont peu accessibles.
Serait-il possible que les élèves et leurs parents ainsi que les professeurs soient clairement informés sur les lieux de collecte des objets perdus/trouvés, que les effets soient triés et la nourriture jetée. Peut-on organiser un tri comme celui fait au Primaire?
Answer from APEEEL2 : Si nous avons suffisamment de bénévoles pour aider, pourquoi pas ? Nous allons également contacter le comité des élèves et voir s'il y aurait des bénévoles parmi les élèves du secondaire pour s'occuper du tri.
Answer from the school : Les élèves sont censés de s'adresser d'abord aux conseillers pédagogiques (salle A201). Suivant la nature des objets perdus ils seront ensuite redirigés vers le concierge ou les gardes.

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