Secondary Class Reps Meeting – Thursday 4th March 2021

On TEAMS – 18:00 – 19:45

APEEEL2 was represented by Mr André Schmutz (AS) President, Mrs Claudia Lange-Tramoni (CLT) Vice-President for Secondary, Mrs Delphine Ballaguy (DB) Secretary General

The School Management was represented by Mr Per Frithiofson (PF) Director – Mrs Leene Soekov (LS) Deputy Director for Secondary – Mr Aïbhistin O'Coïmin (AOC) Assistant Deputy Director

Short introduction from Mr Schmutz to welcome parent's class reps and to thank them for their implication in School life.

Short introduction from Mr Frithiofson to welcome parents and explain that this meeting is a good opportunity for him to answer questions, meet parents, to get feedback and to get a kind of "temperature" of the day.

He explains this is difficult to answer on teaching quality. Teachers are responsible for their lessons (on site or at distance) and the routine remains the same. The parent has first to contact the teacher, to talk to him/her and if then they don't agree together, parents can contact the management. We cannot answer general statements (too much homework, too many Youtube videos…), we need the context so as to be able to evaluate. When a problem is raised, school management would appreciate to get some details to know whether the problem concerns only 1 teacher or 2, 3 or 4 teachers? Depending on this, the school management can adapt its actions.

Parents questions have been sorted according to 5 different topics:

1. Distance learning
2. Assessment, evaluations
3. Bac 2021
4. Sanitary restrictions
5. School life
6. Miscellaneous

1. Distance learning

a. **Decision:** *On which base the decision from the School management is made to go on distance learning?*
PF: We want education on site, no question about it. This was quite disappointing before the Carnival break to have to put lessons at distance in nursery and primary whereas number of cases in our School was low compared to national schools. As a director I have to follow restrictions put on school from the ministry of Health. This is an obligation I have. This is the only time I have to follow the Ministry of my hosting country. As a European School, I have a specific convention and we usually don't answer to the ministry of Education.

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When they close schools totally, we have to close. I can be more restrictive but not less. When we have to decide on distance learning or not, we try to keep the balance between social andpedagogical aspects with the desire to prevent covid-19 virus to spread more. Example: When many staff and families travel around Europe for Christmas and come back, that could be a critical situation so I can make the decision to have a week at distance.

b. General positive feedback: parents could notice improvements compared to last school year.

LS: I totally agree that distance learning is working much better. Feedback is the same from teachers, they have the same opinion. Last year, we had to start distance learning overnight and we had to deal with the situation. We did our best and I'm happy that we managed that way. Teams was new for teachers, pupils and parents. We all had to learn. During our pedagogical day in November 2020, there were workshops on Teams so everybody upgraded their knowledge on Teams. Teachers agree also that rotation system helps pupils to do the recovery when there are gaps coming from the week at distance.

c. Homework: *Feedback from S4, S5, S6 that homework quantity during weeks at distance is too heavy. It's really difficult for pupils to work after long days online.*

LS: When I looked at the cycle where parents are complaining about homework, I'm not surprised. S5 pupils will have harmonised end of year examinations. To cover all the details from the syllabus, more homework is needed than for the other years. The jump from S5 to S6 is also a big jump: with the Options 4 periods, the amount of work is higher. Of course, if it's something unbearable, we have to deal with it.

d. Online teaching quality:

LS: It's much better than last year. All staff members have received the distance learning policy. In the first chapter, it's very clearly stated what is expected from each single teacher (how many lessons per week should be live online lessons). Online lesson doesn't mean camera on, it could be messages in the chat. LS and AOC had many meetings with teachers to give them recommendations and advice. One of their recommendations is for example to switch on the camera at the start of the lesson to welcome the students.

i. *There are discrepancies between teachers about quality of online teaching.*
LS: Difficult to comment. Discrepancies also exists in situ as well, it's comparable as everywhere. If there is something bad or something which really does not work at all, please first contact the teacher and then the management needs to be contacted.

ii. *Syllabus coverage: Parents are concerned about the possibility that some parts of the syllabus may not be covered or well understood by pupils? What is the school management doing to ensure all the syllabus is covered?*
LS: It is the task of the teacher. Sometimes more homework can be given to fill the gap. In the end, all pupils have the same exam at the end of S7 and the syllabus has to be covered.

iii. *Can teachers more systematically (at the following lesson) encourage pupils to raise their voice if they have not understood?*

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The teachers are asked to do so. However, I would like to point out here that parents must make sure that all the pupils have working microphones and cameras.

iv. *Can teachers make the class more interactive? Could they use more camera facility and share their screen for a better display of lesson?* Question answered at the beginning with the distance learning policy.

v. *Can some teachers use less Youtube videos and documentary films during their lesson at distance*? Question answered at the beginning by PF.

e. Practical questions/concerns:

i. Teacher's absence notification: *Could a way be found to notify students and pupils of a teacher's absence when on distance learning? We cannot expect pupils to just wait in front of their computers.*
LS: There is no replacement when teachers are online. Teacher should write on SMS the specific day when they are ill or absent and should inform pupils on TEAMS. If there are issue about absences, please let us know. Anyway, I will remind teachers in our weekly internal Newsletter to make sure that parents and pupils are informed.

ii. Drawback of the alternative system in S1: *Pupils can't really leave their books /folders/etc. in their lockers in the school, since the following week they will need it at home. The result is carrying extremely heavy bags almost every day during in situ weeks.*
LS: Unfortunately, that's the case. It's not only S1 but also for the other levels. When they are online, they have to carry their material on Friday, we can't do much about it.

iii. Lack of skills from pupils: *S1 & S2 pupils have not always the technology to manage Powerpoint, documents and online learning which needs a laptop*.
LS: We have been discussing this with our staff representatives. It has also to be the task of any teacher and not only ICT teachers to explain how to make a ppt. Teachers should check first before giving tasks on ppt to pupils especially in S1. Pupils should inform the teacher when there are issues.

iv. Technical issues from teachers: *Some teachers experience problems with their computer, microphone, camera. Are they properly endowed by the School?*
LS: Yes, there are still technical issue when teaching from school due to our infrastructure. All teachers have a camera + microphone and can contact Helpdesk. Teaching from school is done for the first time this year; last year, teaching was done from home. ICT department didn't know where the issues would be. We never had the experience of having 90 teachers teaching from School at the same time. Big changes are expected but I don't have all the info yet so won't go into details. Staff has been provided a teaching center in the Studio where teachers can connect using their own equipment, there are also 2 different classrooms reorganized for teaching at distance with full equipment. Sometimes we experience issues with the network, sometimes not. ICT department takes care.

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v. Forward planning: *Could teachers make available at the beginning of each semester a document detailing, in the language of each class, the material to be covered and the goals to be achieved, in sufficient detail, with references to bibliography etc.? The syllabus is too vague to be helpful to students and parents.*
LS: Some teachers do but it has not been a demand. We are thinking about it. But planning is a planning so it's not something completely detailed. The most important is to plan in a way that the syllabus is covered all through the year (topics to be taught, how they are taught, key competences…). LS agrees that syllabus is too vague, it covers the cycle. So, if planning is to become available for parents, it will be per year but not so detailed as requested in the question. The School is also working very hard on harmonisation as much as possible (harmonisation on planning, on tests…) so that should help in this area too.

f. **Possibility to have a lesson in situ and online at the same time**? *This would be very appreciated for pupils who have to stay home in quarantine and who are not sick and able to follow online lessons.*
LS: we have a couple of vulnerable pupils who are at home. We do not do the simultaneous teaching, but we have put in place special arrangements. We have supervisors who are Check in with vulenerable pupils once or twice per week as the need arises. They sometimes provide organizational support, help with homework etc.They are a bridge between the vulnerable pupils and the teacher, and they can also provide homework assistance for example.
Quarantine: We consider pupils in quarantine as any other pupils with illness. We all understand we are in a different situation. So, when pupils are away, teachers' have to pay attention to the fact. In the future, there may be some possibility like using the camera in the classroom but that could be only in a next phase.

2. Evaluation / assessment / exams

a. Long test calendar

i. *Some teachers still don't respect the calendar by postponing tests initially planned during week at distance: workload can significantly be increased during week in situ.*

LS: Teachers are encouraged to do tests online when they are online. Not possible that teachers postpone the tests even B tests. Teachers have been informed and have received a reminder about this. But there is one possibility for subjects which have 4 and 5P which usually have an extra optional test in the calendar. So L1 teachers for example can choose to cancel the test planned during the online week to have the optional test during the in-situ week. Again, when there are issues, please contact the teacher or the School management as I don't want pupils to be overloaded by tests.

b. Compo

i. Request from S6 parents that S6 compo are brought back at home: *It will help pupils to understand where they should improve, to revise and get trained to exams*.

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LS: This is a demand from the ES, we have to archive all end of the year S5, S6 examinations as well as Prebacs, they have to stay at school.

ii. Compo in S6: *Could you please remind the rule about option 2P (Bio2, Geo2…)? Are they concerned by compo or only long tests? When will the compo calendar be available?*
LS: In S6, 2P exams are called short exams and not tests. The end of the year examination calendar will not be available that soon but we have all short exams (B tests) for S6 and S7 which have to be in the test calendar already.

iii. Lack of preparation and instructions from teachers in S4 for compo: *Compo are completely new for S4 who don't know what they can expect. Suggestion: Make the S4 compo from previous years available for pupils, they could be used as practical exercises*.
LS: B tests in S4 (45 min or 90min tests), they are not required to be harmonized between all the language sections. I ask teachers to harmonise between parallel groups, but this is not an official requirement either. It's a year where S4 pupils get used to doing B tests and I consider positive that teachers harmonise across parallel groups, it's a good exercise for pupils to learn what is a harmonised B-test. We don't archive S4 B-tests from previous years but teachers who were teaching in S4 can use the old tests for preparation.

iv. Compo in S4: A more homogeneous preparation among the different S4 classes is needed.

c. Evaluation of the participation in class: *Can the child's personality be considered when assessing class participation and spoken output? Example of a shy pupil in S1 or S2*.

LS: For the A mark, it's foreseen that the teacher can take into consideration all observations including participation in class. I don't think the child's personality is evaluated but if the pupil doesn't answer for whatever reasons a question when the teacher asked to evaluate the knowledge, this can be taken into account in the A mark.

d. Long tests at distance: *Teachers should allow the remote tests to be performed on a computer when feasible, instead of asking children to print, solve on paper, scan and send back via Teams, all in 40-45 minutes (especially for S1-S2 pupils*).

LS: Yes, it can be done on computer, but for example in Maths, I don't know how calculations can be done on a computer.

3. Bac 2021

a. Moderation: *as there is no oral exams this year, should we expect a decision like last year that the final bac mark can be readjusted? Implementation of a moderation last year has been heavily criticized and not understood by students and their families*.

LS: We don't know yet. I know as much as Interparents know. Guidelines about the bac mark calculation have been sent to all parents and pupils. There is no information about moderation. This will be on the table when written exams will be done.

b. Common activity for S7 after written bac exams: *As oral BAC is now cancelled, could S7 have a common activity or trip within Luxembourg together after the written exams, in the second half of June, to compensate them for their cancelled S6 trip and to close the year? What are the different options discussed at the School level?*

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LS: We had a meeting with the bac committee today. Pupils from the bac committee as well as the Parents Association also put forward this question. Students were asked to do some brainstorming and come up with proposals. We will see what is feasible with the sanitary restrictions in place after the written exams. If we can do something, we will definitily do so.

4. Sanitary restrictions / Pandemic

a. **Positive feedback from parents:** *The School has been able to manage this crisis and to take the necessary measures, we thank them for this. Communications sent in advance allow parents to get organised.*

b. **Rapid tests in school:** In Luxembourgish schools, rapid tests in school started in March. What is planned for our School?

PF: I'm not sure about the question. Is it about rapids tests or mobile tests? The schools in Luxembourg have the possibility to have a mobile test team to come when there are several cases in school. This is decided at the Ministry level for Luxembourgish schools. For us, we will have to demand it to come. But it is not possible for us to manage. If they would come, we would have to make a huge organisation. We provide rapidly the authorities with lists of individuals as confirmed as contact not with lists of classes. Authorities will decide which students will be tested on this contact list but I don't have the HR to manage this. Each individual pupil would need to be picked up from his class, documentation (written consent from parents) would need to be checked and double checked... It's not as easy as it looks like. What we could gain from this organisation is to get tests done quicker. If we set all this organisation, there is no guarantee they will come anyway.

Rapid tests are a different question. There is less accuracy in the results, but results are quicker (in 10-15 minutes). But I don't have more information about this. Our school has not been approached about this issue. Luxembourg has been very inviting to us and they have included us in almost everything that they do for national schools (masks…). So if there is a possibility to get rapid tests from the authorities, I will look at this as a possibility.

c. **Pupils' well-being:**

i. **Pupils are suffering from the lack of social interactions** *(withdraw into themselves). What measures are taken by the School to improve the pupils' well-being to compensate the psychological impact of restrictions? Some suggestions: workshops to encourage pupils to speak in the class, to share their feelings… How can the school psychologist help?*

AOC: The psychologist works 24h/week; she is focusing on organizing sex education workshops in S6 (on pupils'request). She is working on mental health project in S5. We have a whole team of Educational advisors; they are the first contact: parents should direct their child to them if there are any school issues. We will introduce beginning of April a kindness day for the whole School. We are working on special themes day when we can focus on different aspects. There has never been such a greater need for well-being, we are aware of, are working on it and we do the best we can with our resources.

LS: we are planning to increase the work of the school psychologist by employing if possible another person to help her**.**

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ii. **Risks of the repeated use of distance learning weeks:** *parents can notice the negative impact on their child of having rotation between weeks at home and at school.*
LS: *This is something we have to do, the aim is to reduce the number of pupils in situ at the same time*. We give priority to S6 and S7 pupils. We think the Baccalaureate cycle has priority.

d. **Pupils' absences:** *What happens in case of number of absences due to pandemic restrictions exceeding the allowed limit by the School?*
LS: Already been taken in consideration. When there are doctors' certificates or quarantine, we didn't take these absences at all into consideration i.e. we excused them this is already in place.

e. Canteen:

i. Would it be possible to have reserved tables for vulnerable pupils (with Asthma, Diabet…)?

ii. Pupils are missing time to eat as they lost time to get served, to find a seat…

iii. Feedback from some parents that new rules in the canteen are too strict.

DB: We had to ask to parents to send their questions in advance and we don't know whether their feedback is coming from situations which occurred before or after the new organisation in the canteen (situation has improved, capacity has increased, new places to eat outside).

AOC: Because of social distance, we had indeed capacity problems in the canteen but after the first week of rearrangement, we can confirm that every pupil has a place to eat with social distancing. We increased capacity in the canteen and in the administration area and social distancing is maintained. 13 picnic tables have been added outside. We also have a team of supervisors (5 supervisors, they will be supplemented by 5 new supervisors after their induction next week). Teachers and advisors are also involved as we consider the canteen as a high-risk area. We feel if we educate the pupils and if we explain what we are doing and why we are doing, they will be more cooperative to wear their masks when they are not eating and maintain distance. Yes, the rules are strict but to keep school opened for our pupils and avoid distance learning weeks, it's needed. Canteen primary is used for pupils who are not eating, they can use the space to study and socialise and this is supervised.

The question about the possibility to reserve tables for vulnerable pupils is difficult to understand as those pupils also need to put their mask down to be able to eat. That would mean there are parts in the canteen which are safer? LS adds that if parents are worried about their child health because he is vulnerable, he has to stay at home with a medical certificate of course.

f. Sanitary measures:

i. **Ventilation in classrooms:** *Keeping a window open in the class for the entire duration of the day in the middle of winter was unacceptable. Especially on days when in the morning kids had swimming class with no possibility to blow dry their hair*.
LS: We have informed the staff that they have to keep the temperature bearable. When teachers do ventilation (and they have to do that) and the outside temperature is very low, we recommend the class door to be opened not the

window opened. If pupils are freezing in the class, pupils should inform the teachers as we all feel the temperature differently.

ii. **Changing rooms in the sport building:** *it seems they are too crowded, no social distance and no possibility to ventilate.*
LS: This is something new for us. We would like to have more information. PF comments that this is a serious matter. We need to know which period, which day so we can work on it. We cannot make an audit during the whole week to observe. But if we get signals about the same period, we will act.

iii. **Hand Sanitizer:** *The procedures in place are proving effective, although some more hand sanitizer would help*. LS: We take note.

iv. **Water fountains:** *Can water fountains be available for pupils to fill their own bottle? They don't have time to do it in classrooms as sinks are busy for pupils' washing hands*.
PF: We have discussed this topic quite a lot. It's also raised by student's council and there has been a meeting with Health & Safety Officer and technicians. To have a water fountain, we need water pipes. Bâtiments Publics (organisation which owns the school buildings) are extremely hesitant to have pipes at places where it was not foreseen. We are aware of this wish from the pupils; we think this is a good idea for various reasons, but we need to find a way to solve the technical issue.

g. Restrictions on School trips and library access:

i. Can the S2 **school trip** be replaced by one excursion day in Luxembourg?
LS: We are not doing any school trip this year even 1 day excursion (not allowed).

ii. Can the **School library** be opened for all pupils at least only to borrow books with a specific procedure?
LS: It's possible to borrow a book with a specific procedure.
AOC: Anastasia, our librarian, will send a new communication for pupils and parents (it's ready to go out) to clarify the procedure.

5. School life

a. **S5 work experience:** *Many students are facing difficulties finding a company or organisation that will accept them due to the Covid19-related uncertainties. Can the deadline be extended? What the school will propose to pupils who won't find any place?*
AOC: Many pupils are facing difficulties so yes the deadline can be extended but we needed to have one for organizational reasons. Of course, we will be flexible knowing this unprecedented situation. Mrs Kargopoulou is the advisor for S5 and she is the coordinator for work experiences. She has been provided by APEEEL2 by the contact of a periscolaire instructor who is offering Entrepreneurship as a periscolaire activity. This instructor has a background in innovation and entrepreneurship, and she could design a curriculum with workshops to be done at school for pupils who failed to find a place. We are exploring possibilities and working on it, we are obviously aware that it is extremely difficult.

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b. Homework:

i. *Until what time after the end of the school day is it acceptable for teachers to upload on the SMS the assignments for the following day (homework not announced to the students during the lesson)? Could the School set clear rules on this matter?*

LS: That shouldn't take place in our school. This case needs to be clarified with the teacher, I suppose there is some sort of misunderstanding but to clarify, I confirm homework has to be explained in the class and posted on SMS. It cannot just appear on SMS in the evening. It might be that the teacher enters a test which will take place 3 weeks after and the teacher may explain the test when the date comes closer.

ii. *Some homework still being given on long days for next day. Some children do not get home until 18.00*.

LS: In the Secondary school, all days are long days. All pupils have different timetables and there might be homework to finish something, to prepare something for the next lessons even if the next lesson is the day after.

c. Communication:

i. Communication from the School

Some parents would like to receive more frequent communication from school. Complaints about parents' difficulty to speak with school management. Communications is completely absent in the way that it is only from the school to parents and not viceversa.

LS: we receive 2 different requests from parents, either we send too much information or there is a lack of information. I think we have kept the balance. We tried to not overflow but we have much information to send. If there is a specific request, we have to inform parents about this specific request.

We have our calendar full but when there is a specific issue from parents, we can rearrange our calendars and find the time . We also try to get in contact with the parents ourselves on several occasions for example our advisors meet with parents when pupils have difficulties. This meeting this evening is also an opportunity for us to meet with parents.

PF: I would like also to comment. I confirm our full booked calendar. I have been authorised by my Admin Board to use my budget differently with Covid (more supervisors, more ICT equipment…) but I was not allowed to increase the hours at management level. When I look at my calendar and compare it with the situation before the Covid, the number of fixed meetings has doubled so of course, there is less time slots for spontaneous meetings. I don't think any parent who approached us has been denied but maybe we couldn't arrange meetings as quick as they would have liked.

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ii. **Communication from APEEEL2**

APEEEL2 should consult more parents before taking their decisions on parents' behalf.

AS: About the last question, I would like also to comment that this evening is a communication opportunity for parents with the school management. Regarding meetings, I confirm that APEEEL2 has weekly meetings with the School management about the Covid situation where we relay parents' questions, we received. We also have monthly meetings with Mr Frithiofson on all questions not linked to Covid. For the specific question about APEEEL2, we have faced difficulties to handle all the communications and to find the right way to give feedback to parents. We are always in a learning process and we do our best to improve. About "taking decisions on parents' behalf", we have decided in our association to run elections every year, so our elected members represent parents. We have tried new ways of consulting by sending surveys, but this is difficult, and we have limited resources.

d. Teachers' recruitment:

i. **English Native speakers**: *Parents ask to the management to hire English native speaker teachers for the English Section especially for the main subjects such as L1, math, chemistry, biology.*

LS: We have already started with the recruitment process when we definitively know we need more teachers next year. Regarding EN native speaker, it depends on the subjects. For L1, the teacher must be native but there is not such a demand for topics like maths, chemistry or biology. If we have a native speaker and all other criteria are fulfilled, (s)he will have the priority compared to other candidates. But ES rules allow us for subjects which are not L1 to recruit teachers who are not native speakers but who have a good level enough of the language. The school management has to check the language certification of the teachers. Sometimes, we don't have very good choices and we have to choose among the candidates we have.

ii. **In the DE section:** *some teachers will leave at the end of the school year (in Sciences and Maths), has the School already received any applications?*

LS: 3 new DE seconded teachers are coming next year. This is the information we received from the German inspector. Secondment process is in progress. Member States have promised to replace the ones who are at the end of their secondments which is a very good news. Some member states have also promised to send seconded teachers for new created posts.

iii. **Training for new teachers**: *What kind of training does the School provide to new teachers? (e.g. use of the SMS, communication with parents, marking, harmonised exams etc.) Is there a mentoring system in place to help them adjust to a new system*? Induction system is in place. All the new teachers have one dedicated day only for them before the school starts (use of SMS, NMS, harmonization…). They are receiving a lot of information and then every week during the first trimester, they have extra meetings on specific topics (school reports, parents' evenings, …). When a teacher comes from a national system, he/she realises the ES system is

very different. It takes time to be fully adapted. We do take care of new teachers and we are encouraging all teachers to ask all the things they don't know.

e. **Teachers' replacement:** *Some parents believe that, the replacement of absent teachers is not efficient in the way it is currently done. They find it unacceptable that substitute teachers who have no experience in teaching a specific subject, are called/used to just "fill" the lost teaching periods. In that case, pupils could have a free period and be outside to get some fresh air*.
LS: I'm making a difference between replacement and supervision in the classes. Replacement is the same language and the same subject and the teacher is teaching. But it's not always possible. When not possible, we send teachers to do supervision. We are obliged to have an adult in classroom, we are not allowed to let pupils run around in the school without supervision so when replacement is not possible, we organise supervision.

f. **School books**

i. **Book list**: *can it be improved to avoid in the future a waste of money and reduction of teaching effectiveness*?
Ls: This is a never ending discussion, this is true it has to be improved. Every year, one of my secretaries takes information from all coordinators of all subjects for the next year. So, the list which is published at the beginning of July is the list provided by subject coordinators.

ii. **Electronic books:** *what about the possibility to have books in electronic copy, that will allow pupils to reduce the weight of their backpacks (average weights of 11 kilos minimum per day)?*
LS: That is definitively the case for the future. Our library is participating in the procurement of digital books. We only have a few books that are specifically written to cover ES syllabi. For most of the subjects, teachers have to find books in their national system which cover partly our syllabus. Therefore, teachers have a lot of copied material. When we reach that far that every student has a tablet, then of course, the electronic books will be used on tablets. We would like to move in that direction when it will be possible, but it will take time.
AOC would like to remind all our students are provided with one locker.

iii. *Could teachers be asked to submit their* ***request to parents to buy extra books*** *or extra material (in addition to the list provided by the school) in a more formal way (by email for example). Some parents need it to provide official documents for reimbursement.*
LS: I am not quite sure which material is such. Pencils/brushes for Art?

g. **Career Guidance**: What is it planned for S6 and S7?
LS: It's the same as previous year but this year, for example, the student fair took place online as other activities. Mrs Neuberg, our guidance coordinator is taking care of both groups (S6-S7). The full programme of career guidance was communicated in September to all students.

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6. Miscellaneous

a. Security:

i. *There was a (small) fire in one of the classrooms a few weeks ago, but there were no alarm and pupils were not sent outside of the building (as in previous occasions). Why wasn't there any alarm? **Is the fire detection system properly working**?*
PF: Our Health & Security Officer is following up on this incident to see whether there are things to learn from it. Our system works properly, it is checked regularly.

ii. *What does the School think about **violence act** which occurred last week at Lux1 even if it was outside the School?*
PF: I don't really get this question, of course, the School is against all kind of violence when it is within the school or outside the school. This should not happen.

iii. ***Who is the School's DPO Correspondent**? It would be useful for the parents to know who they are writing to*.
PF: The name of the DPO is Guillaume Fernandez and you can contact him on his email address and I'm sure you will get an answer from him. Email: guillaume.fernandez@eursc.eu

b. Canteen:

i. ***Canteen managed by parents**: Where are you on this subject?*
PF: Secretary General of the ES has forwarded this for the BoG (Board of Governors) to clarify their previous decision around the running of the canteen. It should be discussed in April.

ii. *Can the **fruits and salads'quality** be improved?*
Eurest: Les fruits et légumes sont à 80% BIO, nous préparons tous les matins des pots de fruits frais coupés et salades composés pour mettre à disposition en cafétéria et au self secondaire. Voici le choix des desserts Bio, fruits frais, salade … mis à disposition au self secondaire, en cafétéria il y a également des fruits, légumes, dips de crudités, salade à croquer BIO, houmous et crudités.

iii. *Is it possible for parents to **know the detail of what our child has bought** at the canteen or cafeteria in order to well balance food between lunch and dinner?*
Eurest: lorsque vous vous connectez sur le site Moneyweb vous pouvez cliquer sur le lien du ticket et ainsi avoir accès au détail du ticket de caisse avec les aliments payés et consommés.

iv. *Can the dietician from Eurest not only work on menus but also on **food taste**? Too much sauce…*
Answer from Eurest : Pour le secondaire, les sauces sont toujours mises à part, sauf pour les plats complets « blanquette de veau », « curry de dinde au lait de coco », sauté de veau marengo etc… Effectivement contractuellement nous sommes dans l'obligation de proposer quotidiennement : ○ Un plat chaud, ○ Un plat Pasta, ○ Un plat végétarien. Pour information, depuis maintenant un an nous avons varié le plat « pasta » 2x par semaine par un plat « cuisine du monde » pour inciter les enfants à se diriger vers un plat chaud.

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Questions from the audience:

- *A parent in S4 is coming back on S4 exams preparation and considers that having access to previous years S4 exams would help the pupils a lot to be prepared.*

LS: In S4, there are no exams but 2 B-tests per semester. The allocation of tests in the calendar can be different from one year to another so the first B test can happen after 6 weeks or 8 weeks after September, it depends. Teachers can also start the syllabus in a different order so I'm not sure having the tests from previous years would help. In S4, there is no harmonization, it is only recommended for parallel groups so the teacher can really do the test in the way (s)he wants.

- *Can we make sure that parallel groups in S4 (example of S4ENA and S4ENB) have a more homogeneous preparation?*

LS: I understand but this is a very specific problem for a very specific class.

- *Follow-up question on the information you gave about prevention workshop, I consider having the sex education in S6 is a bit late but could you please follow-up on other prevention workshops including the ones about drugs addictions and social concern*.

LS: We started this year with sex education in S6, we never had this before for this level. But it was requested by Pupils' Committee. Every single year before Covid, we used to have workshops regarding alcohol, drugs, smoking but these workshops are interactive and can't be done online unfortunately. So we are doing what we can. We are also organizing mental health workshops in S5 as well as the Kindness day in April.

- *Question about our school participation in EU events initiatives (in Sciences/innovation) in Luxembourg or with other member states. It seems our school is isolated.*

LS: Our school takes part into all scientific Olympiads in Luxembourg. In Maths, we participate every year in Olympiads in Belgium and our School also participates in the European Schools Sciences Symposium.

AS would like to address his thanks to the School Management for their availability this evening to answer all parents' questions as well as all the parents who attended the meeting. Thank you to all class reps for their implication in our School life.

End of the meeting: 19:45

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