



## School council report, December 16 2016

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### School Council of Tuesday December 13 2016

Were present (staff members): Dr. Laurent Bonardi (Head of School), Ms. Vanessa Augendre, Ms. Marie Ancelin, Ms. Coline Barnier, Mr. Jean-Karim Brangale Mr. Coulibaly Aboubakar, Mrs. Fatimata Coulibaly, Mrs. Julie Dervaux, Mr. Mohamed Diaby, Mrs. Fatima Diallo, Mr. Lazare Diatta, Mrs. Marie-Bernadette Diasso Mrs. Mame Hughes, Mrs. Eliane Ndiaye, Mr. Bassirou Ndiaye, Mrs. Fatimata Niang, Ms. Megan Pittie, Mr. Lamine Sonko, Mrs. Maimouna Sow, Mr. Youssoufa Sow, Mr. Mamadou Moustapha Thiam, Mr. Ahmed Thiaw, Mr. Cheikhou Thiome.

Parents' representatives: Mrs. Constantin de Magny, Mrs. Mathilde Delvaux, Mrs. Kim Drapcho, Mrs. Rama Leclerc-Tribot, Mrs. Kari Masson, Mrs. Nancy Senghor, Mrs. Sabrina Stubbe.

The absentees were excused.

The meeting started at 4:05 pm

### AGENDA

Mr. Bonardi read the agenda.

1. Council rules
2. School calendar 2016-2017
3. Partnerships
4. Educational projects
5. Construction works
6. Questions from parents' representatives

VOTE: The agenda was accepted unanimously.



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### **Internal regulations (Item 1 of the agenda)**

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Existing school rules are presented to the Council as a reminder. There is no particular remark concerning the Regulations which are therefore renewed.

### **School calendar 2016-2017 (Item 2 of the agenda)**

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The school calendar was approved by AEFÉ in June 2016. However, due to the problem with construction works on the Corniche Ouest, Elementary back to school was postponed two days. However, two days off initially scheduled (the 2nd day for Tabaski and Magal originally scheduled a Wednesday) ultimately have not taken place. This compensates the two days of back-to-school delay. It is specified that the other schools of the network do not have more days of class because EAB has a higher daily volume.

### **Partnerships (Item 3 of the agenda)**

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Mr. Bonardi said that EAB continues to be very dynamic in terms of partnerships. On one hand, existing partnerships have been renewed (CIEE, which receives American students, support to Ngolfanick school, Kéba Mbaye Foundation (FKM), Faculty of Teacher Training and Education (ESPE) of Lyon, etc. In addition, other partnerships have been reactivated, such as the one with ASEDEME, and new partnerships have been created (ESPE of Amiens, which will be hosting teachers from Higher Institute of Pedagogy of Paris, of which we will also receive a trainee, it is asked whether the institution works with partnerships with Anglo-Saxon organizations. In addition to the CIEE, a connection with American schools is underway as well. First contact with the Council of International Schools. A parents' representative asked if there were any exchanges in the opposite direction, namely EAB teachers going abroad. Mr. Bonardi explains that AEFÉ provides on-the-spot training courses in Dakar. Sending teachers abroad would cause problems in terms of cost, visa and teacher substitution.



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### **Educational projects (Item 4 of the agenda)**

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Every year, many educational projects are developed and the first term was particularly rich. The spotlight this year is on Communicate differently in relation with the school project. Among the projects that are being developed this year, Mr. Bonardi recalls:

- Recurring projects are: Countries special Day, Handicap Day (which is coming back this year), and Reading Rally (spring), probably Senemath rally...

-AEFE projects (classical track): film pathway, project Mobiles and automatons, circus projects

- class projects: penpaling (CM2B), around advertising in CM1B, arts in kindergarten, etc.

-Student council reactivated

- Web-radio project in relation with AEFE

It is asked whether a partnership allows long-term language stays. The Educational City has a partnership with an organization (OISE) specialized in the organization of such stays. The information can be found on the Bilingual middle and High School website.

### **Constructions (Item 5 of the agenda)**

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As explained in detail to parents in several messages, a presidential decree froze constructions on the Corniche Ouest, interrupting EAB program. After mobilizing many actors, we were successful and restarted building. Almost three week delay was obviously not compensated and a new program of construction was drawn up. In order not to disrupt classroom work and avoid nuisance, construction will take place during vacation time. Some more limited work takes place over the weekend. The addition of new rooms does not aim to increase the number of students but the improvement of reception conditions (extension of the library (BCD), gym, school museum ...).



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### Parents' representatives questions of (item 6 of the agenda)

1. *We know that school safety is largely taken into account by EAB. The implementation of the badges last year, the guards at the doors for coming in and going out, had been very well received by the parents. However, parents wanted to raise this issue again this year. Is it possible to reinforce the safety of children at the end of school, by recalling the use of badges and maintaining their control, ensuring control for those not known by guards, and improving vigilance for students to only go out if accompanied by an adult? Are badges evolving (pictures in particular)?*

Indeed, EAB largely takes into account the issue of safety. In addition to the aspects mentioned in the question (badges and guards), it should be added:

- security cameras
- the security curtain at the entrance of the main building
- the presence of a gendarme to monitor traffic at entry and exit time
- the recruitment of an additional guard
- direct and regular contact (with visit) of the gendarmerie of Ouakam

In addition, like other institutions in the AEFÉ network, EAB was audited two weeks ago. It was led by a gendarme security referent from France. He praised EAB numerous security efforts and stressed the institution's advance in this area.

The control of people entering the school is effective, but like any protocol this can be improved on an ongoing basis. In many cases, this improvement requires parents' collaboration. Reminders will continue to be made in this regard. We are also studying the possibilities of upgrading the badges in the future. The presence of a guard in the parking lot also makes it possible to redouble vigilance about the circulation of the children. In addition, other security features will be added in the coming months:

- new entrances to the main building
- high walls built

A parents' representative highlights the challenge of access control by taking the example of a nanny who came to pick a child she was not usually responsible (with the permission of the parents concerned). It is certain that improvements can



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be made continuously (badges with pictures are a track being explored for example) and that the proper functioning of the access control also depends on the cooperation of all students 'parents.

2. 2. For a punishment to be usefulness it must be understood by the pupil. Pupils undergo punishments in the school which are sometimes humiliating and misunderstood. Has EAB established compulsory and common rules for all teachers in order to avoid any excess, in particular the application of the weekly behavior cards? These cards mentioned by several parents would make it possible to inform in advance the families of all behavioral problems.

As we said it in a previous school council, the objective of discipline is primarily prevention, which is linked to understanding, and that is why mechanisms such as student council exist and we strengthen it like the mediators we are going to develop. Chapter 10 of the school rules establishes collective rules (both in terms of the obligation of staff and pupils), reprehensible behavior and possible types of punishment, without being exhaustive. The philosophy of EAB is very clear in this respect. If a failure is observed, the dialogue with the teacher, the person in charge of school life and / or the pedagogical coordinator is encouraged and should help to remove any ambiguity.

3. Another subject that concerns discipline and that interest parents, concerns prevention of harassment. We would like to know if it is possible to envisage raising awareness among children and parents about harassment at school, what to do if we find or experience this kind of difficulty...?

Absolutely, an awareness-raising action is planned in this direction in the second part of the school year. In particular, it will take the format of classroom action, coordinated by Mrs. Dervaux and the drafting of an anti-harassment policy to be added to the school rules and prepared in collaboration with the students' council. A parents' representative pointed out that what is harassment for one person may not be harassment for another one and vice versa, it is from the moment when it is asked to stop and it is not followed by an effect that we can talk about "Harassment". It is precisely on this "learn to say stop" and respect this word that a work will be done with the students.

*4. Why sweep the playground at time (7:45 / 8:00) when the children play in the playground and return to class instead of later? The dust created is impressive. The cleaning personnel sometimes have a mask to protect themselves but not our children...*

The point on this issue was raised with the intendant. This is due to the organization of the cleaning team and the production schedules of the canteen. A solution has, however, been found and will be implemented.



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5. *The world is becoming more and more computerized and technical, what are the primary objectives of the computer curriculum for the primary grades?*

In fact, we must talk about curricula, since EAB comprises several sections. The aim is not, however, to differentiate the sections in terms of digital technology and opt for French and American recommendations in this area, that is, rather than separating computer and technical education, to distill it through all the teachings. As such, the equipment and use must be addressed:

-EAB is now equipped with 8 VPI

-5 RPIs have just been installed and will be operational shortly

-4 new RPIs will be installed during the summer

-50 shelves are already present in the school. They will be used in kindergarten, APIE2 and APIE3

-50 tablets have just arrived and will be distributed in the classes

At the level of use, this involves both the in-service training of teachers and the setting up of pedagogical support. On December 13 Mr. Bonardi met with representatives of an Indian company specialized in Smart School development and a partnership should be established.

Mr. Bonardi emphasized the dynamics of EAB in terms of projects and accompanying students and said that the teams would continue to work in this direction.

Mr. Bonardi thanked the members of the school council and ended the meeting at 6:25 pm.