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Present (staff members): Mr. Laurent Bonardi (Head of School), Ms Victoria Ajulo, Ms Vanessa Augendre, Ms Marie Ancelin, Ms Coline Barnier, Mr. Aboubakar Coulibaly, Ms Fatimata Coulibaly, Ms Julie Dervaux, Mr. Mohamed Diaby, Ms. Marième Diallo, Mr. Lazare Diatta, Ms. Marie-Bernardette Diasso, Ms. Adeline Ferdy, Ms. Khoredia Gueye, Ms. Mame Hugues, Ms. Valentine Mandaba, Mr. Bassirou Ndiaye, Ms. Fatimata Niang, Ms. Jenifer Onyam, Ms. Eliane Sène, Ms. Bradley Smith, Mr. Amine Sonko, Ms. Maïmouna Sow, Mr. Youssoufa Sow, Mr. Mamadou Moustapha Thiam, Mr. Ahmed Thiaw, Ms. Marie Thierion, Mr. Cheikhou Thiome.

Excused: Ms. Kendra Stapleton.

Parents' representatives: Mr. Andrew Curry, Mrs. Fatoumata GUEYE, Mrs. Ana JURADO, Mrs. Vanessa Liénart, Mrs. Juan Nnafie, Mrs. Hélène de MAGNY, Mrs. Karri MASSON, Mrs. Aliza PELTIER. Absentees excused. The meeting is opened at 4.05 p.m

AGENDA

Mr. Bonardi reads the agenda.

1. Internal regulations
2. Partnerships
3. Educational projects
4. Constructions
5. Parents' representatives' questions

VOTE: The agenda is accepted unanimously.

School Rules (Item 1 of the Agenda) the school rules are presented to the School Council in its main outlines as a reminder. There is no particular remark concerning the rules which are thus renewed.

Partnerships (Item 2 of Agenda) Mr. Bonardi said that EAB continues to be very dynamic in terms of partnerships. On the one hand, existing partnerships have been renewed (CIEE, which allows receiving American students, supporting Ngolfanick elementary school, Kéba Mbaye Foundation (FKM).) In the framework of educational projects, EAB has also partnerships as we will see later with the Art together project and the Ecole-ogie project, EAB is also sealing a unique partnership with the Amiens ESPE, which will both strengthen the in-service training



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for teachers (internships in situ, access to Magisterium) and also to develop the teacher training center of Dakar CFED. Mr. Bonardi recalls that EAB is a member of the following networks: -Recognized by the Senegalese Ministry of National Education –Approved by the French Ministry of Education (classic track) -AEFE partner institution MLF affiliated institution -An institution member of International Schools Association (ISA)

Educational projects (Item 3 of the Agenda) Like every year, many educational projects are developed and the first term was particularly rich. A spotlight is put this year on Communicate differently related to the school project. Among the projects being developed this year, Mr. Bonardi reminds:

-recurrent projects: Country special days, reading rally (spring) ...

- AEFE projects (classic track): cinema path, Philphoto project, Dance projects - class projects: penpalling, field trips, art projects -web-radio project linked to AEFE

-Art together project, presented by Ms. Adeline Ferdy. Throughout the year, our students will have the opportunity (some have already started) to carry out enriching art activities with children and young people in centers that we have asked to participate in this project: the Senegalese Association for the protection of mentally handicapped children (ASEDEME), the Estel center (young people with disabilities), the “Colombins Association” (young deaf and mute) and the Blue House (vulnerable children) in particular. Many artists have decided to support this project. Among them are Balik (Danakil group, Yaniss Odua, Natty Jean and the Daara J group as sponsors). Pottery, gardening, photography, dance, theater, painting, and singing: many art fields will be invested by our students and their new comrades. A return will be presented to parents on June 9th.

- recycling project, presented by Julie Dervaux. As part of our annual "Ecole-ogie" project, EAB is launching a plastic collection and recycling program from November 6 in partnership with Proplast. This company recycles plastic in form of crushed or granulated material and then offers it to industry. In order to promote a circular economy and maximize social benefits, Proplast pays the collecting organization between 50 FCFA and 100 FCFA per kilogram depending on the quality of the plastic. EAB will fully reimburse this sum by dividing it between the program for vulnerable children education of the Kéba Mbaye Foundation and the development program of Ngolfanick rural school. Collecting points have been placed in the entrances of our buildings.

We strongly encourage you to carry out selective sorting at your home and to deposit plastic objects (bottles, corks, plastic bags, yoghurt pots, etc.) in our waste pickers. 61 kilos of plastics were recovered in a month and a half. In addition, pedagogical actions on recycling and environmental protection will also be conducted with students.

Constructions (Item 4 of the agenda) Work is continuing according to the schedule that has been set. They take place only outside school time to avoid any nuisance. In addition, EAB has obtained a grant from AEFE that will



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enable it to make a number of investments in the field of safety. For security reasons, the details of this work are not included in this report.

Questions from parents' representatives (Item 5 of the Agenda)

1. We understood during the last exchanges of information on this subject in the last year (CR school council N°1 year 2016-2017). In this idea, we would like to know if the school has a general framework for the use of screens (computer, tablets) in primary school in terms of educational objectives, durations, types of support etc ? We also think it would be appropriate, especially of watching movies (perhaps by Kairos?). For kindergartens, parents ask themselves the question of the very interest of screens (computers, tablets).

There are two types of usage: In the first case, it is possible to make it easier for parents to be informed via kairos whenever possible. In the second case, the scope of viewing a film (cinema path) or the use of a digital medium is part of an educational approach. EAB follows the prescriptions and recommendations of the French Ministry of Education in this area, namely that digital technology must be integrated into the medium of learning. The use is limited at EAB. The school now has 80 tablets that are shared. Their use is still in at its early stage but it will remain a support among others. The interest of the digital starting from kindergarten is confirmed by the ministerial directives.

Parents would like to have an idea of the amount of time that kindergarten movies are viewing. The teachers specify that it is very marginal; there are weeks without viewing and the other with an average of 45 minutes per week.

2. We know that there is a canteen committee, but parents would like to know about meals, snacks, shared snacks and birthdays. The regulation prohibits too much salty food (e.g. chips) and calls for limiting sugar but it is often used in routine with the double dessert of lunches, snacks, shared snacks, birthdays with sweets. Would it be possible to strengthen the awareness of students or even parents and review the school rules to reduce sugar intake? This awareness is also an opportunity to remember the basics of healthy eating and balanced diet (in the menu of our children, the amount of vegetables is not ideal).

As a matter of fact nutrition is an important aspect in school life, for both students enrolled in the canteen or those who are bringing their lunch boxes.

At the canteen level, efforts are made on an ongoing basis to continually improve the offer. The recent installation of a professional stove high capacity will soon allow steam cooking..

We have also identified an organic poultry farmer from whom we are going to stock up. We will also renew Food day that gave us good results last year, particularly in vegetables consumption that are sometimes boycotted by certain students.. We will also call on a nutritionist to talk to our chef.



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Regarding sugar intake, it is indeed an issue that requires regular attention. Despite the school rules, teachers and school life staff are doing recalls to certain parents who give sodas for example to their children. These measures will be strengthened in the interest of children. It is entirely within the framework of the Council that we can start to initiate clarifications that could be made to the school rules, in particular, to establish quantity and limits in terms of shared snacks and snacks. It is decided that this work will be carried out within the framework of the canteen committee.

3. How to define violence, what is the role of mediator and what are corrective actions in the playground? These questions have been raised at the end of last school year with the response of the school on the subject based on prevention of discrimination and the reminding of punishment specified in the school rules. However, at the end of this first term, the problem persists and many incidents of shoving, hitting and pressure are reported by parents. In addition to raising the awareness of the school that we encourage to strengthen, what is the concrete handling of this violence when a child undergoes it or comes to tell an adult (overseer, teacher)?

Awareness-raising has indeed been conducted and has produced results, particularly in terms of mediation. A schoolyard is by definition accident-causing and it is therefore important for every actor in the school community to limit the risks to the maximum. At the school level, we will mobilize every day an additional person for the playground supervision at 10 o'clock recess. In addition, in the last few days, we have implemented a system of tracing on the ground that allows students to line by class, this gives encouraging results. At the exit of 3.00 p.m, two staff members dressed in a yellow vest will be mobilized to help channel the students and avoid shoving. When a child is victim of a violent act, he is reassured by the teams so that he understands that the school is there to protect him and that a bad action is not without consequences. When the author is identified, he is summoned to the office of a management staff (Mrs. Ba, Mrs. Dervaux or me) and the measures are taken according to the fault committed (warning, meeting with the parents, temporary exclusion, interview with the psychologist, etc.). Parents also have an important role to play. First, by relaying the message at home about the need for good behavior. Then, watching over your child at the end of class (3.00 p.m), being on time and leaving the school once their child is out of class. Parents arrive every day with a lot of delay and, as indicated in the school rules, care of the pupils stops at 3.00 p.m. For safety reasons, children who do not attend clubs and whose parents are late will wait in the lobby.

4. In Kindergarten (Corniche and Ngor): What is the directive given to teachers for bilingualism, especially for English and the management of the diversity of levels related to the diversity of families, which remains richness moreover?

As with the Elementary, the kindergarten approach is bi-curricular, with the exception of the Kindergarten and the Pre- School. This bi-curricular approach (Franco-American) favors immersion. In class, differentiation is applied and the teacher composes groups of needs and objectives adapted to the level of the child. What makes the bi-curricular



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approach interesting is that even the native speaker can progress (BrainQuest is used in American schools). The level of English of our students entering 1st grade confirms the effectiveness of the curriculum.

Parents' representatives indicate that the question comes mainly from parents of the new Ngor campus. The program has been explained at the opening informational meeting but Ngor's parents who wish to attend will be able to attend a new informational meeting.

5. Safety around the school remains an important issue for parents, despite improvements in recent years with the presence of a gendarme and EAB staff. However, cars continue to park on the road, in front of the gates, on the pedestrian crossing, on the sidewalks blocking the pedestrian crossing, in double parking etc

EAB makes many calls to the parents to remind the basic principles and parking solutions that do not interfere and this is appreciated. The parents' representatives want to invest even more in trying to find concrete solutions and would like to make proposals to discuss in collaboration with the school: stickers on poorly parked cars, displays on safe barriers, make a map of the neighborhood where possibilities to park are displayed ...Indeed, the quasi-daily presence of a gendarme has improved things (confiscation of permits, smoother traffic and fewer complaints from neighbors). Nevertheless, despite this presence and the reminders of the school, some users continue to lack civility. The school does not have the opportunity to mobilize other staff in this slot and any proposal for collaboration is welcome (Displays: the school will be in charge of writing the word and printing).

The school will be responsible for printing the documents and students' parents willing will distribute them to the relevant road users.

The agenda having been exhausted, Mr. Bonardi thanked the school council members and closed the meeting at 6.15 p.m.