



SCHOOL COUNCIL
Monday, December 13

Present (staff members): Mrs. Hersent, Mr. Ndiaye, Mrs. Dourlen, Mrs. Combe, Mrs. Coulibaly, Mrs. Faye, Mr. Jaron, Mrs. Mender, Mrs. Faye P., Mr. Ngom, Mrs. Cissé, Mrs. Neumann, Mrs. Kane, Mrs. Tinnes.

Excused: Mrs. Ferdy-Gueye, Mrs. Esiaba, Mrs. Sène, Mrs. Bouba, Mrs. Diasso, Mrs. Patané, Mrs. Sarr, Mrs. F. Niang.

Parent representatives: Mrs Engels, Mrs Bekhouche, Mrs Signoret, Mrs Kopogo.

Absentees are excused.

AGENDA

Mrs Hersent reads out the agenda :

1. **Internal rules**
2. **Educational projects**
3. **Equipments**
4. **School life**
5. **Health situation**
6. **Questions from parents representatives.**

VOTE : *The agenda is accepted unanimously.*



Internal rules (item 1 of the agenda)

Mrs. Hersent presents the internal rules of the school council. She reminds that the language of the School Council is French, interventions can however be made in English.

The convening is sent to the members of the School Council at least 8 working days before the meeting. Parents' representatives must send their questions to the management no later than 48 (working) hours before the meeting is held. Questions are also limited to 5 per session. At the same time, the administration and the parents' representatives have the possibility to meet in a less formal and more regular way to answer parents' questions.

The report is also available on the school website.

Pedagogical projects (Item 2 of the agenda)

Teachers set up class projects, which can last one or more periods. The director presents the projects of each class, which are not exhaustive. There are punctual projects, and others that occur throughout the year.

Mrs. Hersent presents the projects for the Corniche campus.

In Nursery, the teachers propose a pottery project and a circus project. Pre K classes develop a project around the world throughout the year, and participate in a mosaic workshop.

Kindergarten 1 and Kindergarten 2 classes have a project for the year on sustainable development; they will address the following themes: gardening, biodiversity, and water. A second project will be carried out around the circus.

Bilingual grade 1 classes set up periodic projects. They focus on the circus, water, gardening, scrabble and recycling.

The classic grade 1 class participates in a project around water, with scientific challenges and art. It also follows a circus sequence.

The bilingual grade 2 classes have signed up for a dance project, and will carry out gardening activities throughout the year.

The classic grade 2 class follows a project around dance and science.

The bilingual grade 3 classes carry out a green school project over the year, with a particular line of reforestation and plantations in the school. They will also work around the climate, with a survey of meteorological conditions over two periods.

The classic grade 3 class addresses the theme of water, and also participates in a zone project entitled “Elles d’Afrique”, focusing on gender equality and African female figures.

Bilingual grade 4 classes carry out a performance project and a dance project.

The grade 4 classic track classes participate in a music project.

The grade 4 classes set up penpaling exchange with a grade 4 class in Bamako, and participate in a project on chess games.

Bilingual grade 5 classes are working on the solar system, with the production of a model. They also lead a performance project and participate in a reading exchange with bilingual grade 2 classes.

The relay class will follow a circus, a pottery and a music activity.

The projects developed on the Ngor campus are mentioned as follows:

The Pr k class leads a year-long project around music. The kindergarten class follows a visual arts project with the collaboration of an artist from Dakar. Both classes also participate in a gardening project.

The bilingual grade 1 class follows a circus activity as well as a choir project.

The grade1 classic track class follows a project on water.

The bilingual grade 1 does a project on the theme of the world as well as a dance project.

The grade 1 classic track follows a project on water, and photography.

The bilingual grade 3 and 4 will work on cultural diversity and ecology.

The grade 3 classic track class leads a project around tales as well as a project on chess.

The grade 4 classic track class participates in a project on girl/boy equality and African female figures.

The grade 5 classic track class participates in a project on water, as well as a project on ecology.



As every year, the school organizes countries special days. The first took place on the Ngor campus last Friday, the country celebrated was Cameroon. The next one will take place on the Corniche campus, in January, and will celebrate Egypt.

Classic track classes participate in a project on programming, carried out over the year.

Days are standardized to address a particular theme: the “No to Harassment” day, the Disability Awareness Day, “La Grande Lessive”. The classes will also participate in the press week, and the spring of poets. A week will be dedicated to the theme of water in March, during the World Water Forum in Diamniadio.

Equipments (Item 3 of the agenda)

The Ngor campus returned to its new buildings this year. The containers, which were late for the beginning of school year, have been delivered. Furniture and equipment have arrived. The sports field is being finalized, following the delivery of the shock-absorbing tiles. Another book order is in progress for the BCD. Similarly, a second delivery of computers will be made during the year.

The backyard of the Corniche campus is being finalized. The sports field will be finished during the December holidays, with the sanding of the slab, the painting of the floor and the installation of the football goals.

The kindergarten courtyard will also be repaired during the December holidays, the slabs having been delivered. One part will be made of cushioning slabs with play structures, the other part (under the small courtyard) will be covered with synthetic grass, and the rest of the court will be shell.

The tarpaulin of the Preschool canteen has been replaced, with a more solid canvas that allows air to pass through.

The renewal of the furniture is continued with the delivery of desks, cupboards, shelves. The curtains are also being changed (several levels each year). The purchase of teaching materials continues. Globes, wall maps, skeletons, busts with organs, dentures were delivered for elementary school. For kindergarten, the school received puzzles, fine motricity workshops, imitation games, math workshops, musical instruments.

Fine motricity equipment and board games will be enriched next year for Preschool, and robotics equipment will be requested for the beginning of school year in September.



School life (Item 4 of the agenda)

Mrs. Hersent reminds us of school hours and the importance of arriving on time at the beginning of the day. This is also important for nursery classes, which start learning at 8 a.m.

As indicated in the internal rules, that all students' parents have read, supervision is provided after class, until 3:10 p.m. Beyond this time, the school is no longer responsible for the students. Only students participating in extra-curricular activities can stay until 4:15 p.m.

Students are required to wear clothing that respects the school color code: plain white at the top, plain navy blue at the bottom, or the school uniform. During PE lessons, school uniforms are compulsory (subject to availability). Gray is also allowed if the outfit is not available.

Pupils arriving late go to the secretariat to get a signed access note.

Health situation (Item 5 of the agenda)

The health situation has improved a lot since summer in Senegal. However, schools remain subject to the same health protocol.

The school therefore continues to ensure the disinfection of classrooms, several times a day. The classrooms are ventilated at each break. Canteen tables are disinfected between each service.

Students wash their hands regularly.

Shared snacks and birthdays can be organized in class, provided parents bring individual portions: individual cakes, cupcakes, muffins, mini pizzas, individual juice cartons, etc.

Wearing a mask is always compulsory for adults, and students from grade 1.

Procedure in case of a contact case remains the same: isolation of the contact student for 7 to 10 days, the class does not close.

In case of a proven positive case in a class, the school contacts the health district of the sector, which decides on the procedure to be followed.

Questions from parents representatives (Item 6 of the agenda)

1) Road safety:

We are aware of the fact that road safety (signs, sidewalks, etc.) is the responsibility of the city, which is why the parent delegates will submit a letter of request to the mayor of the 2 areas concerned in order to ensure a secure passage.

We therefore ask for your support in this process. If yes, would you be able to cover the costs related to the panels and the security barrier?

The Ouakam police have repeatedly asked the Corniche to remove the barriers protecting the sidewalks. For the moment we have not followed up, nor repaired the security barriers, but we will have to execute ourselves if the police imposes it on us.

For the Ngor campus, the road network not being finished, it is possible that the city will not decide. We can develop the front of the school, as we did with the sidewalk and the studs, but it is unlikely that we can act on the rest of the road. If the city's response is positive, the school will be able to position itself on the installation of temporary security barriers (but not all along the road).

At the Corniche, the parents suggest the installation of a second pedestrian crossing in front of the entrance door to the kindergartens, and the installation of road signs as well as a second speed bump. This would add to existing security barriers.

2) Campus Safety:

The number of incidents in the playground is quite large (especially for grade 1).

What are your plans to solve this important problem? When will be its implementation?

On the Ngor campus, several actions are carried out to calm the climate during recess. An additional adult has been added to playground surveillance from 10 a.m. to 10:20 a.m. The sports field is accessible to several classes, for students who wish to go there. A teacher is there to manage the matches

The school will also develop the playground space:

- implementation of a quiet space between the library and the Pre-kindergarten: installation of tables and chairs, mats. This will be put in place at the beginning of the year in January, when the equipment will be evacuated.

- painting of games on the ground: hopscotch, racing lanes, labyrinths, etc.

On both campuses, the school will equip classes with jump ropes, foam balls and rubber bands which will be made available during recess.

Work is being done to educate students and empower them during recess. A mediator system will be put in place from the start of the year in January.

Regarding incidents, there are two possible situations:

- students who go to the nurse receive a note from the nurse which they then put in their liaison notebook
- the nurse or the administration calls the parents in case of a serious injury
- the administration calls the parents in case of an incident between students: inappropriate words, fights, etc.

Parent representatives stress the importance of standardizing the rules applied by supervisors.

3) Canteen

Our children often complain that the dishes served in the canteen are too spicy and not varied enough. It is important that our children eat balanced and healthy meals and that the menu displayed on Pronote corresponds perfectly to the menu of the day!

An important point that comes up every year: children who bring back their lunch box cannot heat them up just before.

How do you develop and prepare canteen menus and what future improvements can be made in this regard, including for students who bring their lunch box?

The menus are developed by the chef of each campus, then reviewed by administration. The focus points are:

- balanced meals with the presence of proteins, vegetables, starches, etc.
- favor local products
- variety of dishes offered.

The suggestion to have recourse to a dietician to advise us is retained. The canteen committees are meetings bringing together the administration, students' parents, the chef and the bursar will be organized again. They will take place once a quarter.

There is no possibility of equipping the canteen with microwaves to heat the lunch boxes. Indeed, the students are too young to handle microwaves. The high number of students bringing a lunch box would require the installation of a large number of microwaves and therefore an equivalent number of adults to handle them. In addition, each meal takes about 2 minutes to be heated, it would take a long time to heat all the meals when, for example, there are 80 students eating in a lunch box during a service.

Students parents propose that a price, including the costs of supervision and management of the microwaves, be offered to families. They could thus follow up or not on this proposal. They are also asking for the installation of refrigerators to store the meals of students eating in lunch boxes.

The issue of reimbursement for unused days is raised. It will be presented to the administration.

4) Administration:

Parents want more visibility on the distribution of the school budget for the following reasons:

- *Disparity between high tuition fees and lack of educational infrastructure,*
- *Presence for a short period of substitute teachers, thus disrupting in-service training*

Due, on the one hand, to the disparity between tuition fees and educational infrastructure and, on the other hand, to the disruption of continuing education due to the presence for short periods of supply teachers, could we have more visibility on the distribution of the budgets of the 2 campuses?

Budget management is the sole responsibility of the school. The school is not parentally managed, details are not shared with parents. However, we can tell you the following points:

- the largest part of the budget is made up of the payroll. Contrary to what is done in some schools, 100% of employees are declared. Then come other items such as loan repayments, fixed charges, etc.
- the only source of funding for the EAB is school fees. It is difficult to compare with other schools which have specific statutes and therefore receive funding or subsidies (Mermoz high school, Catholic schools, etc.).
- the establishment is for profit but since 1996, there has never been any payment of dividends, everything is re-injected into the school



-the school's finances are subject to regular audits by the tax authorities and the accounts are certified by an international audit firm (Grant Thornton)

- investments take place regularly; renewal of school furniture, progressive investment in smart boards, purchase of PE equipment, purchase of teaching materials, renewal of playgrounds on the Corniche campus....

Investments will continue to improve student reception conditions: continued renewal of furniture, IT equipment, teaching materials, library books, of the Corniche campus.

5) Education:

Parents deplore the lack of infrastructure and teaching materials. The school is awaiting delivery of imported materials. The parents would like to know when the delivery will be made.

Parents also deplore too few teachers and careers (kindergarten children go to the toilets on their own; some classes have a group of children who are difficult to channel and the teachers seem very lonely). Parents would like more contact with teachers, especially in primary classes. Pronote is not used by all teachers in detail.

Can we know what are the directives concerning the use of Pronote?

Regarding fieldtrips, visits and reception of external speakers, when will these activities be possible again?

Teachers must complete Pronote every day: activities carried out during the day, and homework given. It should be noted that the homework mentioned in Pronote does not replace the use of the agenda, but is in addition to it.

More than 90% of pronote text books are completed regularly. The days not filled in can be explained by connection problems, or occasional missing of teachers.

Visits of external speakers are authorized; they were already like that last year. Day field trips were again authorized at the beginning of December; two classes are also organizing a field trip this week.

The agenda being completed, Mrs. Hersent thanks the school council members and closes the meeting at 5:35 p.m.