



**Minutes of the School Advisory (SAC) Council
on 04.03.2025**

Participants:

Tom Zijlstra (TZ), Gitta Lotz (GL), Daniella Schmitt (DS), Allie Bebb (AB), Marcus Adams (MA), Veronica Price, Andrea Lenz, Amanda O'Shaughnessy, Natasha Mackenzie Ford, Helena Riffer, Jessica Joung, Michelle Tran, Mark Wilson, Rachel Hamer, Matthew Senie, Wendy Feldbaum, Okkert Havenga, Dominic Rogers, Dagmar Rodriguez

Schülervertretung:

Primary School: Eve Mackenzie-Ford and Ain Lee

Secondary School: Grace Zhao, Mathilda Walser

Elternvereinigung:

Janina Wiebols, Sophia Gross, Alexandra Burchard von Kalnein, Sabine Walser, Vanessa Schlüter-Haag, Tim Uhle

Points from school management / Punkte der Schulleitung

1. and 2. Short introduction round and follow-up from last SAC meeting.

After a short introduction of all participants, Tom Zijlstra gave a short follow-up of the last SAC Meeting:

- A group of students were in Cuba, other students are visiting the European Council (MEC) in Strasbourg
- The state of the school is exemplary.
- Student tutoring: The student's representatives briefly reported: About 8 pairs of students have embarked on student-to-student tutoring. Student representatives are still looking for ways to make pairing more efficient. TZ requests that the head girls give him a short-written progress report and what is needed to further promote this initiative. ESRM aims to promote it as much as possible.

3. Joint Teaching Committee

Co-Director Ms. Lotz, who currently represents all directors of the accredited schools in the various committees within the system (JTC, Board of Governors etc), explains the organisation of the European school system, the Office of Secretary General, the guiding principles, the difference between the European Schools and Accredited European Schools as well as the changes within the system and the slow "merger" between AES and ES. As the last JTC just took



place in February in Brussels, it seemed to be a good time to remind everyone of the structural challenges in the system.

Alexandra Burchard von Kalnein (deputy head of the parents' association of ESRM) is currently the president of CAPEEA, Coordination of Accredited European Schools Parents Associations, which represents all parents of accredited schools and considers themselves as the sister organisation of InterParents (the centralized PA for traditional European Schools of which there are 13). 23 schools of 28 accredited schools are represented in CAPEEA that becomes more active and gets more attention with the central functions although it only has an observation seat in the JTC for the time being. The number of accredited European Schools is growing; due to budgetary constraints at European level, the number of traditional schools will not expand anymore.

As student reps of ESRM, Aiwen Han, Lara Deyerling Cruz, are members of CoSeea, the student representation body of Accredited European Schools.

New schools can receive European Accreditation following a formal process and under the premises that a given number of preconditions are met. Regular audits in both schools, AES and ES, take place every three years, the next audit year being 2027. ESRM has already been audited five times.

Any pedagogical changes within the syllabus of European schools are prepared in a formal process, starting generally with working groups (representing all stakeholders) who prepare their results in the JTC, overseen by the Secretary General; during which proposals will be decided or not and then submitted to the Board of Governors who will take the final decision. Details online to be found here: <https://www.eurasc.eu/en/Office/bodies>

The Joint Teaching Committee of European Schools meets twice a year, bringing together representatives of ES and 4 representatives (directors, teachers, students) of AES. GL explains two focuses of the recent meeting that took place in February 25:

1. Summative assessment for years S4-S6. Most school directors, all teachers, all parents' representatives presented their complaints about the proposed change in the assessment method in S4-S6 that formally had been decided on in October 2024. Despite a long discussion the new assessment policy was not overturned and it was decided to keep it in place. There might be additional conversation during the next Board of Governors meeting in April. Until then schools should apply the new ruling.



2. Document on the use of AI at European Schools: This is still in the making. The topic is very complex because of European Schools being in different member states with different jurisdictions (specifically when it comes to data protection). Any country national laws are considered as priority.

Revision of the primary school curriculum was a third topic: Everyone is happy with the introduced changes.

Cyprus oversees the presidency for this academic year. Next year it will be Poland. The next meeting will take place in Alicante, where on focus will be on student well-being. ESRM has been chosen to present its model on Well-being at our school to all directors and deputy directors in Alicante. DS: We aim to have parental ZOOMS on this topic as well with the same presentation.

TZ: Of a total of 37 European Schools our school is a leading participant in most groups. We will participate in four Working Groups at the next Joint Teaching Meeting in Alicante and will be holding one presentation.

There will also be a teachers conference of ES and AES teachers in Cyprus. ESRM will be presenting the bee project to other schools in Cyprus and the outdoor classroom project (Tiny Forest).

The Board of Governors consists – among others - of the heads of delegations of member states. All decisions regarding pedagogical matters (ES and AES), budgetary concerns for ES as well as HR topics for ES only are made within this body, based on proposals made during the JTC.

All documents approved by the Board of Governors are published. All parents also have access to documents in the making. The proposal for the use of AI at European Schools dated 29.01.25 has been attached to the minutes. For more information parents should contact Alexandra Burchard von Kalnein.

One of Alexandra's goals is to inform ESRM but also other parents about the structure of European Schools, the difference between ES and AES and the role of ESRM as a very special school within our peers.

One constant topic on a European level is: How many democratic values should be part of the curriculum.

4. SWALS (Students without a language section)



A survey was sent out to Primary parents and lower secondary parents to understand whether there is interest in more language sections. These could have been offered across ages.

The result is that there is not enough interest for additional languages. Parents are happy with German and English. Because ESRM is in Germany, parents don't want their children to miss German.

About 30% of parents answered. Many did not click on the „no interest“ button.

TZ: We always have to explain during audits, why we don't have SWALS.

Traditional European schools have SWALS, i.e. the right to be educated in your own language. One reason for the survey was to find out whether there is a basis for SWALS. There can always be a language three of any kind.

We have vague hopes for more interest in languages 3: Swedish, Dutch, and Portuguese.

The situation is much discussed in the European Community because it is so costly. Many love it from an idealistic point of view.

Points from Students' Reps / Punkte Schülervertreter

1. Projekte in der Primarstufe

Eve Mackenzie-Ford and Ain Lee, Student Reps of Primary presented two projects for which they request the support of the school:

- A. Creating a reading area in front of the P1 entrance to the Primary building
This would include a book and games exchange book case, a chess and games stone table, two sunbeds for quiet reading. The presentation included the required budget.

School management likes the idea and can subsidize the required budget with the help of other groups such as parents or the newly founded association of Friends of ESRM. Tom Zijlstra is confident that we a way will be found to fund the project.

- B. Request for a Melomi Kiosk to be set up for Primary: Some children are hungry even after their snack, some forget water bottles or snacks. A survey among primary students last year indicates that all students are for there being a kiosk set up by Melomi and selling healthy snacks.



School management is not enthusiastic about this idea and queries whether this will bring the desired effects. Students must wait until Secondary School for which there is a kiosk.

2. CoSeea/COSUP conference held at ESRM

On February 8, 2025 ESRM hosted a joint meeting of CoSeea and CoSup (Conseil Supérieur des Elèves). About 60 students attended. The minutes have been shared with the directors of ESRM. The next meeting will take place at the European School at The Hague. School management supports students taking active leadership in the student groups offered by European schools.

3. Project to beautify toilets in the Secondary building:

An S5 student, who attended a boarding school in South Africa, has brought a successful project to beautify girls' toilets at that school, where students put pictures of celebrities on doors of toilet stalls, to ESRM. At the South African school, vandalism and smearing were thus reduced significantly.

At ESRM, two S5 students have to date beautified one toilet by removing graffiti/smearing on the walls of toilet stalls. On the outside a star contains the name of each celebrity. Inside, each stall is decorated with about 8 photos of this celebrity. All girls like the decoration very much. Spark magazine will publish an article about this project. So far, only two photos needed replacing.

TZ is pleased with the success of this project. In general, hygiene and the state of toilets is much better, also because toilet cleaning has been increased.

School management will discuss, whether this project can be rolled out to other bathrooms, for instance in the Science wing.

3. Any other business / Sonstiges

An der Veranstaltung der Montagsgesellschaft am 6.3.25 in der Aula der Schule zum Thema „Wer gebildet ist, lebt länger“, stellt ESRM die Räumlichkeiten zur Verfügung, ist nicht Veranstalter. Die Montagsgesellschaft war bereits mit anderen Veranstaltungen zu Gast bei ESRM.

Points of teachers: There are no points of the teachers.

Points from Parents' Representatives / Punkte Elternvertreter

1. Feedback der Eltern zum Elternportal

Das Feedback ist überwiegend positiv. Eltern gefällt, dass z.B. alle Informationen für Eltern, die mehrere Kinder haben, an einer Stelle zu finden sind. Dies ist eine große Erleichterung für die Eltern.



Anregungen für Verbesserungen an einigen Stellen werden direkt an Frau Price gegeben.

2. Kurze Vorstellung Förderverein „Freunde & Förderer der Europäischen Schule RheinMain e.V.“ - <https://esrm-freunde.com/de/>

Der Förderverein wurde Ende 2024 gegründet. Tim Uhle ist erster Vorsitzender, Alexandra Burchard von Kalnein ist zweite Vorsitzende. Weitere sieben Eltern sind derzeit im Vorstand.

Der Förderverein schließt eine Lücke zwischen Elternvereinigung, die z.B. keine Kasse/Budget hat, und der Schule. Engagierte Eltern mit verschiedenen Kenntnissen und beruflichem Hintergrund haben sich gefunden, um den Verein zu gründen. Der Verein ist eine Ergänzung zu der Elternvereinigung. Es gibt aktuell eine große personelle Überschneidung zwischen Verein und Vereinigung.

Der Verein plant, eine Vielzahl von Projekten an ESRM zu fördern, z.B. die folgenden Beispiele illustrieren die Schwerpunkte

- Veranstaltungen von Schülerinnen oder für Schüler, z.B. Theater, Musicals, etc.
- Teilnahme an Wettbewerben (Forschung, Design, Sport, etc.)
- Preisverleihungen
- Finanzielle Unterstützung für das Schul-Orchester, Chor oder Rock Band
- Organisation von Vorträgen mit namhaften Persönlichkeiten zu relevanten Themen für die Schüler- und Elternschaft
- Veranstaltungen für Alumni Schüler und Eltern
- Fundraising für Schulveranstaltungen und ggfs organisatorische Hilfe bei zukünftigen BAC Bällen
- Unterstützung bei der Praktikumssuche unserer Schüler in Unternehmen der Region

Grundsätzlich gilt: Was unseren Schülerinnen / Schülern und Eltern an der Schule weiterhilft (außerhalb des Curriculum), kann unterstützt und gefördert werden. Umgekehrt wird der Förderverein nichts fördern, was sich gegen die Schule richtet. Als erste Förderung hat der Verein die Teilnahme von S6-Schülern am Quantum Impact Racing Team finanziell unterstützt.

Auch die Unterstützung von Familien für Klassenfahrten der Schule ist vorgesehen.



Alumni langfristig an die Schule zu binden ist ein besonderes Ziel, z.B. über Veranstaltungen.

Viele Schulen haben eine Alumni-Vereinigung. Es sind unterschiedliche Modelle. Kaum jemand macht das, was der Verein machen wird. Proaktiv im Verein sein, ist eine andere Motivation. Andere Schulen schauen jetzt, was wir machen.

Der Mitgliedsbeitrag beträgt € 60 p.a. / Familienmitgliedschaft € 100 p.a

Der Förderverein schlägt vor, mit Daniella Schmitt eine Projektgruppe aufzusetzen, um gemeinsam Ideen für die Einbindung der ESRM Alumni zu entwickeln. Grundidee ist, dass es regelmäßige Veranstaltungen an der ESRM für Alumni geben wird.

Dieses Jahr wird sich der Förderverein am BAC Ball vorstellen, um Mitglieder zu werben.

School management is delighted as a school about this development to increase the basis and collaboration of alumni with the school. TZ: „We are extremely grateful for this and thank the initiators for this idea. We are strongly supporting this Förderverein. An alumni network is extremely important for us, because we have previously not been successful in this area.“

Contact to the Friends of ESRM: mail@esrm-freunde.com

3. Nachfrage: Update Planungen Hessentag u.a. / Ausflüge dorthin geplant? / nimmt ESRM Teil?

Die Schule ist nicht aktiv in den Hessentag involviert.

4. BAC Komitee sagte danke:

Im Namen des BAC Komitees dankt Alexandra Burchard von Kalnein der Schule für die Möglichkeit, Fundraising an der Schule zu betreiben. Es ist gelungen, € 7.000 einzusammeln.

Agenda / Tagesordnung Secondary meeting:

1. AI guidelines for European Schools

The Joint Teaching Committee and the Joint Board of Inspectors of European Schools have prepared a lengthy proposal for a framework/proposal on the use of Generative AI at European Schools. It looks at AI from the perspective of the



teachers. It does not contain guidelines for students. It has been approved and will come into force in Sept 2025.

The fact, that it does not contain guidelines for students, means that every school can develop its own guidelines for AI.

The parents suggest including feedback from parents and students on AI, perhaps doing a survey among students

TZ: At ESRM we don't want students to generate complete answers using AI. But they can use it for stylistic improvement or for research. The nature of tasks given to students to be completed at home has changed due to AI.

AI can be used to learn. Teachers have noticed that students use AI to study by memorizing what AI has given them. This can be dangerous in the case where AI delivers false information.

Teachers are very aware of the capabilities of students.

EV: Nachfrage zu Turnitin-Software - Schüler verstehen oft nicht, was X% Übereinstimmung bei Turnitin bedeutet bzw. wie es dazu kommt. Das könnte man in die AI-Policy aufnehmen. Die Frage ist immer, ob die Arbeit der SchülerInnen von KI entwickelt wurde.

Daniella Schmitt: Die Richtlinie von IBO (International Baccalaureat Organisation, [ibo.org](https://www.ibo.org)) besagt: ab 70% KI-Nutzung handelt es sich um ein Plagiat.

Students must know that once their text is fed into AI, they lose the copyright to their own text/essay. Then it could appear to be AI-generated.

Link zum Statement der IB Organisation zu Chat GPT vom 1.3.25:

<https://www.ibo.org/news/news-about-the-ib/statement-from-the-ib-about-chatgpt-and-artificial-intelligence-in-assessment-and-education/>

According to the school management, parents should also discuss responsible use of AI with students.

2. Bring your own device S4

Allie Bebb (AB) explained: There are still difficulties in knowing, which teachers use devices and which ones don't. Controlling the use of devices is very difficult for teachers. Many teachers don't want iPads to be used during their lessons. Students are very distracted by games, memes. Sometimes students use AI, when teachers ask questions, and AI gives the answer. The whole situation can



also cause frustration with parents because they don't know whether to give their child an ipad as a present or not.

In S4 the majority of teachers are not requiring students to use devices for their lessons. They also don't have the capacity to teach students how to use their devices.

Therefore the proposal is that devices should be allowed from S5, and not yet in S4 (from the school year 2025/2026). AB would like feedback from those present on this.

TZ erinnert die Anwesenden daran, dass die Lehrer entscheiden, ob Schüler Geräte im Unterricht nutzen dürfen oder nicht. „Wir sollten die Eltern sehr gut darüber informieren, damit sie keine unnötigen Kosten haben.“

Diese Regel wird ab September 2025 implementiert.

Parents see that this can be a good decision, since some countries are considering banning the use of certain devices such as phones at school. However, digitalization is also very important and students need to learn how to use it properly.

The same goes for student representatives.

3. Projects/trips /

Daniella Schmitt (DS) presented a long list of projects/trips past and future for ESRM and ISRM - for details see attached presentation.

4. Professional talks and fairs

Daniella Schmitt showed that there is also an array of activities for career counseling, with Cambridge University visiting ESRM for the first time this year.

5. FAMES 2025

Will take place in Brussels, 8 students (4 music and 4 art) will participate.

6. Musical The Addams Family

The date has been set for two performances: Tuesday, June 17, 2025, and Wednesday, June 18, 2025 at 6 pm.

7. Extracurricular Clubs and enrichment clubs

50% of parents replied right away. Not all clubs have been decided on yet. For more details see the attached presentation



8. ESRM and Europe

TZ informs that ESRM is aiming for a higher profile than before, defending the virtues of Europe - inside and around the school we will be seeing more of Europe. The goal is to let Europe speak out. The school plans to support projects in this direction.

ISRM: Dominic Rogers (DR):

- MYP 4 students embarking on DoE
- MYP 5 Personal Projects in January and eAssessment period begins in Semester 2 with ePortfolios until April
- Successful first DP exam week 2025 - thank you to parents and students.

TZ: Parents are realising more and more that not all subjects wanted can be chosen.

DR: We are trying to ensure that we are competitive. We offer a viable realistic and pedagogically set of subjects to get students to University. Is a constant conversation with parents.

TZ: In every school system the number of students choosing a subject must be high enough, and we have to find a teacher for the subject.

DR: Every year the general state of ISRM consolidates further. We will have a full track of students doing IB next year.

TZ: The only problem is space;

Points from the Parents' Association

1. Wie wird „Student-to-Student Tutoring gut angenommen?

Siehe auch oben unter Follow-up vom letzten SAC-Meeting

Es gibt derzeit 7-10 Tutorenpaare. Das einzige Problem scheint zu sein, dass SchülerInnen sich anmelden Nachhilfe zu geben, Nachhilfe suchende SchülerInnen sich melden, aber dann zu den vereinbarten Terminen nicht erscheinen.

Das Anmeldeformular als Tutor oder als Nachfrager ist auf Teams.

Weitere Themen werden noch gelöst.

TZ: Wird dies von den Lehrern unterstützt, darüber informiert?

Antwort: 35 Tutoren haben sich angemeldet, die noch frei sind. Evtl. hilft es auch, wenn die Lehrer das Projekt vorschlagen.



Man könnte auch im Rahmen von „Study skills sessions“ darauf hinweisen.
DS: Inoffiziell helfen Schüler untereinander auch viel.

TZ: ESRM supports this.

2. Nachfrage nach Update der Nutzung der “turnitin-software” (individuell, abhängig vom Fachbereich oder auf alle Assessments angewandt) und aktueller AI Policy

Siehe oben unter AI Policy (war auch Punkt der Schule).

AOB

Writing Fest: Ergebnisse mitgeteilt, wer weiterkommt?

Six pieces were entered for almost every language: Germany, English, French, two for Bulgaria

Sommerfest: Finaler Termin wird in Kürze mitgeteilt, Vorschlag 28.6.2025

We will receive the presentation.

Primary meeting:

Points from the School

1. Educational Support Update – Amanda O’Shaughnessy
2. Talk For Write Update – Natasha Mackenzie Ford
3. Bilingual DOW in EN Section – Jessica Joung and Michelle Tran

Points from the Parents’ Association

1. Feedback elternseits zum neuen Zeugnis-Format
2. Nachfrage nach Details zur Projektwoche (Ablauf, Zeitrahmen, Abschlussevent)
3. Verschiedenes

AOB



SAC Meeting

Secondary School
04. March 2025



Agenda



- 1. AI Guidelines**
- 2. BYOD S4**
- 3. Projects/ Trips**
- 4. Professional Talks/Fairs**
- 5. FAMES**
- 6. Musical**
- 7. Upcoming events/ clubs**



AI Policy Guidelines



DO'S

- **Get guidance:** Get in touch with your school's Digital Learning Coordinator for guidance.
- **Align with your goals:** Understand how GenAI fits into your work to maximise its potential.
- **Experiment:** Try different prompts and approaches to compare results.
- **Interact, iterate, refine:** Engage with the GenAI service, refining outputs through follow-up questions. It's a conversation!
- **Share knowledge:** Contribute to and learn from the community and share prompts tailored to the ES curriculum.
- **Think critically:** Verify outputs, recognise biases, and identify errors in GenAI content.
- **Be transparent:** Explain how GenAI assisted your creative process (you can use an "AI-assisted" disclaimer).



REMEMBER

- Generative AI is a tool that becomes more valuable with thoughtful application. Each interaction is an opportunity to learn while maintaining professional, ethical and legal standards.



PRO TIPS

- **Use the right tool:** Explore different generative AI tools to find the best fit for your needs — text, analysis, images, etc.
- **Be specific:** When prompting, provide clear context and objectives. Don't leave GenAI guessing!
- **Break it down:** Split complex tasks into smaller, manageable steps.
- **Give examples:** Give examples of expected outputs for complex tasks. This is often easier than trying to explain it to GenAI.
- **Stay updated:** Learn about new GenAI capabilities and best practices. Stay in touch with your school's Digital Learning Coordinator(s).



DON'TS

- **Refrain from inviting pupils to use GenAI:** While educators can introduce pupils to GenAI, they should not ask them to use it directly (at present, European schools have no tools or legal provisions enabling pupils to use GenAI).
- **Never rely on GenAI to grade pupils:** This would be unfair pedagogically and non-compliant legally.
- **Avoid risking privacy:** Never feed GenAI with personal, sensitive, or confidential information—use anonymised content when needed.
- **Eschew copyright violations:** Never input copyrighted information (work that you or your school does not own the copyright to) into a GenAI tool without a licensing agreement.
- **Don't be out of the loop:** Never publish the results of AI's generative tools without a thorough human check.
- **Avoid wasting the environment:** Avoid unnecessary processing, especially for compute-intensive tasks like video generation.

BYOD - S4/S5/MYP4/5



- Difficulties in knowing which teachers will use them
- Gaming



MYP 5 Personal Project Exhibition- 20.01.2025



IB Student-Led Assembly - 7.02.2025



CoSUP/ COSEEA- 8.02.2025



Hessenmeister STEM Racing - 11.02.2025



Juniorwahl/ Valentine's Day- 14.02.2025



S7 History Talk - NATO Operations - 17.02.2025



S5-S6 Lecture “Why do Global Brands Fail?” 04.03.2025





02. 01.25 Tio Business School, NL
04.03.25 Hult Business School, UK
07.03.25 Uni Gießen, Geographie
17.03.25 FIS Uni Fair
28.03.25 Szeged Uni visit, Medicine
11.04.25 UK Uni Tour - ESRM



Trips 25

- S6/DP 1 Study Trips
- S3/MYP 3 Ski Trip Austria
- S4 Language Trips
- S5-S7 Cuba Economics Trip



Day Trips/ Upcoming Projects 25

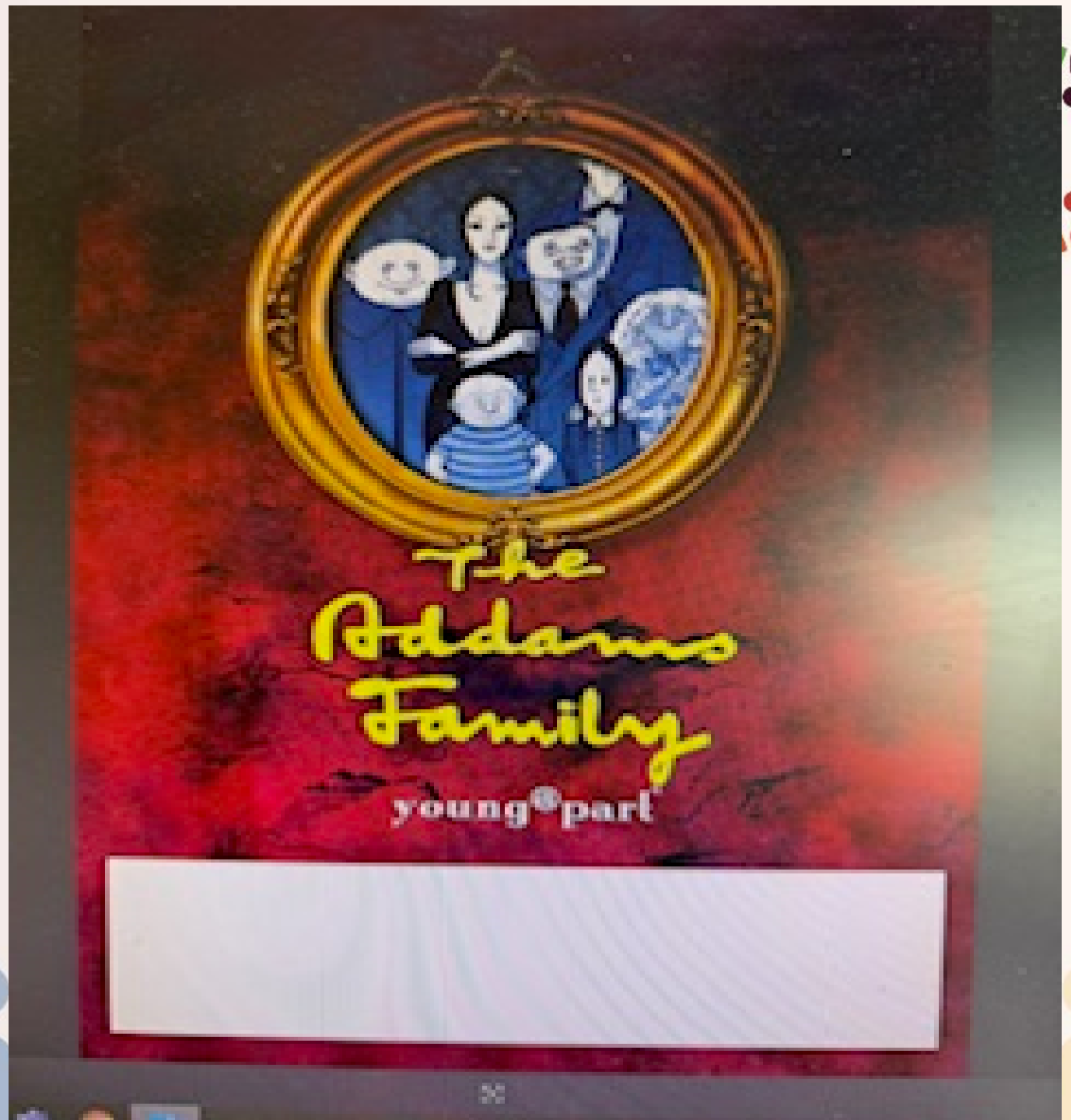


- **S3 Experiminta**
- **S2 Archeology Museum**
- **Duke of Edinburgh Trips**
- **S6/DP1 Art trip Liebighaus Skulpturen 18.03.25**
- **Hult Seminar “Why do global brands fail?” 04.03.2025**
- **Model European Council (MEC) 04.-07.03.25**
- **MainMUN 06.-07.03.25**
- **Chemistry/ Math Olympiade**
- **Peace Research Institute Frankfurt (PRIF) talk 14.03.25**
- **Theory of Knowledge Exhibition 19.03.25**
- **FAMES – April 2025**



Musical

- 17.06. @ 6pm
- 18.06. @ 6pm



Extracurricular Clubs



- Disco Fox Dancing Club
- Badminton
- Rugby
- Football
- Math Enrichment
- Science Club
- STEM
- Tiny Forest
- Chess Club
- Poetry
- Environmental Stewards
- Spark Magazine
- MUN



IB Update



MYP Update –

- MYP 4 students continue with Duke of Edinburgh.
- MYP 5 students completed their Personal Projects in January.
- MYP 5 eAssessment period begins in Semester 2, with ePortfolios in full swing until April.

DP Update –

- Successful first exam week 2025. Thank you to parents and students.

